



## Learning Continuity and Attendance Plan Template (2020–21)

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

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### General Information

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

In response to school closures to address the COVID-19 emergency, Live Oak created a Distance Learning Plan. It is important to note that in our Waldorf inspired approach, technology under “normal” circumstances is minimally integrated into our curriculum. Due to the timing of our Spring Break, week of March 16, the faculty took one work week (March 23) to plan for and develop our offering to the community. The goal of distance learning was to provide a continuation of learning that focused initially on review of content and then added new learning in a robust and engaging, blended learning model for Live Oak students.

Parent communications were sent to the community via our school wide email service as well as posted on the school website. We coordinated a parent pick up day where all families came at a designated time to gather any materials from the students' classrooms in order to best participate in distance learning including the service of loaning school hardware (Chromebooks) to any family that requested one and gave out information about how to acquire internet connection for free or at a heavily discounted rate.

We knew that some parents and students would not want to participate in Zoom calls (for personal/value centric beliefs) but instead would prefer to have paper packets of work and we made those available for families who preferred that method. The packets were sent via email and/or were available for pick up at the school and we made it a priority to serve the needs of the families during this time. For example we provided a location for meal pick up for not only FRMP students but any student as well. There were ongoing efforts to engage the students and parents during distance learning via Zoom calls and meetings and there was feedback and discussion about distance learning within the grade level classrooms via email with the help of the classroom teacher, classroom coordinator and the parents. Also we sent a survey to parents and held a town hall meeting on the state of the State and reopening planning for instruction in the fall as well as giving parents the chance to give feedback and input via a distance learning survey and discuss feedback/input from parents in a distance learning Town Hall. The major impact to students and families is the lack of face to face socialization for the students and the support that must be provided by parents, particularly in the lower grades. Classroom aides were able to provide social and emotional opportunities for children that included a virtual recess, play time, one on one check-ins, small group academic support, and feedback to the classroom teacher.

Live Oak Charter has continued to provide English Language learners and low-income students with targeted instruction and support services to ensure that these students are meeting and exceeding the State Standard. English learner staff were present at Zoom meetings and sign on with teachers. Our reading support/RTI team reached out to families with personal phone calls, text messages, emails, offering Zoom reading support one-on-one and in small groups, mailing home customized packets for students, mailing books of interest to the child, and helping develop a sense of rhythm and familiarity with learning by continuing with practices from the classroom. We also offered online learning resources that cover all subject matter, online summer reading, and continued access to the school throughout the summer.

## Stakeholder Engagement

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

At the closure of the 2019-2020 school year, the school implemented a Covid Response Team (CRT) comprised of faculty, administration, members of the school's Board of Directors, and members of the LOCS Foundation (a support organization) to lead the broader community through a process of reflection and planning for how to deliver on the promise of a holistic education during this community health crisis. The CRT worked with the broader school community to develop working groups to problem-solve in the areas described in the SCOE school reopening guidelines while centering the need to reconnect our faculty and students with our Waldorf-inspired pedagogy and school culture.

Collaborating together, the CRT and faculty have co-developed a "technology plan" to address specific areas where technology can play a crucial role in supporting the school this year. The LOCS faculty have also been working with peers and colleagues in other Waldorf schools to identify opportunities and best practices for using technology to create a rich distance learning environment that is in alignment with their pedagogical practices.

From late May to the middle of August we held five parent Town Hall events via Zoom. These were interactive events where information was provided for all stakeholders and they were invited to participate via a Zoom link. Relevant and current information was shared and collected. Facilitation styles included: Large group format, Question and Answer, Small group breakouts according to grade level, and Power Point presentations.

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

Stakeholders were able to use a Zoom link to attend via computer or phone and given a call in only number. Town Halls were recorded and participants were given the option to turn off their video before recording started. COVID Response Team hub access for all parents on the school website.

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

At the end of Distance Learning 1.0, we knew that it was important to learn what went well and what were challenges. We set up a public forum, Town Hall style, with over 85 participants on a Zoom call and established break out groups according to grade level. The following is the Town Hall Parent Summary of Distance Learning 1.0 Feedback held on June 8, 2020. TH#2

The Five things parents want us to keep:

1. 15 min. 1 on 1s - Helps kids feeling like they were part of something.
2. Extra classes listed on a weekly sheet with links. Very helpful.
3. Teacher's feedback to the students acknowledging that she read the work to help the kids be seen and heard. The personal connection was helpful.
4. For DL: "choose your own adventure." Liked being able to customize the work based on what worked for their kid. Like ability to take school offline.
5. The individual office hours as many times a day and a week as any kid needed

Five things to fix

1. Want teaching in the Waldorf ways - main lessons on Zoom, with kids using Main Lesson Books, parents then help facilitate:
  - a. Verses on Monday Zoom/Friday goodbye verse
  - b. Routines to ground and calm
  - c. Main lesson books used
  - d. Drawing

- e. School time to focus on Waldorf vs. academic if modified schedule.
  - f. More strings/handwork
2. Better schedule
    - a. Start each Zoom earlier so kids get a sense that “school is starting”, more in rhythm with school class
    - b. More formal time for students to be engaged in learning
    - c. No more pets.
    - d. More SEL infused
    - f. Project based learning in small groups would be good
    - g. Outside classrooms
    - h. Having ONE centralized checklist for the whole week would be ideal.
  3. Small groups needed, more 1:1
    - a. More of a plan to engage with the teachers/parents on a regular basis
    - b. More one on one time for students to meet with teachers
    - c. Small groups - 6 kids once a week in a classroom, safely would be great for connection to the teacher and other kids.
  4. School-wide expectations/policies communicated
    - a. How to temper expectations (if we are still in DL). How to we distill what is essential and infuse it.
    - b. In the future, IEP seemed not to get addressed until several weeks or a month into the Distance Learning. Make sure IEPs are being paid attention to early on, if this happens again.
    - c. Expectations set for what the parent needs to do.
    - d. Coordination of communications so parents are not flooded with emails.
  5. Internet safety education is needed for the kids and parents:
    - a. What to do if someone jumps on a zoom call or how to go online safely, what to do if you are contacted, etc. We need guidance.
    - b. Help turning on parental settings

Additionally, the parents gave input on what are the values we want to see:

1. The Waldorf experience, social emotional learning (tapping/how to calm one’s self), instead it went to pure academic work. Hoping there will be a cohesive way to bring the traditional in, seasonal grounding.
2. More Project based learning

They had a chance to brainstorm and share Ideas:

1. Music: most parents agreed that they would love to see more with music. It was suggested they needed to find a way to have a “deliverable” for music, like a video. It was suggested the teacher could assign them a piece to work on and they “turn in” a video to him (not public) so he can see what they did/ or progress. People liked this idea.
2. Teachers create a "dummie" student account, so they could log in and see what the students see.

