

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Roseland Charter consists of Roseland Accelerated Middle School, Roseland Collegiate Prep, and Roseland University Prep and serves students in grades seven through twelve. Due the COVID-19 pandemic and public health orders, all schools will be Distance Learning to start the school year. Roseland Charter students have been Distance Learning since March 2020. The community continues to have rising number of COVID cases so the charter will continue Distance Learning until it is safe to return to classes.

The Roseland Charter is committed to providing equity and access to all learners with specific plans for those with special needs. The charter recognizes that all learners deserve a safe, accessible, engaging, and equitable education experience in which they can thrive academically, physically, and emotionally. The COVID Pandemic has let to significant stress for staff, families, and the community at large. There have been challenges in the changing of guidelines and protocols with respect to health and safety. Many students did not have access to a device and or internet so the charter provided Chromebooks and hotspots for those families in need.

Stakeholder Engagement

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

Roseland Charter utilizes the Accelerated Schools Process to support collaborative decision making. Under the Accelerated School Process, there are three types of decisions:

Consensus- Utilized when making systemic changes based on completing an inquiry process to address a challenge area/improve any aspect of school operations or conditions. With a consensus decision, 90%-100% of identified stakeholders agree to implement the decision.

Informed- Utilized when a decision needs to be made quickly but affects day to day operations or conditions. With an informed decision, leadership gathers stakeholder input and then makes a decision.

Command- Utilized when a decision needs to be made to implement a state/county directive, is related to safety or other urgent matter. A command decision is made by identified leadership when necessary.

Based on the short timeline allotted to develop this plan, the majority of decisions related to school reopenings have been informed decisions. However, gathering stakeholder input has been an important part of the process.

Stakeholder input was gathered in the following ways:

- Middle and high school student surveys (Distance Learning focused)
- Parent surveys
- Staff surveys
- Teacher focus groups
- Staff workgroups
- Virtual meetings with the bargaining units (REA & CSEA) to develop MOUs
- DELAC and Parent Advisory Committee Meeting

While the details outlined in this plan are comprehensive, providing a robust Distance Learning program that meets all students' need will necessitate an ongoing commitment to the continuous improvement cycle. The district will continue to utilize the ASP process throughout the school year to conduct inquiry and address challenge areas. Some specific areas of focus that have already been identified by stakeholders include parent communication and support, social emotional learning, technology support and tools, and, to recognize our ongoing commitment to social justice and to address the events of this past summer, teaching tolerance/anti-racist curriculum. Additional needs/priority areas will be determined as needed through further engagement with stakeholders.

When engaging parents/community stakeholders to help develop our reopening plans, the district provided all information in English and Spanish. The district has provided hotspots to all families who did not previously have internet access to help ensure students' equitable access to instruction, as well as to ensure that all parents/guardians can meaningfully participate in the stakeholder engagement process described above. Additionally, school and district staff called families that did not have access to devices or internet (initially) to engage them on the surveys and meetings. The Parent Advisory Committee and the District English Learner Parent Advisory Committees met to discuss the Learning Continuity and Attendance Plan and the superintendent responded in writing to the comments. The Public Hearing of the Learning Continuity and Assessment Plan will be held on 9/28/2020.

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

All Board of Directors meetings are public and available through Zoom. The Zoom links are posted at <https://www.roselandsd.org/District/Department/11-Board-of-Education/931-Charter-Agenda-and-Minutes.html> 72 hours before the meeting. Chromebooks have been distributed to all students and hotspots have been distributed to families in need of internet so families can participate. Also, the community members can call into Zoom meetings to interact. Translation services through bilingual staff members are provided at each meeting.

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

Staff

- Staff had input into the student and staff schedules to meet the requirements of SB 98 through surveys, focus groups, and workgroups. Staff felt strongly that students need synchronous learning opportunities daily.
- Staff workgroups chose initial technology tools to support Distance Learning.
- Staff workgroups created a grading and late work policy.
- Staff workgroups developed a plan for student supports.
- Staff meeting dates were held 6/16, 7/20, 7/22, 7/29, 7/31, 8/3, 8/6
- Separate voluntary meetings were also convened with special education teachers, psychologists and speech-language pathologists, to plan distance learning instruction and services, specific to meeting the diverse needs of our students with disabilities.

Roseland Educators Association

- REA felt strongly that students need synchronous learning opportunities daily.
- REA helped develop staff schedules.
- REA meeting dates were held 7/8, 7/15, 7/21, 7/24, 7/28

California School Employees Association

- CSEA made recommendations for safety protocols.
- CSEA and administration met to redefine job duties to meet the needs of students during Distance Learning.
- CSEA meeting dates were held 5/6, 6/18, 7/30, 8/28

Students

- Students said they need more support with motivation and organization.
- Students liked meeting their teachers and were thankful for all the learning materials distributed before school started.

Families

- 93% said that the best part was meeting new teachers.
- 68% said that logging into virtual class meetings did not go well
- 60% said they would like help with helping their child with homework
- Several comments said that internet was an issue
- 52% of parents would like parent education around organization, motivation, and positive behavior for teenagers

- 42% of parents would like parent education around social, emotional, and mental supports for teenagers
- For the most part, parents did not have major concerns with academics, learning English, SEL, stable internet, enrichment, motivation, or someone to help child

DELAC

- DELAC meeting was held on 9/1.

PAC

- PAC meeting was held on 9/1.

Local Community

- The Board of Directors approved the Distance Learning Plan on 8/5
- The Public Hearing for the Learning Continuity and Attendance Plan will be on September 28 for community feedback.
- Charter partners have met with staff to discuss processes for supporting students remotely.

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

Roseland Charter is maintaining the current level of Instructional Assistants, teaching staff, and special education related services personnel. The charter will continue to seek and procure evidence based instructional/intervention materials through the use of English Language Arts and math diagnostic and provide professional development on effective instructional strategies.

The charter will continue with our annual comprehensive professional development plan. The comprehensive professional development plan for 2020-21 incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students with an emphasis on high need groups such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. Choice is provided for teachers through stipends for Google Educator Certification and self-paced technology trainings. Staff meetings and collaboration times have been increased to meet weekly during distance learning.

Additional technology based programs, apps, and software have been purchased to aid in Distance Learning synchronous and asynchronous instruction. These programs include, but not limited to, Nearpod, Padlet, KAMI, Listenwise, and Screencastify.

The charter plans to continue with 3.0 FTE social emotional counselors and 1.4 FTE school psychologist. The charter will continue to analyze and adjust school service levels based on need.

After School support was a top request from parents and students. The charter is posting job descriptions and looking to hire for after school tutors that will focus on math and writing. Instructional assistants and other staff members will provide site based support and intervention.

Communicating with families is a priority for staff and parents. The charter has implemented ParentSquare to help facilitate communication between the school and families including translation support. Additionally, the charter is posting job descriptions for Family Engagement Facilitators that will help with family communication and education.

Additional cleaning materials and air purifiers have been purchased to increase the level of cleaning and sanitization.

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.]

In the summer of 2020, it was determined that a safe re-opening of school campuses for in-person instruction was not possible due to Sonoma County being on the state watchlist. Additionally, virus transmission rates in our local Roseland community have been amongst the highest in the county. Therefore, the district will continue to operate in a Distance Learning format until it is deemed safe to pivot to in-person instruction.

Nevertheless, the district recognizes that classroom-based instruction is preferable to remote instruction from an educational standpoint and for the social-emotional wellness of our students. The district has taken the following measures to plan for a possible return to on-campus/in-person instruction so that we are ready to pivot when it is deemed safe and when we have authorization to do so from state or local public health officials and our Board of Directors, as well as an agreement between the district and our bargaining units.

Plans to pivot to in-person instructional offerings include:

- A plan for health and safety protocols, including the requirement of social distancing, use of face coverings and other personal protective equipment.
- A plan for increased daily cleaning and disinfecting of classrooms, high traffic areas, and school campuses.
- Purchase of new air filters for HVAC systems that are rated at least MERV-13.
- Purchase of new air purifiers for classrooms, school offices, and common areas.
- Development of a system for wellness checks for staff, students, and visitors.
- Clear messaging posted at school sites related to face covering, social distancing, and wellness check requirements.
- Use of plexiglass barriers in school offices and other areas that require person-to-person interaction.
- Use of isolation rooms in the event a student or staff member becomes ill while on campus.

- Development of a possible hybrid schedule in the event that school sites need to operate on a modified schedule to support social distancing. This includes a potential 50:50 model where students are broken into two rotating cohorts, with one cohort attending in-person instruction and the other cohort participating in Distance Learning.
- Specific plans for classroom layouts and restriction of the use of shared items to protect the health and safety of students and staff. This includes ensuring desks face the same direction and remain 6 feet apart, when deemed necessary.
- Training for school staff on necessary health and safety protocols related to COVID-19.

When we are able to resume in-person instruction, the district will continue focusing on providing a strong instructional program that includes standards-based direct instruction, small group instruction, use of high-quality instructional materials, powerful learning opportunities, integration of technology, and frequent progress monitoring. Teachers will utilize an ongoing assessment cycle and collaboration to identify and address learning gaps.

Additionally, the district will continue to prioritize students' social-emotional wellness by providing regular social-emotional learning opportunities in the classroom and providing a school social-emotional counselor at each school site. Counselors will provide school-based counseling services and also, with the aid of the coordinated services team, help families access available community resources related to mental health.

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

Description	Total Funds	Contributing
Sanitation, Disinfection, and Personal Protective Equipment	\$65,448	No
Air filters and purifiers	\$67,037	No
Plexiglass barriers, signage, and office mailboxes to reinforce social distancing	\$2,437	No
Additional staff hours to support in-person instruction and assessment	\$50,000	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.]

The charter will continue to monitor public health guidelines. When it is safe for students and staff to return to campus, the charter will resume in-person instruction. To support a smooth transition, the earliest in-person instruction start date will be at the beginning of a quarter or a semester. The charter will continue to develop a hybrid program model that will continue to be refined based on stakeholder feedback and public health guidelines.

Roseland Charter Schools will provide standards-based curriculum and instruction with access to a broad curriculum. Teachers and students will utilize adopted curriculum, supplemental materials, and software to support student learning. Student learning will take place synchronously and asynchronously. All middle school students will see at least two teachers per day for live, synchronous instruction. All high school students will attend four class periods virtual class meetings (Zoom) daily. All students will complete asynchronous work daily to ensure the minimum 240 minutes of daily instruction. Students will work interactively with their teachers and peers and will receive ongoing feedback from the teacher.

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.]

Chromebooks:

All middle school students will be issued a school Chromebook for their dedicated use. Additionally, students will receive a microphone-enabled earbud set in order to support participation in live video-conferencing/Zoom meetings.

School-issued Chromebooks will have necessary bookmarks to help assist students and families with access to important software programs.

Teachers will be responsible for spending an adequate amount of time instructing students on the proper use of chromebooks and how to efficiently use the necessary software programs for Distance Learning.

Computer lab assistants and the technology team will provide technology support to students, families and staff.