3. If we are going to come to campus, make it a rich social engagement. Juggling. Laughing. Playing with friends. Social emotional engagement. Even if just an hour a week that the class gets together to do something.
4. It would be great to see what the other grades are doing. To see the knighting ceremony, grade projects, et. A school wide virtual town hall/school blog/newsletter more regularly.
5. Don't forget about the little ones! K, 1st and 2nd graders. The younger child doesn't have enough to do, needs connection. It's scary for the littles and they need to engage. Made her son feel left out.  
At least read to the kids! A weekly scavenger hunt or something, for the kids who need more. Offer drawing classes for extra fun stuff with their friends. Create buddy system where 1st year and 2nd year Kindergarten students could connect (be mentored by the older), teach them songs, etc.

#### Town Hall Hybrid Model Parent Feedback: July 1, 2020 TH#3

This one focused on the possible education models developed by the faculty leadership team based on what was happening in the county before they took their break at the end of June. Namely we previewed 3 possible models - a 5 day a week/2 cohort model, what is known as the AA/BB model and the DLO model as a "one room school house".

Some context for those that weren't able to attend - that information was presented in a PowerPoint, one model at a time, with an open comment opportunity by the 48 or so participants. Parents were able to give their input, questions and concerns for each.

I think it is fair to say it was a successful town hall. Notes and a robust comment section were captured, so that the Board and Faculty Leadership Team were able to fully understand the complexities that parent's presented for each of the models.

#### Key "Aha" takeaways:

1. Families need a date when the model will be announced, so they can communicate to or plan for work and childcare. Childcare is an issue for working families.
2. For immune compromised individuals and families -- coming back to campus is not a "choice" for them.
3. For on site learning -- prioritize experiential, physical and emotional learning -- art, social, music, science. Everything else can happen at home.
4. Thought needs to be given to families with kids at multiple schools
5. For the 5 day a week AM/PM model, the rhythm is nice but half-days will not help working parents - with the exception of Kindergarten and possibly younger grades,  
due to the amount of commuting, the transitions and logistics for working families; especially for those who live further from the school campus.

Also, a concern for the cleaning to be adequate with only an hour between cohorts.

6. AA/BB model still has issues for working families, but logistically better than AM/PM. Great suggestions evolved: Cohort A could be all the on-site kids and cohort B could be all the Distance Learning Only (DLO) kids, so no on-site crossover, and DLO get their same teacher, and possibly any kids who have to move to DL (e.g. home with a fever) have continuity with their on-site learning.
7. The DLO "one room schoolhouse" wasn't well received, as there was concern for loss of connection to a child's teacher.
8. If an on-site model is developed, it should be flexible enough to move to 100% DL again at any time. Be prepared for everyone to need to DL again -- it will likely happen. Any models taken up should have that in mind.

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

Organization: Parents and students were not clear where and when to access their specific Zoom class. This was especially true for families with multiple children in different grades. In order to address this, we created a "launch pad" where each family member could start their school day and from there, each student could access their individual teacher page which contained links to their daily schedule, Google Classroom, and zoom links. In addition, the launch pad contained the overall school schedule as well as Live Oak's online learning expectations. Additionally, a COVID Response Team was created. This is a team of parents who are helping to facilitate community and school needs in the areas of: Communications, Distance Learning, Social Engagement, Campus and Community Safety, and Child Care.

Working group goals here:

1. Social Engagement for Students and Parents. Goal: revitalizing the social connections and development among all members of our community.
2. Childcare/Learning Pods. Goal: addressing the needs of working parents while it is not safe for children to be gathered in large groups.
3. Communications. Goal: establishing efficient and effective means of communication during the next year.
4. Campus and Community Safety. Goal: assessing health and safety requirements to guide campus retro-fitting and shaping support for overall well-being in the community.
5. Distance Learning. Goal: supporting faculty in creating the best distance learning experience possible, infused with our Waldorf values and traditions.

# 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.]

Live Oak Charter will continue to collaborate with the Sonoma County Office of Education, the local public Health Department and follow any recommendations and/or guidelines from the State on the decision of when to offer In-Person instruction. When this opportunity arises, Live Oak will follow all safety precautions with disinfecting all common surface areas frequently, distancing students at all times and in all areas, providing face masks/shields to students and staff, staggered arrival and dismissal times, and limited outdoor play time.

Live Oak Charter will be starting with Distance Learning. Teachers will have a live interaction daily with their students as well as with their peers. Teachers, classified staff, administration, school psychologist, intervention teacher/team and the special education lead will be working together to ensure students needs (both academically and social emotionally) are being addressed. This will be accomplished through zoom meetings, emails, home visits (utilizing safety precautions and with parent approval), small group or individualized instruction and personal phone calls made.

Students will be assessed at the start of school and continued ever two weeks to ensure the students learning and areas of needs are being addressed and supported for each student. Students who are new to Live Oak and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. Parents are given the choice to bring their student to school for the assessment or to be given virtually. Students who speak a main language other than English at home will have extra support provided by the teacher as well as the Instructional Response to Intervention (RTI) aides assigned to the class.

In addition to the staff support, Live Oak teachers support student learning through looping with the students in two to three year loop cycles. Looping provides opportunities for improved relationships between students and teachers, more targeted and efficient instruction, and a higher attendance rate. For example, a teacher and student cohort would stay together for first and second grade, increasing the opportunity for literacy rates on or above grade level. Teachers and students staying together over multiple grade levels can build a better understanding of health and safety, decreasing risks to students and staff.