Support will be provided remotely whenever possible.

When in-person support is necessary (e.g. exchanging of a broken device), the technology team will provide support at a designated location and all health/safety protocols will be implemented, including social distancing, use of face coverings, and the requirement of wellness checks.

In high school, students will have the option of using their own device or borrowing a school Chromebook.

Internet Access:

Roseland Charter will also work towards ensuring that all students have internet access at home. The technology team will provide information and guidance to parents/guardians on how to access free or low cost internet services. Additionally, Roseland Charter has procured hotspots to support student access to Distance Learning for those families who have been unable to obtain internet access. School sites will monitor student engagement and participation. If a student missing 3 or more classes in a week, they will reach out to ensure they have everything they need to connect and attend classes.

Software:

All Roseland Charter School students will utilize common grade-level Learning Management Systems. Google Classroom will be utilized in grades 4-12. The Learning Management Systems will be utilized to assign students work, for students to submit assignments, and for teachers to provide feedback.

Additionally, all students will be provided with subscriptions to personalized learning software to support academic progress in a variety of subjects during Distance Learning.

Technology Support:

- Parents/guardians can request assistance for technology support through their teacher or call the school office. The school site staff member can submit a request for technology assistance for the parent/guardian through the district tracking system if they cannot help at the school site level.
- A charter technology team member will then provide remote assistance through telephone or video conferencing.
- When in-person support is necessary (e.g. exchanging of a broken device), the technology team or school site staff member will provide support at a designated location (preferably outside), and all health/safety protocols will be implemented, including social distancing, use of face coverings, and the requirement of wellness checks.

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.]

Student attendance during Distance Learning is required. Parents who need to report an absence must contact the school office. In order to be considered present, attend live virtual class sessions (e.g. Zoom meeting), or participate in another capacity, such as submitting

classwork, completing learning software minutes, two-way communication with their teacher, etc. All classes/periods have daily, live instruction via Zoom in addition to asynchronous independent work.

Additionally, teachers will monitor students' ongoing participation and completion of assigned work through the use of Google Classroom and online Schoolwise Gradebook. Schoolwise has created a report that teachers will monitor daily to record synchronous and asynchronous learning opportunities. The Roseland Charter Attendance and Engagement Tracking Plan outlines the number of synchronous and asynchronous minutes per day to allow for the minimum of 420 instructional minutes daily. Teachers will take daily, period attendance via Schoolwise. Teachers will also complete a weekly engagement record to document daily synchronous and /or asynchronous instruction, verify student daily participation, and track assignments. On the weekly engagement record, teachers will certify that the assignments listed represent the minimum amount of instructional minutes required by the state.

Any student who has three or more unexcused absences from Distance Learning, or 60% of the instructional days in a week, will be identified for a re-engagement process. The goal of the re-engagement process is to increase student attendance and participation in Distance Learning. The re-engagement process will occur as follows:

Step one: The classroom teacher will contact the parent/guardian and/or student to provide support and discuss next steps:

Step two: If the student is still absent from Distance Learning, the teacher will fill out a Coordinated Services Team (CST) Referral, and the CST team will determine next steps in order to re-engage the student, including conducting additional outreach by an identified staff member, such as the school principal, the Student Services Manager, or the school counselor.

Step three: If the student is still identified as absent from Distance Learning, the school will convene a group of staff and administrators to meet with the family and provide additional outreach and support in order to re-engage the student.

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 start of the 2020-21, all Roseland Charter Schools' staff will receive training on the health and safety protocols described in this plan, as well as in necessary changes to school operations. Additionally, teachers/staff will receive professional development throughout the year on topics identified by stakeholders as being important to promote student success under a Distance Learning model. Specifics related to these topics may vary by grade level; however, supporting social emotional wellness of students and staff, as well as the use of technology to support Distance Learning will be prioritized. All professional development will be provided virtually.

Areas prioritized for professional development through focus groups, workgroups, surveys, and charter-identified need:

- Google Educator Certification
- Student programs such as IXL
- COVID-19 Health and Safety

Social Emotional support for students

Essential standards and how to support students academically

Further professional development opportunities necessary to support Distance Learning will be conducted regularly throughout the year through common planning time and staff meeting time. Further professional development will be based on staff needs. Trainings may be individualized, by department, or whole staff.

Technology support for staff is provided to staff through a district-wide ticketing system. The technology team responds to requests and works individually with teachers, instructional assistants, students, and families. All support will take place virtually unless necessary. If in-person support is necessary (e.g. broken device) all necessary health and safety protocols will be put in place, including social distancing, use of face coverings, and the requirement of wellness checks.

Staff Roles and Responsibilities

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

The transition to Distance Learning has required all staff to take on new roles and responsibilities to ensure student success in this challenge format of education, including:

- Instructional Assistants will continue to support student learning, from a distance. They may be pushing into to Zoom classes or meeting with small groups of students on their own throughout the day. Additionally, they may be making phone calls to re-engage students.
- Teachers have fully transitioned to teaching in a virtual format. They have developed necessary technology skills to provide remote instruction.
- Principals are responsible for overseeing overall student and staff success with Distance Learning, which includes many new or different job responsibilities (e.g. organizing distribution days, holding virtual staff meetings, overseeing the student re-engagement process, supporting staff with the challenges of Distance Learning, helping to maintain strong school cultures/home-school connections in a remost format, etc.).
- Food Service Workers will continue to support with meal distribution. They will help with assisting families with Free and Reduced Lunch Applications, and providing outreach regarding meals. On the days when they are not helping with meal distribution, they will help the office staff with parent phone calls, translation, clerical support, and/or student support.
- Office Managers and other front office staff members help with parent engagement and parent technology support. They have also been assisting with new attendance and reporting requirements.

We will be hiring secondary tutors to support students after school hours, especially with math and writing.

We will be hiring Family Engagement Coordinators to support in parent communication and education.

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

Roseland Charter Schools is proud to serve a large population of English Learner (EL) students, and we recognize that our English Learners face additional barriers to academic and personal success while school operates in a Distance Learning format. Fluency in the English language and grade-level academic proficiency are critical factors in helping our students achieve our charter-wide vision of “Destination College.” In order to help mitigate the barriers our English Learners face, Roseland Charter will:

- Utilize the principles identified in California’s English Learner Roadmap to implement instructional programs for English Learners.
- Offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels
- Prioritize oral language development during synchronous/live Distance Learning instruction. Encourage oral language practice during asynchronous/self-paced Distance Learning instruction.
- Frequently monitor student progress, adapt instruction and/or provide interventions when necessary.
- Engage families of English Learners through ELAC and DELAC meetings, and other means, to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the COVID-19 pandemic, including health concerns, economic hardship, increased stress and other considerations.
- Newcomer students will receive additional support in the afternoons from a site identified staff member.
- Administer the English Learner Proficiency Assessment for California, according to state and public health guidelines, if the exam is not waived.

Students with Individualized Education Plans (IEPs)

Students with Individualized Education Plans (IEPs) will continue to receive Special Education Services virtually, while Roseland Charter Schools operate on a Distance Learning Model. An IEP meeting will be convened within the first six weeks of the 2020-21 School Year, to review and update the IEP as appropriate. IEP meetings may be offered virtually and/or via telephone. As in-person assessments may be required towards a comprehensive evaluation determining initial or ongoing eligibility for special education services, a work group will be convened to develop a plan to conduct in-person assessments safely.

Students with Section 504 Plans

Students with Section 504 Plans will continue to receive accommodations per their Plan while Roseland Public Schools operate on a Distance Learning Model. A Section 504 Plan meeting will be convened within the first six weeks of the 2020-21 School Year, to review and update the Section 504 Plan as appropriate. Section 504 Plan meetings may be offered virtually and/or via telephone.

Students with Individual Health Plans (IHPs)

Parents/guardians of students with Individual Health Plans (IHPs) will be contacted prior to the beginning of the 2020-21 school year, so that IHPs may be updated as appropriate for students who will be participating in the Roseland Charter Schools Hybrid Learning Model. Individual Health Plan (IHP) meetings may be offered virtually and/or via telephone.

Foster Youth and Pupils Experiencing Homelessness

Students who are identified as foster youth, as well as those who are experiencing homelessness, need special consideration and support, particularly while COVID-19 remains a health risk and students are not able to attend school on campus. Roseland Charter Schools will support foster youth and students who are experiencing homelessness by:

- Ensuring that we maintain regularly updated records identifying foster youth and students experiencing homelessness.
- Assigning a key staff member, such as a school counselor or other designee, to monitor academic progress and overall well being for the identified students.
- Utilizing the Coordinated Services Team process to address concerns/needs when necessary for the identified students.
- Maintaining regular communication with parents/guardians or caregivers, and others who are identified as critical to the students' success.
- Ensuring students have the resources needed to be successful in a Distance Learning format, including technology devices, internet access, and school supplies, as well as transportation to and from school when necessary.

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

Description	Total Funds	Contributing
Instructional materials including novels, textbooks, school supply kits, PE equipment, etc.	\$138,129	No
Software and technology programs (e.g. Edpuzzle, Listenwise, Nearpod, Padlet, etc.)	\$178,092	No
Additional Staff hours to support Distance Learning (e.g. technology team timesheets)	\$10,000	No
Distance Learning technology hardware (e.g. Chromebooks, hotspots, writing tablets, document cameras, earbuds, sanitation cabinets, laptops)	\$323,977	No
Professional Development and Collaboration (e.g. Google Certifications, Google Summits, staff workgroups, IXL trainings)	\$21,646	No

Description	Total Funds	Contributing
Miscellaneous costs (e.g. pop-up tents, PSPS packets, postage, printing, Distance Learning Handbook, etc.)	\$51,615	No
Enrichment (clubs, electives, etc.)	\$30,000	No

Pupil Learning Loss

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

In order to address the learning losses from last spring and summer, teachers will be administering diagnostic assessments and using that data to inform instruction. Teachers will be working in grade level and department teams to identify essential standards that all students learn for mastery. One hour per day, four to five days per week, is dedicated to student support and parent communication. Teachers will be providing tutoring, intervention, and student check-ins during this time as an ongoing support.

Based on student, teacher, and family results the charter will continue to keep assessment close to instruction to provide timely feedback to students and families. The need remains for academic data, social-emotional learning (SEL) data, attendance data, and task and assignment completion data.

The focus will be on a strong instructional program based on “First Best Instruction” that is coupled with access to essential standards and a cycle of assessment to consistently monitor and accelerate the learning trajectory of students. Screener, diagnostic assessments, common assessments, District Benchmarks and the use of SBAC Interim Block will be administered for Mathematics and English Language Arts. In addition to formative and summative assessment data, academic grades will also be reviewed against historical achievement to inform the overall picture of student progress. The charter will use STAR 360 Reading three times per year to gauge students’ independent reading level and plan instruction. Additionally, students will take the IXL Diagnostic ongoing throughout the year to align instruction with student needs as well as track progress in math and ELA. To assess English learner progress, teachers will use multiple data sources and regularly review student progress. This includes: ELPAC results, STAR reading results, classroom based formative and summative assessments. Every English learner receives Designated and Integrated ELD instruction.