Due to the small size and strong relational partnerships, parents, students and teachers communicate regularly through phone calls, emails, Zoom meetings, and small group break out sessions for personalized instruction, support, and feedback. Teachers also have the option to record instructional lessons for students to review at a later time. Live Oak plans to transfer to a Hybrid Learning Model offering in classroom-based instruction for all students two days a week with a third day being for students to attend who have experienced learning loss or at a greater risk academically. Teachers as well as instructional staff support will work with students in person, one one one or small groups to support the students academic needs. Most importantly communication will be frequent between staff members to ensure all needs are being met for our students.

Overarching Considerations for implementing Distance Learning 2.0:

Equitability of resources for ALL students.

All TK-8th grade students will have option to use school devices at home.

T-Mobile hotspots will be provided to families that do not have access to high speed internet.

Students need to have live daily interaction with staff and peers.

Increased student accountability for attendance and work completion.

Continue providing three tier model of Response to Intervention.

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

Description	Total Funds	Contributing
Intervention Teacher working with students who have experienced learning loss.	75000.	Yes
Response to Intervention Aides working with students who have experienced learning loss.	88000.	Yes
Purchase of Personal Protective Equipment	2000.	No
Purchase of 32 Chromebooks for student use during Distance Learning	9000.	Yes
Purchase of document cameras for teachers	2000.	Yes
Establish contract for professional services of onsite personal protection, hygiene, health and safety, and disinfecting	50000.	Yes
Purchase of HotSpots for community use.	2200	Yes

Description	Total Funds	Contributing
Purchase tablets for student use	2000	Yes

## 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.]

#### Technology Platforms

Teachers design lessons and assignments through a Learning Management System (LMS). Most teachers are using either Seesaw or Google Classroom as their LMS. Teachers are also checking in with students through phone calls, texts, and emails and use Google meet and Zoom to provide face to face experiences such as direct instruction, video of lessons, read-alouds, and guided instructional practice.

#### Professional Learning

Professional learning for teachers and support staff is ongoing during the transition to a distance learning model. Topics for development have included: basic and advanced use of a learning management system, live video conferencing platforms, DL learning enhancement tools, use of core digital learning platforms, as well as the use of new technology teachers and students are using during remote learning.

These topics are identified and taught through peer conferencing and tutoring as well as online tutorials and live video-conferencing sessions. Most of these learning sessions take place when a need arises through leadership and staff Zoom meetings. Also, we have partnered with our Covid Response Team to provide technology support through tutorials, training and/or one on one help for teachers, parents, and/or students. Additionally we have partnered with our local Sonoma County Office of Education. We will continue to engage in a plan-do- study-act cycle throughout this school year to ensure teachers, students and parents have the support they need to be successful.

#### Sharing Progress with Families

Teachers will share information regarding student progress with parents through progress reports, email, phone calls and video conferences. Progress reports are given at the six-week mark, and report cards at the twelve-week mark for each trimester. Students in 1-5 grade can check in with the teachers about student progress towards proficiency and sixth through eighth grade parents are able to check letter grades with their teachers. Teachers will share information about how parents can check grades at their virtual back to school night which each

teacher will hold with their specific grade level classroom parents, and through ongoing communication in their LMS. Feedback will be provided to students through comments in the LMS, through core curriculum digital platforms, through messages, and through small group and individual video conferences or phone calls.

#### Assuring a Guaranteed Viable Curriculum

Teachers will be using core curriculum to meet the needs of students. All students will be set up in digital platforms for core curriculum from the beginning of the school year.

#### Supplemental Curriculum for Acceleration and Mitigation of Learning Loss

In addition to the core curriculum Live Oak uses Fountas and Pinnell (FNP) for ELA along with Lucy Caulkins Units of Study to assess literacy skills and Math Investigations for math. With these resources along with the teacher's pedagogical understanding and background, we measure both literacy and numeracy in a variety of assessment, providing information about phonological awareness, phonics, word recognition, fluency (including estimated oral fluency), vocabulary, and comprehension. Our goal is to have a understanding of a child's word knowledge and skills, comprehension, meaning, and numbers and operations. On going assessment measures a student's understanding of vocabulary, ability to comprehend texts, and ability to analyze, understand, and evaluate literary and informational texts. When a student is displaying a need for extra help and support determined from a combination of assessment and teacher observation, then the student is referred to the Response to Intervention teacher.

Math Investigations assesses a student's grasp of concepts including numbers and operations, algebraic thinking, geometry, measurement, data analysis, statistics, and probability. We will be using these personalized pathways to create an equitable learning environment for our students.

#### Instructional Models

Lessons will be a mix of both synchronous (live interactions), and asynchronous (assigned learning that students complete on their own). Teachers will provide students and families a weekly schedule in advance to allow students to plan for work completion, and also allow families to plan for the synchronous learning time. This is particularly important for families with multiple children engaged in distance learning simultaneously. In early August Live Oak provided a sample learning schedule that includes times dedicated to synchronous learning in whole group, small group and individual settings.

## 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.]

Live Oak considered the needs of teachers and families in order to ensure that students have access to devices and connectivity. In doing so, Live Oak prepared Chromebook devices during distance learning 1.0 for lending out to families in need.

In distance learning 2.0, our goal was to ensure access to devices and connectivity for all pupils to support distance learning, whenever it occurs, and for providing technological support. We published on our website as well in community letters, Town Hall events, and emails to parents directly our plan to support and made devices available through our materials pick up day. Also, parent volunteers created a "help

ticket" option for anyone who needed support with technology. To ensure access to devices and connectivity Live Oak purchased Chromebooks, hotspots, and Tablets as well as set up a community wide technical assistance system and provided professional development opportunities as well.