The first few weeks of school using Distance Learning will focus on teachers building relationships with their students and each other due to unforeseen exposure to some type of trauma during the COVID shutdown. Routines for Distance Learning will be emphasized so there is a sense that their day will have a calm, safe, and predictable rhythm.

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.]

Learning engagement will be verified by attendance tracking software, Schoolwise, and Google Classroom. Small group extension during the day will be provided to students along with an evening tutoring opportunities for students.

Teachers will use cycles of assessments to identify and remediate knowledge gaps so all students have a solid foundation before tackling the next challenge in their studies.

Distance Learning Surveys have been administered to gauge perceptions about the delivery of instruction during school closures to begin to understand and prioritize how to support every student and create “Professional Development opportunities” for teachers along with building the capacity of parents (Parent Education opportunities) during Distance Learning.

Roseland Charter developed a website and documents dedicated to distance learning instructional resources and a “live document for “on-demand” professional development. The focus of these lessons ensured all students receive instruction that is based on essential standards and ensured accessibility for all learners including disabilities and those needing language supports.

In order to assess and measure learning status over a multi-year time period in English Language Arts, English Language Development and mathematics teachers will administer diagnostic assessments, benchmarks, formative assessments and summative assessments. Essential standards will be assessed for learning and students will complete ongoing tasks which will enable students to self-assess and self-monitor during learning and keep engagement levels high. School site teams will run grade checks/reports every 6-8 weeks in order to monitor students who are receiving Ds or Fs.

Roseland charter math teachers will be utilizing a program called, IXL, which engages students online in individualized, skills-based activities. The IXL Diagnostic evaluate a student’s progress over time which enables the student and teacher to measure the student’s learning. Groups can be created during online instruction enabling the teacher to help support the misconceptions and revise student thinking.

Teachers utilize formative assessment tools during their lessons: rubrics to clarify expectations and to provide feedback during writing lessons; journals and quick writes to enable further discussions and see how students are feeling; pre-tests and exit tickets to see where they

are at the beginning and end of online lessons; strategic questioning and performance tasks during the lesson; observing students through zoom meetings; and evaluating work.

The charter will clearly communicate with staff, families and the community concerning how the charter will protect the wellbeing and safety of students and staff, in conjunction with how to address the social, emotional and academic needs of students. The Family Engagement Coordinator will begin offering online classes and zoom meetings to further support parents with the challenges of online learning for their children. Parent Conferences for all 7th and 8th graders will be held through zoom, phone calls, etc. to ensure parents are informed of their child's progress and class expectations.

Additionally, to address learning loss, the charter will implement the following:

Tier 1: Effective first instruction coupled with the supports above

Tier 2: Referral to the Coordinated Services Team

Tier 3: SST or other parent team meeting

Low-income, Foster Youth, Foster Care, Homeless Students

- All actions and strategies are first directed at improving outcomes for Low-income, Foster Youth, Foster Care, Homeless students.
- Technology and access to extend learning beyond the school building and day are ensured by providing a device to each student and Wi-Fi access to families without connectivity to ensure more equitable access to learning, no matter the place or time of day.

English Learner Students

All English learners will receive Designated and Integrated ELD during Distance Learning. English Language Development (ELD) will be measured multiple times throughout the year using diagnostic assessments, benchmarks, formative assessments and summative assessments. Essential standards will be assessed for learning and English learner students will complete ongoing tasks which will enable students to self-assess and self-monitor during learning and keep engagement levels high.

Students with IEPs

- Teachers will provide small group or individual intervention based on determined student need.
- Ongoing professional development to support staff working with students who are receiving Special Education services.
- Special Education Teachers and General Education Teachers provided time to collaborate on accommodations and meeting student needs based on Individualized Education Plans.
- In addition to the tiered services described above, within the first 30-days of the new school year, an IEP meeting will be convened for each pupil with exceptional needs to discuss and plan goals, services, and accommodations, during the period of 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.]

The effectiveness of the services provided to students will be measured through the assessment calendar. Screener, diagnostic assessments, common assessments, District Benchmarks and the use of state Interim Assessments will be administered. In addition to formative and summative assessment data, academic grades will also be reviewed against historical achievement to inform the overall picture of student progress. Teachers meet in grade level and department teams regularly to discuss student needs.

Data will be analyzed during collaboration time where teacher colleagues and leadership work in collaborative groups and reflect on the data, focus on student learning, and interactions with their colleagues on effective strategies to close the learning gaps among various students and student groups; including foster youth, ELs and low income students. By sharing student progress amongst and across grade levels, educators take ownership of every child's education and strive using appropriate strategies and interventions to close the learning loss gaps that have occurred due to COVID-19 school closures.

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

Description	Total Funds	Contributing
Ongoing assessment cycle to measure student growth and needs (e.g. STAR, Illuminate)	\$15,540	Yes
After School Secondary Tutors to support students with independent learning activities	\$24,000	

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.]

Roseland Charter Schools recognize that the difficulties students, staff, and families are experiencing due to COVID-19 have the potential to negatively impact their wellbeing. Now, more than ever, a dedicated emphasis on Social Emotional Learning will be critical. In that regard, Roseland Charter will implement the following:

- Professional development for teachers/staff to address the trauma and other impacts of COVID-19.