## 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.]

We have created a log/tracking system that tracks daily participation and performance. Our logs also ensure that our students have met the daily instructional minutes requirements. Our attendance taking also reflects on the different ways that a student has participated each day. Our schedules include daily, interactive activities. Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee. This also involved extensive behind the scenes coordination and collaboration in our Student Information System (SchoolWise) in order to provide professional development on recording and certifying the weekly student engagement forms to meet the requirements set forth by the State during distance learning.

## Distance Learning Professional Development

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

Physical Health and Safety: Staff will be trained prior to the start of school of all the safety precautions for themselves and students.  
Technical: Technological training to establish Google Classrooms is ongoing and done via peer to peer and through how to videos on the web. Also, teachers have access to the following:  
SCOE's Disrupt Conference. <https://www.2020summerinstitute.org/>  
Link to session summaries & resources: <https://www.2020summerinstitute.org/videosresources.html>  
Link to Disrupt videos: [https://www.youtube.com/channel/UCbgRqS4efSBwIGPthe\\_0E\\_w/videos](https://www.youtube.com/channel/UCbgRqS4efSBwIGPthe_0E_w/videos)  
Link to Solution Tree "Mind the Gaps" Professional Development: [https://www.solutiontree.com/webinars//mind-the-gaps.html?utm\\_source=ST&utm\\_medium=webinar&utm\\_campaign=08SBEH&utm\\_content=button](https://www.solutiontree.com/webinars//mind-the-gaps.html?utm_source=ST&utm_medium=webinar&utm_campaign=08SBEH&utm_content=button)  
Local Arts and Development Center: <https://lutherburbankcenter.org/education/for-schools-and-teachers/professional-development/>  
Admin Created virtual bulletin board of trainings to include 17 resources for teachers. This Padlet will continue to be added to throughout the academic year as needed. The link can be found here: <https://padlet.com/justintomola/zmo5h0nitgxq2x8s>  
Mental Health: Training for teachers and Staff was provided by Sonoma County Office of Education mental health professionals.  
The objectives were:  
1. Understand Mental Wellness and Wellbeing  
2. Explore stress during distance learning and current stressors  
3. Identify coping and self-care strategies  
4. Community building break-out groups  
5. Share Resources  
Trainings will continue for all staff throughout the year.

## Staff Roles and Responsibilities

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

Live Oak has adapted the roles and responsibilities of employees that have necessarily changed as a result of COVID-19. We have maintained our enrichment program teachers to support students, academic teachers, and provide access to our Charter roots of being a Waldorf inspired school. We reassigned employees to new duties and roles to support distance learning requirements. For example, an after-care teacher was assigned to organize materials and take inventory in addition to providing academic support. We will continue to look at and make modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students.

Changes to an employee's original role or responsibility when that original role or responsibility is not feasible in a remote environment.

Examples include:

1. Instructional Assistants moving to assist in the Child Care
2. Fiscal Officer added responsibilities to budget planning and preparation to procure PPE, understand FEMA regulations, apply for SBA loan.
3. Food Service lead using alternative times to offer and/or deliver food and assess the needs of the community
4. Admin staff vetting custodial proposals for services preparing for distancing and safety/cleaning protocols
5. Certificated employees have been asked to engage with students and deliver instruction from a distance. Whether in-person or online, teacher variations of distance learning include:
  - Direct instruction face-to-face via online tools
  - Reading to students through online applications
  - Demonstrating learning activities through the use technology
  - Engaging students in multiple subject areas through devices provided by the school
  - Managing student behavior while working through distance learning.
  - Providing social emotional services through online interface to support anxiety and disengagement from the learning process
6. Classified employees' have been asked to provide service outside their regular job description. Classified employees have risen to the challenge of repurposing their roles to meaningfully support the instructional environment for students. Employees will collaborate to provide added support to positions that remain essential during this period. Examples of employees embracing this include:
  - Providing academic support and intervention to students struggling with this learning format.
  - Reading stories to elementary students through online tools.
  - Handing out food through our Child Nutrition program to ensure students have access to healthy food.
  - Sanitizing work areas between use to minimize the spread of germs.

- Supporting students providing additional supervision.
- Organize and assist Administrators delivery of technology and instructional materials to student homes.
- Monitoring student online engagement and connecting with families to resolve issues preventing student participation.

Site Administrators roles and responsibilities have shifted to monitoring and managing an entirely new system for delivering distance learning, hybrid in-person, and full-time in-person instruction at various times during the school year. Live Oak Administration is active with a volunteer parent base called the "Covid Response Team" and collectively we are working to ensure the health and safety of students and staff while they are on campus as well as create multiple surveys, schedules and fundraising and school development opportunities.

## 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.]

Students with unique needs will be supported by their teacher as well as through the designated Resource Aide, Intervention teacher, County Social Worker and counselors to ensure they are receiving additional supports in all areas, academically and social/emotionally.

Live Oak held new student orientations prior to the start of school to provide the opportunity to establish a relationship with the student and parent, discuss concerns, answer questions, and most importantly to begin to develop a trusting relationship to ensure a positive experience.

Virtual small group break out sessions and tele-conferences to the home will be made during the teacher's office hours. This time will not only be used for academic check ins but also for personal connections with students. Teachers will be using ongoing assessment of students and meeting each student's individual needs. Students who are English Learners will be provided the Specially Designed Academic Instruction in English lesson supports from their teacher as well as specific one on one and/or small group support of language acquisition.

Students with IEP's will be supported through the certificated and classified staff and their new goals monitored for progress. Teachers, parents, students, and Admin will meet to set academic goals for their student and celebrate accomplishments. Our Resource teacher and Psychologist will work to provide guidance to families/students of outside resource supports as well as being a resource and support for them.

Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged will be closely monitored for attendance and will be in direct contact by the teachers and/or Admin staff to ensure their academic and emotional stability. Resources will continued to be updated on the Live Oak website as well as parent trainings and question/answer sessions as needed throughout the year.

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

Description	Total Funds	Contributing
Additional Chromebooks, hot spots, headphones, and document cameras purchased to allow for educational access to all students.	8000	Yes
Virtual platforms purchased to support Distance Learning and learning of all students.	1500	Yes
School Psychologist on campus to support our students and parents.	15000	No
Provide time on a weekly basis for specific and ongoing Distance Learning professional development and other training.	0.00	Yes
Pay for any of the associated professional development and/or training costs.	5000	Yes
Purchase classroom materials and supplies to be used at home during Distance Learning.	11000	Yes
Organize, gather, and prepare student learning materials for pickup and/or delivery	00.0	Yes
Collaboration Time: Continue weekly collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	00.0	Yes
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	25000	Yes

Description	Total Funds	Contributing
Professional in-service days before school starts to review and plan for Distance Learning opening of school.	00.0	No
Mental Health Training from SCOE	00.0	Yes
Reading Intervention Teacher working with students who have experienced learning loss.	65000	Yes
Purchase of Personal Protective Equipment for employees and students.	2000	No
Special Education Resource Aide	25000	
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing.	TBD	

## 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.]

Teachers and aides will support students to remediate and accelerate their learning. Classroom teachers will designate time to collaborate with and assist instructional aides and Response to Intervention teacher in the delivery of and best ways to support student learning loss within small learning groups in both Math and English Language Arts. Academic learning gaps and strategies to fill those gaps will be a

collaborative effort between the intervention teacher, aide and classroom teacher to support and monitor on a weekly basis. The intervention teacher will work in small groups with students to accelerate their learning and recoup learning loss.

## **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.]

For all students including English Learners, low-income pupils, Foster youth, students with exceptional needs; and students who are experiencing homelessness the primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time.

At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 interventions and instruction, but also schedule small group sessions to provide additional support.

Tier 3 support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

## **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 and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered over the course of the 2020-21 school year. Data collected from our adopted diagnostic and personalized learning platforms will assist in the identification of learning loss. These platforms contain reporting modules that allow educators to look at student performance and growth over time at various levels. Staff is trained on how to disaggregate data by student groups, teacher created watch groups, and down to individual students. Our K-8 diagnostic platforms for language arts and mathematics include predictive reporting by standards that will assist teachers in developing student specific interventions to accelerate learning. Furthermore, the teachers are able to monitor usage and task completion to evaluate implementation. Below is a list of applications and programs that produce metrics of student learning that will be utilized in the PSDA process:

- \*.STAR assessments: usage and growth
- \*. Lexia: usage and growth
- \*. IXL math usage and predictive insights, growth
- \*. Logs of student interactions
- \*. Distance Learning surveys: will measure social-emotional learning and their experience with distance learning

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

Description	Total Funds	Contributing
Cost of assessments to monitor student progress and potential learning loss		Yes
Professional development for teachers to utilize small groups in a virtual environment		Yes
Classified Staff supporting students with exceptional needs, English Learners, Foster Youth, Homeless and socio-economically disadvantaged students.		Yes
Special Education Coordinator monitoring IEP's and working with students to meet their goals.		Yes
Speech Pathologist to meet the needs of students on an IEP for speech.		Yes
Reading support teacher for intensive reading intervention.		Yes
Intervention teacher working toward recouping learning loss in the area of ELA and Math.		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.]

Live Oak in collaboration with our local county office of education, Sonoma COE, is training faculty and staff to inform their monitoring and identification of student mental health and addressing trauma and the other impacts of COVID-19. Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. Our training emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students.

Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the student workload.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs

and fulfill all mandated reporter duties.

Additionally, faculty dedicate time during distance learning to check-in with the students regarding their social-emotional well-being. This daily check-in helps us to analyze how students are doing with both the synchronous and asynchronous portions of distance learning and will help identify barriers interfering with student participation and act to alleviate them. The check-ins also help us to identify how students are feeling emotionally by providing a temperature check on student's emotional well-being. This allows us to provide students who are experiencing negative emotions with targeted supports.

## Staff Survey

Just like students, we measure the emotional well-being of our staff during distance learning and provide supports to them based on their needs. Panorama's Staff Distance Learning survey will help us identify our areas of need and through self-evaluation. The results will help us mitigate any barriers that might be preventing us from being able to virtually collaborate with their teammates and site administrators. Our staff survey also provides us with data on the participation of their students in distance learning, and will allow us to work collaboratively to identify student obstacles and find solutions so they are actively able to participate in distance learning. All staff members and their families are eligible for the Employee Assistance Program which offers free and confidential support for emotional, family, and other personal concerns.

## Trauma Informed Care

We recognize that some students will have greater needs than others with regard to previous and present circumstances. Live Oak is committed to offer tiered level of services in collaboration with Seeds counseling services. In this model, a Seeds school counselor is available to work individually with families to best understand the intimate needs of the student and apply appropriate tiered level of services including classroom support, small group check-ins, private counseling, and/or family meetings.

## 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.]

Live Oak has procedures for tiered reengagement strategies for pupils who are absent from distance learning:

### Tier 1 - Verification

At the beginning of the year, the Admin Office and teachers verify all contact information including telephone numbers, email addresses, and mailing addresses. We send out a private and personal summer mailing packet to each family member that includes all updated forms and permissions. We make it easy to fill out/update the forms and had multiple drop off points for parents to return the information back to Live Oak. This is our initial contact with families to verify all forms of communications and update our various ways of being able to make contact with them.

### Tier 2 - Measuring Attendance During Distance Learning

Teachers will document daily attendance using our Student Information System (SIS) based on student participation in synchronous and asynchronous activities. To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value. On a daily basis, teachers document each student's participation and engagement in each lesson and activity for each day of the week. This allows for student engagement analysis school wide and classroom levels.

- Ensuring Attendance and Engagement Equity

District teachers, site administration, and office administration have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. Prior to the start of the school year teachers, site administrators and staff are trained on attendance accounting procedures to ensure equity and consistency throughout the school. They are also provided with written procedures with pictures as a summary of what was presented in the training.

- Absences

We have asked families to email the teacher if they know that their child will be absent, meaning not participating at all in distance learning for that day. In the event that a student is absent and there is no communication with the teacher or the office, then a phone call or email inquiry happens.