- Professional development for teachers/staff to promote their own self-care, stress management, resilience and wellbeing while working to support our students and educate in a new way during these difficult times.
- Social emotional learning lessons/opportunities for all students either through in-person and/or Distance Learning instruction.
- Use of coordinated services team referral process for students with identified needs.
- School counseling services virtually.
- School counselors and other school staff will provide parent and student education opportunities through videos and/or newsletters that provide social-emotional learning strategies and tips to be used in the home.
- Assistance in accessing community resources and services related to mental health

Additionally, the charter will continue to utilize the Accelerated School Process to conduct ongoing inquiry work to develop and/or improve school/charter wide plans and processes to support social emotional wellbeing.

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.]

Student attendance during Distance Learning is required. Teachers will take daily attendance in an online platform. Parents who need to report an absence must contact the school office. In order to be considered present, attend live virtual class sessions (e.g. Zoom meeting), or participate in another capacity, such as submitting classwork, completing learning software minutes, two-way communication with their teacher, etc. Parents/guardians will receive a voicemail, text message, and/or email when their child has been absent.

Teachers will monitor students' ongoing participation and completion of assigned work. Additionally, teachers will update their Schoolwise gradebook at least every other week so that school staff can communicate with students and families. To promote regular participation and completion of student work, teachers/schools staff will clearly communicate expectations to students and parents/guardians. Communication of expectations will occur through a variety of measures, such as through emails, teacher syllabi, school to home communications, parent meetings, parent conferences, Back to School Night, or other means.

In addition, each teacher will have scheduled parent communication time four to five times per week. As a component of this time, teachers will contact the parent/guardian of any student who was absent. The teacher will request the parent notify the teacher/school of the reason for the absence and log it in the online attendance platform. This will help ensure regular monitoring of student attendance. The charter has purchased an online parent communication platform, ParentSquare, which provides easy to use two-way translation to assist with this task. Additionally, teachers will have translators available to help with other parent outreach needs.

Any student who has three or more unexcused absences from Distance Learning, or 60% of the instructional days in a week, will be identified for a re-engagement process. The goal of the re-engagement process is to increase student attendance and participation in Distance Learning. The re-engagement process will occur as follows:

Step one: The classroom teacher will contact the parent/guardian and/or student to provide support and discuss next steps:

Step two: If the student is still absent from Distance Learning, the teacher will fill out a Coordinated Services Team (CST) Referral, and the CST team will determine next steps in order to re-engage the student, including conducting additional outreach by an identified staff member, such as the school principal, the Student Services Manager, or the school counselor.

Step three: If the student is still identified as absent from Distance Learning, the school will convene a group of staff and administrators to meet with the family and provide additional outreach and support in order to re-engage the student.

Office staff and school administrators will monitor student engagement. The charter will use ParentSquare and the SIS (Schoolwise) to verify contact information, and provide outreach for health/social services as necessary, and when feasible, transition the student to full-time in-person instruction.

1. Families will receive automated phone calls daily if their child was marked Distance Learning Unengaged for any period of the day.
2. Notifications can be in the form of phone calls, texts, and emails.
3. If connectivity seems to be the distractor, the school will work with the family to ensure Wifi or a hotspot.
4. Teachers are reaching out during the Support Support and Parent communication time to re-engage students.
5. Grade level teams meet weekly or bi-weekly to discuss student engagement issues.
6. Charter nurses will have detailed involvement to address medical issues preventing student engagement.
7. A referral to mental health therapists will be made if there are any suspected social-emotional issues or if parent/student has indicated mental health concerns as a barrier

Our Homeless students face greater challenges for engagement and the role of Student Services Managers and our homeless liaison will be to monitor and follow up on concerns brought from students, families, teachers, counselors, and the administration to remove barriers

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.]

While Roseland School District operates in a Distance Learning model, students will continue to be offered school breakfasts and lunches. Meals will be available for pick up at identified school campuses within the district as follows:

- Meals will be provided free of charge to all children 18 years old and younger.
- Meals will be distributed two times per week, Tuesday and Thursday from 7:30 - 6:00 at two different locations.
- Seven days worth of breakfast and lunch will be distributed between the two days.
- Meals served will be individually plated or “grab and go”.
- Meals will be distributed unheated; proper food handling and heating procedures will be provided.
- All safety protocols will be put into place during food distribution. Social distancing practices will be required. Additionally, cafeteria staff, as well as persons picking up food, will be required to wear face masks, with the exception of children under the age two.
- Parents/guardians will be communicated with regularly through the district parent communication platform (ParentSquare) about the process, location and dates/times to pick up meals.
- Parents will receive communications related to meal service in their language of preference.

In the event that on-site instruction resumes, the district will adjust its meal service plans to ensure that students continue to receive school meals. If future onsite instruction includes a hybrid model, students will receive school meals for both days of onsite instruction and Distance Learning.

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

Section	Description	Total Funds	Contributing
School Nutrition	School nutrition contribution	\$6,866	No
Pupil Engagement and Outreach	Parent engagement and education (e.g. ParentSquare, Parent Education classes, Family Engagement Coordinators)	\$13,143	No
Mental Health and Social and Emotional Well-Being	Social Emotional Counselors	\$302,098	Yes
Mental Health and Social and Emotional Well-Being	Mental Health and Social Well Being	\$50,000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.29%	\$4,145,294

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.]

Roseland Charter will be receiving Supplemental and Concentration Grant funds. Because our charter demographics include over 90% unduplicated students, we provide additional actions/services to all students.

Additional services that we will provide using Supplemental Concentration Grant Funds on a charterwide basis are:

- 5 calendared professional development days (LEA-wide): This action/service is principally directed to serve our unduplicated pupils by ensuring teachers are well-trained and receive collaboration time regarding current, research-based methodologies to support English learners and below grade level students in addressing classroom curriculum, achieving English proficiency and mastery of California State Standards/Common Core State Standards. Specific topics planned for these professional development days will be based on the charter's research-based Accelerated Schools Process work, targeted towards meeting the specific needs of unduplicated pupils and Distance Learning Requirements and programming.
- Allocate supplemental/concentration grant funds to run elementary charter Distance Learning Program (LEA-wide). Funds will be utilized to support actions and services that are directed to meet the needs of English learners, foster youth, and socioeconomically disadvantaged pupils and align with Roseland district program.
- Instructional leadership support (academic deans and curriculum coordinator) (LEA-wide): This action/service is principally directed to serve our unduplicated pupils by ensuring the following: Professional Development Opportunities for COVID and Distance

Learning that are provided are research-based and aligned to charter-wide identified needs and the needs of English learners and socioeconomically disadvantaged pupils, student progress is monitored on an ongoing basis, struggling students are identified and receive school-based interventions, Accelerated School Process work is conducted to develop systemic, research-based plans to increase student achievement for unduplicated pupils, classroom teachers receive on-going support and coaching, charter/school action plans and program implementation is monitored to determine strengths, challenges, and next steps. This service as an identified need based on past charter practice and former school site visits of highly successful schools with similar high percentages of English learners and Socioeconomically Disadvantaged Pupils.

- Maintain an increase of .5 FTE School Psychologist (LEA-wide): This action/service is principally directed to serve unduplicated pupils by increasing and improving services in the areas tier 2 behavior supports, crisis support and risk assessment, and providing trainings/supports for teachers on behavior interventions and promoting a safe, healthy and inclusive learning environment in order to maintain low suspension rates and increase academic achievement for socioeconomically disadvantaged pupils, English learners and foster youth. This is especially important during this time of unrest and isolation due to COVID 19 and Distance Learning.
- Instructional assistants (LEA-wide): This action/service is principally directed to serve our unduplicated pupils by providing Highly Qualified instructional assistants to support student learning and give additional individualized assistance to English learners and below grade level students, the majority of whom who are unduplicated pupils (90%+). The charter has been providing this service for the past ten+ years, and qualitative data collected from teachers has shown that continuing this service is a high priority in order to ensure that our specific population of English learners and socioeconomically disadvantaged pupils are receiving the assistance and adult attention needed to achieve grade level proficiency. Instructional assistants are providing essential support to students through virtual meetings and phone calls during the COVID-19 pandemic.
- Continue to support new teachers through the North Coast Teacher Induction Program (NCTIP) (LEA-wide). This action/service is principally directed to serve our unduplicated pupils by providing information and support to teachers of ELs and students living in poverty. New teachers continue to need support to implement Distance Learning effectively.
- Accelerated Schools Process work to support school and charter-wide improvement/student achievement (LEA-wide): This action/service is principally directed to serve our unduplicated pupils by ensuring that identified areas of need for unduplicated pupils, such as English language proficiency, academic achievement, access to a broad curriculum, school engagement, etc. are addressed through the development of systemic, research-based action plans which are in turn implemented on a school or charter-wide basis to improve outcomes for all students, the majority of whom are English learners and/or socioeconomically disadvantaged. The charter has utilized and will continue to utilize ASP to engage stakeholders and make decisions throughout the COVID-19 pandemic.
- Supplemental materials (LEA-wide): This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged pupils, English learners and foster youth have access to resources, materials, and services to extend their learning beyond the use of basic materials. This will enable the charter to implement action plans developed through the Accelerated School Process in order to increase student achievement and other outcomes for unduplicated pupils, as

prioritized in the LCAP. This action/service was included based on successful past charter practice and our experience working with socioeconomically disadvantaged students, who often lack access to the additional resources, supplies and educational opportunities that non-socioeconomically disadvantaged pupils have. The charter has utilized and will continue to utilize ASP to engage stakeholders and make decisions throughout the COVID-19 pandemic.

- Implement assessment plans (LEA-wide): This action/service is principally directed to serve unduplicated pupils by ensuring that students' progress towards English proficiency and mastery of grade level standards is monitored on an on-going basis, which will enable teachers to use data to identify areas of need and improve instruction for students, the majority of whom are English learners and socioeconomically disadvantaged. This is especially important during Distance Learning to assess the pupil learning loss of all students.
- Intervention plan implementation (LEA-wide): This action/service is principally directed to serve unduplicated pupils who are struggling to meet the rigor of grade level expectations and standards. Intervention will look different during Distance Learning, including but not limited to, virtual small group meetings, virtual tutoring sessions, one-on-one phone calls, etc.
- Support for English language learners/newcomers: This action/service is principally directed to serve our English learners/newcomer students by providing them with materials/software, support classes, staff necessary for them to develop, assess, and monitor progress of English proficiency skills. This is especially important during Distance Learning to assess the pupil learning loss of English learners and language development.
- Release time for middle school teachers/Fund part-time PE teachers (Roseland Accelerated Middle School and Roseland Collegiate Prep): This action/service is principally directed to serve unduplicated pupils by ensuring their teachers have the time necessary to provide differentiated instruction that meets specific student learning needs, analyze data and monitor student progress, and provide a strong academic program that helps to close the achievement gap. This action/service was included based on qualitative data from stakeholders and from past successful practice in using data analysis and focused planning time to increase student achievement. The charter has utilized and will continue to utilize ASP to engage stakeholders and make decisions throughout the COVID-19 pandemic.
- NGSS Action Plan and hands on science: This action/service is principally directed to serve our unduplicated pupils by providing socioeconomically disadvantaged pupils, English learners and Foster Youth with enhanced and extended opportunities for hands-on science, inquiry, which will increase student achievement in science, increase student engagement, and expose students to STEM-related fields. The charter action plan will help to guide the implementation of the NGSS over the next few years. The action plan's effectiveness will be evaluated after full implementation is complete. The charter has utilized and will continue to utilize ASP to engage stakeholders and make decisions throughout the COVID-19 pandemic.
- Augmented school and classroom budgets: This action/service is principally directed to serve our unduplicated pupils by ensuring that the school sites and classrooms can provide site/classroom determined services and materials to enrich the education of socioeconomically disadvantaged pupils, English learners, and foster youth beyond the basics, increase their academic achievement, and help them meet other goals as outlined in the LCAP (student engagement, parental involvement, other student