- Reengagement Strategies

As part of the re-engagement strategy, a Live Oak staff member will reach out to the parent to:

Ensure that communication with the parent is working, phone, emails, and internet access.

Determine if there is a breakdown in communication and make any corrections.

Determine if the lack of participation is due to a lack of access and the school will take the necessary steps to ensure the issue is resolved

The parents will be informed that continued absences from distance learning could include:

A conference with the Live Oak administrator

Other forms of support, such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions.

Discussion of other interventions for the student including alternate distance learning environment like a learning pod.

### Tier 3 - Intervention

Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school attendance clerk and school principal. Students with Tier 3 intervention needs are identified by teachers, parents and/or the student. We may request a Student Support Team (SST) meeting that may include the parents, student, class teacher, other teachers, special education teacher and executive director to discuss modified support possibilities.

If a student continues to be absent, or has limited engagement and participation, after all support resources and services have been provided to the family, the school site will conduct a Student Attendance Review Team (SART) meeting and develop a SART contract with the family.

The school administrator in conjunction with the parents/guardians and student may develop an Attendance Plan that includes:

#### a. Teacher engagement

- b. Both reward and consequences for further attendance
- c. Review of the family circumstance for outside connection with health and social service
- d. Referred to community agencies with the ability to provide more critical support.

If the student violates the SART contract the student will be referred to the Student Attendance Review Board (SARB) for further review and action.

Additionally, we continue to work with and review family circumstances for outside connection with health and social services. A list of public resources for assistance (ie, counselors or social workers) to address individually or in small online groups is made available for students and families.

## 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.]

In collaboration with our Authorizer, we will be conducting a meal service program for students. The following are the components of the meal program for the 2020/2021 academic year:

1. Receive and deliver reimbursable lunches, including milk, at school on school days and at times agreed upon by both parties, including minimum days, in accordance with the number of meals requested for that day. Eating utensils, straws and napkins will also be provided.
2. Be responsible for meeting the nutritional standards for a reimbursable lunch as set forth by the United States Department of Agriculture for the National School Lunch Program.
3. Provide an on-line monthly menu based on "Offer versus Serve".
4. Maintain all necessary records on the nutritional components of the lunches delivered to Live Oak and make said records available for inspection by State and Federal authorities upon request.
5. Be responsible for validating eligibility for the free and reduced price meal applications on behalf of Live Oak and will process in the Food Service system.
6. Provide training as necessary regarding point-of-service meal counts and completion of all required documents (maximum of 4 hours per year).

7. Create and update the eligibility roster and provide current lists of students and their eligibility category as soon as possible after changes occur.
8. Conduct the annual verification process, and will notify Live Oak of its findings and any needed changes.
9. Supply sack lunches for field trips that meet the USDA guidelines. There is a two week lead time to request sack lunches.
10. Live Oak will be responsible to distribute and/or collect applications directly from families/students.
11. Be responsible for maintaining temperature of cold and hot food at the correct temperature as required by the Department of Health safety standards.
12. Provide personnel, with proper certification, to serve lunches, cleaning of the serving and eating area, and cleaning of the transport carriers and bags.
13. Establish collection procedures that are in accordance with the State and Federal Regulations relating to the overt identification of needy pupils and keep records of the number of free and reduced price, paid, and adult lunches served daily.
14. Be responsible for meal count and claiming accountability at point of service in compliance with National Lunch Program guidelines.

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

Section	Description	Total Funds	Contributing
Distance Learning Program	Secure PPE		Yes
Distance Learning Program	Purchase new IQAir Specialized Filters for air purification		Yes
Pupil Learning Loss	Continue to pay child care employees although without only source of income - parent pay and redirect their job duties to support students.		Yes
Mental Health and Social and Emotional Well-Being	Purchase of HEPA filters for AC units in Admin Office		Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Purchase of HEPA filters for classrooms		Yes
Mental Health and Social and Emotional Well-Being	Mental Health training by School Psychologist	0.00	Yes
Mental Health and Social and Emotional Well-Being	Custodial cleaning enhancements-COVID disinfecting		

## 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
3.8%	88600

### 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.]

We are making sure that our low-income students and English learners are set up for success in engagement and completion of tasks through plenty of communication with families, individualized communication by teachers, improved schedules for maximized success, the ease of availability of technology tools and the availability of student support staff. We work with families in understanding their translating needs. We have translators available as needed for improved communication. We believe that these actions are effective in meeting the needs of this population of students.

We have invested significantly in a multi-tiered system of support that include RTI and social-emotional support as described below.

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

Students with identified learning disabilities often receive extra help through our special education programs, which include academic and counseling support. However, students from low-income families and/or other ethnic subgroup backgrounds may not always qualify for special education help, yet they are not achieving academically at the level of students from other subgroups in the school as demonstrated in our CA Dashboard analysis. Various studies show that students from these backgrounds especially benefit from extra academic support and social- emotional support.

The California Department of Education has identified implementation of an effective Multi-Tiered System of Support as instrumental in the academic, behavioral, and social success of all students. In particular, Live Oak Charter’s MTSS program is principally directed towards and is effective in meeting the school’s goals for its unduplicated pupils in the state and local priority areas addressed by the school. These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils.

“... MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.

California’s ... educational system requires a multifaceted approach.... “one coherent system of education” (that) offers an opportunity to build the foundation for educational excellence. ... MTSS affords a full range of academic, behavioral, and social support for all students to achieve.” Reference: CDE website: <https://www.cde.ca.gov/ci/cr/ri/>

Various studies have shown that when underachieving students receive more academic support, care, and intervention during various stages of their education, there will tend to be improved long-term student outcomes. In particular students in the low income and minority subgroups benefit from this program, because parents may not be able to provide the extra support after school. Extra academic support at all age levels is

important for our unduplicated pupils and other sub groups. We are implementing a research-based program called Response to Intervention (RTI), which will be coordinated by our Learning Support Coordinator in collaboration with the school’s Executive Director. This program is principally directed towards and is effective in meeting the school’s goals for its unduplicated pupils in the state and local priority areas addressed by the school. These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils.