outcomes, etc.). This action/service was included based on successful past charter practice and our experience working with socioeconomically disadvantaged students, who often lack access to the additional resources, supplies and educational opportunities that non-socioeconomically disadvantaged pupils have. During Distance Learning, students need the materials and school supplies to be able to engage and be successful.

- After school extra-curricular activities and sports: This service is principally directed to serve our unduplicated pupils by providing socioeconomically disadvantaged pupils, English learners and foster youth the opportunity to participate in after school extra-curricular activities, including drama and sports. These activities increase student engagement and student achievement, and help meet goals for other student outcomes (e.g. health). Additionally, our unduplicated pupils would not have the opportunity to access these activities if they were not provided by the school. This action item will look different this year due to social distancing and remote opportunities due to the COVID-19 pandemic.
- Software, hardware, materials, equipment, infrastructure, & services to support charter technology plans: This service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged students, English learners, Foster Youth, and their teachers, have consistent access to technology devices with reliable internet access, as well as software, programs and supplemental materials to support academic achievement and the development of foundational technology skills/21st century learning. This action/service was included based on past successful charter practice and past experience with our unduplicated pupils, who have been found to have less access to technology at home and to not have acquired all of the foundational technology skills needed for school success without direct school instruction and support. This increase in support is critical during Distance Learning so that students have access to high quality learning programs.
- Student service managers: This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged students, English learners, and Foster Youth are engaged, motivated and thriving at school by receiving additional support and behavioral counseling, as well as access to schoolwide events that promote a positive school culture (assemblies, honor roll, etc.). This action/service was included based on qualitative data from stake holders/successful past charter practices. Student Service Managers are essential to engaging and re-engaging students throughout Distance Learning.
- Funds to support schoolwide events/promote strong school cultures: This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged students, English learners, and Foster Youth, and their families/guardians, feel engaged and connected to their school through schoolwide events that promote a positive school culture (e.g. family barbeque, Senior Awards Night, Graduation, etc.). This action/service was included based on past successful charter practices (high attendance and positive feedback during schoolwide events). Schoolwide events will look differently this year due to the COVID 19 pandemic. Many events will be held virtually depending on Public Health Guidelines.
- AVID: This action/service is principally directed to serve our unduplicated pupils by providing socioeconomically disadvantaged students, English learners, and Foster Youth with preparation for the rigor of college coursework, navigation of the college application process, and financial aid. AVID continues to be vital in supporting students during Distance Learning through organization, study habits, digital skills, and social/emotional support.

- College and career guidance: This action/service is principally directed to serve our unduplicated pupils by providing socioeconomically disadvantaged students, English learners, and Foster Youth with college and career planning, college application and entrance support, and financial aid assistance. This action/service was included based past charter practices and identified needs in the charter. Students continue to need support in college admissions and financial aid during the COVID-19 pandemic.
- Cafeteria encroachment: This action/service is principally directed to serve our unduplicated pupils by providing socioeconomically disadvantaged youth with healthy meals for breakfast and lunch, in order to give them the nutrition needed to be successful in school. This action/service was selected based on past successful district practice and positive stakeholder engagement. Healthy meals are essential to learning during Distance Learning. The food service program has remained open on limited hours to provide meals to all families in need.
- Provide bilingual office staff: This action/service is principally directed to serve our unduplicated pupils by providing information and support for English learners and their parents. The charter has sought to recruit and retain bilingual office staff so that we can maintain this service for families. The charter has been providing this service for over ten years and has shown to maintain communication with families. Communicating with families is essential in student engagement during COVID-19.
- School busing/free transportation: This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged pupils have free access to transportation to and from school in order to promote high attendance rates and school choice within the charter. When in-person instruction resumes, school busing will resume safely.
- Support expansion of the Roseland Collegiate Prep and Roseland Accelerated Middle School program/additional supplemental materials: This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged pupils, English learners and foster youth at Roseland Collegiate Prep and Roseland Accelerated Middle School have access to additional resources, materials, and services to extend their learning beyond the use of basic materials. This will enable Roseland Collegiate Prep to attain equity in available supplemental resources when compared to the other charter sites and will help increase student achievement and other outcomes for unduplicated pupils at this school site. This action/service was included based on successful past charter practice and our experience working with socioeconomically disadvantaged students, who often lack access to the additional resources, supplies and educational opportunities that non-socioeconomically disadvantaged pupils have. The charter has utilized and will continue to utilize ASP to engage stakeholders and make decisions throughout the COVID-19 pandemic to ensure all students have what they need to be successful.

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

In order to implement the service and actions described above, the charter anticipates that we will need to expend its entire supplemental concentration grant allocation of \$4,145,294. By expending our entire allocation, the charter will have met the necessary percentage to increase services.