Live Oak has hired a Reading/ELA Specialist to support our unduplicated student population as well as support student needs across the school in the area of ELD/English Language Arts Intervention. This teacher will not be assigned to one classroom but instead collaborate with all K-8 teachers in supporting students who are foster youth, homeless, English Learners, and/or socio-economically disadvantaged students as a priority in meeting their academic goals in executive functioning support and/or English Language Arts.

Instructional Staff support assist students at risk of learning loss as a priority during the Response to Intervention (RTI) time with the teachers. The School Psychologist ( and possibly counselors) may check in with these students as a priority to ensure they're social-emotionally stable and attending to their virtual class lessons. If needed, counseling sessions will be determined if under current contract to provide virtual therapy as occurred during Distance Learning 1.0. Additional day for School Psychologist to be on campus to support students and families will also be considered. Bilingual Admin will contact families to address their needs and provide resources as needed to help provide stability for families per input from classroom teachers. Instructional Aides are utilized to meet with the students in small groups who have experienced learning loss in Math and/or English.

During the last two school years, 2018-2020, Live Oak faculty and staff were trained on restorative discipline issues by Restorative Resources. The school is dedicated to continuing the restorative discipline system. We have a teacher dedicated as the restorative discipline coordinator. This initiative, while of benefit to all students, is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. We also feel that it will continue to reduce the number of suspensions.

"Restorative Discipline is a whole-school relational approach to building a positive school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other." (The Institute for Restorative Justice and Restorative Dialogue at the University of Texas at Austin, 2018)

<https://irjrd.org/restorative-discipline-in-schools/>

School restorative practices vary widely, but most such practices bring together those who were harmed and those who did the harm (along with adults representing the interests of the school community) for the purpose of mutual understanding, self-responsibility, community accountability, repairing of harm (including relationships) and reintegration of the person causing the harm back into the school community, as a substitute to harsh punishments, including suspensions.

We continue to offer student support services staff in both RTI and Special Education. We have increased the amount of technology tools necessary during distance learning. We have increased our communication and tiered support system of reengagement. We have improved our curriculum resources to make distance learning easier to follow. We have provided extra ongoing technical training and support for all school community stakeholders. We have increased our staff efficiency for communication and engagement of services by offering parents/guardians more ways to participate, give feedback, and collaborate with staff for ongoing support as needed.



# REOPENING PLAN

2020-2021

*Developed by Live Oak Charter School and guidance by stakeholders from the Sonoma County Department of Health Services, California Department of Education, the California Department of Public Health, and the Sonoma County Roadmap to a Safe Reopening.*

## ACKNOWLEDGMENTS

Together with our stakeholders, we created a *Reopening Plan* with the intent to provide our students with an equitable, accessible and engaging educational experience to prevent further learning loss and make meaningful connections in the uncertainty that is ahead of us. Returning to school will be a daunting task for all of us but we will meet this challenge with strength and commitment to serve our students and subsequently the community at large.

## GLOSSARY OF TERMS

**Asynchronous Learning:** learning occurs at different times and at a different pace without real-time interaction between student and teacher

**Group (or Cohort):** an academic **group (or cohort)** consists of a group of students working together in the same class, progressing through the same academic curriculum

**COVID-19:** a mild to severe respiratory illness that is caused by a coronavirus; is transmitted chiefly by contact with infectious material (e.g. respiratory droplets) or with objects or surfaces contaminated by the causative virus, and is characterized especially by fever, cough, and shortness of breath and may progress to pneumonia and respiratory failure.

**Distance Learning:** a method of teaching and learning where teachers and students do not meet in a brick and mortar classroom but instead use online resources and virtual classrooms.

**ELD:** English Language Development

**Hybrid Model:** combines face-to-face and online teaching into one cohesive experience. A portion of the students are in-person on-campus learning, while the other portion of students work online or remotely.

**Pandemic:** an outbreak of a disease that occurs over a wide geographic area and affects an exceptionally high proportion of the population.

**Personal Protective Equipment (PPE):** personal protective equipment, commonly referred to as "PPE"; worn to minimize exposure to hazards that cause serious injuries or illnesses.

**Social Distancing:** maintaining a greater than usual physical distance from other people or avoiding direct contact with people or objects in public places during a pandemic in order to minimize exposure and reduce the transmission of infection.

**Social Emotional Learning:** is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Social Emotional Wellness:** is the ability to identify and manage emotions, express empathy, form healthy relationships, make responsible decisions and cope with stress.

**Synchronous Learning:** learning that occurs concurrently with other students that happens live or in real time.

## Introduction

As a result of the COVID-19 pandemic and state of emergency declared by Governor Gavin Newsom, Live Oak Charter suspended in-person learning on March 23, 2020. We are in a time of unprecedented change for our educational system. Live Oak is choosing to view this challenge as an opportunity to design a learning plan with equity and continued educational excellence at its core.

## **Purpose of this Plan**

This document is intended to identify solutions that make transitioning between online-only and various scenarios of in-person instruction as seamless as possible. They are based on the best available public health data at this time, national and international best practices, and the practical realities of managing school operations.

Understanding that we are in a state of constant change, we have identified possible school schedules that can be used or modified as conditions permit. Modifications contained here are necessary to minimize the loss of learning and to ensure necessary health and safety efforts continue, such as social distancing and facility cleanings.

We will need to further develop and refine plans to address our unique needs and circumstances. New daily school operation procedures will need to be established to include health screening, increased hygiene measures, and social distancing protocols. Student, class, and school schedules including extracurricular activities, as well as, room usage will need to be reconsidered as we prepare to return to school to provide instruction in varied modes.

## **Executive Summary**

The Reopening Plan has been developed to outline a variety of actions necessary to reopen school during the COVID-19 pandemic. Every effort has been made to create a plan that is reasonable and practical while maintaining a balance between a safe learning environment and effective teaching models.

Safety and health, both mental and physical, are of paramount importance, and Live Oak is preparing to adhere to all county and state health orders. To appropriately share safety strategies, reasonings, and expectations with families, students, and staff, Live Oak recognizes the importance of consistent, timely communications.

In evaluating effective instructional models, this plan recognizes that learning includes academic and social-emotional components, and specifically addresses practices and resources to meet the needs of our students and staff. This includes a thoughtful professional development plan to support staff in meeting the needs of our students.

The Reopening Plan outlines both a hybrid schedule and a distance learning plan. A hybrid schedule would allow for smaller groups of students to return to school for periods of time understanding that there will be changing conditions throughout the year. Online components will be carefully incorporated to meet essential standards.

The Reopening Plan also outlines a comprehensive plan for implementing distance learning. This plan differs from the distance learning model that was implemented at the end of the 19-20 school year. These changes are based on feedback from students, parents and school staff. The program is being designed to build a community of online learners and deliver rigorous online curriculum. Classroom teachers will be delivering daily learning opportunities for all students.

Live Oak is committed to providing equity and access to all learners. Specific sections in the plan delineate efforts to ensure English Learners, Students with Disabilities, Foster Youth, and Homeless students are provided the necessary supports to be successful. Live Oak recognizes that all learners deserve a safe, accessible, engaging, and equitable educational experience in which they can thrive academically, physically and emotionally.

## **Plan Considerations and Guiding Principles**

Live Oak's *Reopening Plan* was developed in alignment with the following:

- [Sonoma County Health Orders](#)
- [CDC Cleaning Guidelines](#)
- [California Department of Education Opening Guidelines](#)
- [Sonoma County Road Map to Reopening Schools Safely](#)
- [CA Assembly Bill 77: Education Finance Trailer Bill](#)

And with consideration and input from the following:

- Live Oak Leadership Team
- Community Town Halls
- Parent Surveys

### **Guiding Principles**

Live Oak has created this plan taking into consideration a wide range of input and requests. These overarching principles serve as our guide through the decision-making process.

- Adherence to public health guidelines
- Provide optimal learning opportunities for all students
- Address students most in-need
- Ensure safety of staff and students
- Address social emotional needs of students

### **Health and Safety**

In terms of Health and Safety, these overarching recommendations serve as our guide.

- Clearly defined, fully funded and staffed, student and staff COVID screening system
- Clearly defined roles and procedures for campus/class/office sanitation
- Clearly defined policy for all Personal Protective Equipment (PPE) and remedies for non-compliance
- Clearly defined processes and protocols for student and staff movement on campus, including but not limited to in-class, passing periods, lunch, break, and before/after school
- Adequate funding for sanitation facilities, policies, and practices.

The Health and Safety recommendations focus on the student/staff health and safety, sanitation, and preparation and maintenance of our facilities. There are expectations for overall safety for students, staff, parents, and the community. Together, we can lower the risk of the spread of COVID-19 and promote a positive and nurturing learning environment for our students.

All recommendations are based on mitigating risk and following the stages set out by our County Public Health Office, [Center for Disease Control](#), and other scientific and educational authorities. Live Oak will be flexible and responsive to change. Our cleaning and safety standards, by best effort, will adhere to current recommendations.

## **Health and Safety Communication Information**

Providing regular and transparent communication within the school community is critical to building and maintaining trust, especially during these stressful times. The formats include but are not limited to communications through parent notification system, telephone, text messaging, email, videoconferencing, flyers, website, social media including Facebook and Instagram, and in-person. Teachers, counselors and admin staff will also provide parent and student outreach to ensure communication.

Live Oak has designated Justin Tomola, **Director** and Kim Anderson **Office Manager**, as **COVID-19 Coordinators**. They will:

1. Coordinate notification of staff, students/parents (following Public Health Guidelines) when there has been a COVID-19 exposure at a school site or other district worksite.
2. Collect and report data to the Sonoma County Public Health Office.
3. Be a single point of contact for concerns and questions from staff, parents, and students via telephone, email or video conferencing during the day.
4. Provide Contact Tracing in conjunction with Public Health guidelines.
5. Provide for the dissemination of related communications.

## **Promoting Behaviors that Reduce the Spread of COVID-19**

Using multiple resources listed above, Live Oak has adopted the following steps to promote healthy behaviors to reduce the spread of COVID-19.

- **Stay home when appropriate.** This applies to students, staff, parents, and members of the community.
- **Educate staff about when they should stay home, families about when their child(ren) should stay home, and when either staff or a student can return to work or school**
  - Require employees and students who are sick or who have recently had close contact (longer than 15 minutes) with a person with COVID-19 to stay home.
  - Students and staff will continue to report their absences when they need to stay home.
    - For staff members, please contact Muriel Bertucci if you need to stay home due to a COVID-19 exposure or have been diagnosed with COVID-19. For students, please contact Dori King, if you need to stay home due to a COVID-19 exposure or have been diagnosed with COVID-19.
    - Staff and students should stay home if they or a member of their household has tested positive for or are showing COVID-19 symptoms.
- **Follow the Sonoma County Public Health Orders, CDC Guidelines and the Sonoma County Roadmap to Safe Reopening's criteria that will guide Students and Staff on when to return to work.**

## **Hygiene and Etiquette**

Videos and flyers will be used to teach and reinforce handwashing with soap and water for at least 20 seconds.

If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol will be available in classrooms and offices. Live Oak will purchase an adequate supply of hand sanitizer, with 70% alcohol content, for all classrooms, various outdoor locations, and offices.

Staff and students will be encouraged to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. If soap and water are not available, hand sanitizer should be used.

- [Proper Hand Washing Information - ENGLISH](#)
- [Proper Hand Washing Video - ENGLISH](#)
- [What you need to know about handwashing CDC](#)

### **Face Coverings**

Face coverings are required for all adults (staff, parents, or community members) who are at the school site. California has made it mandatory for students Grades 3-8 to wear a facial mask. It is highly recommended for Grades K-2 to also wear a facial mask, but not required. Live Oak has a supply of face masks but expects all students and staff to come to school with a personal facial mask. Staff will also be provided with both cloth and disposal face coverings and face shields. Shields should be used by all who are engaged in instructional activities, tasks where the ability to see one's facial expression or lip movements is necessary or when there is an issue of personal safety.

Face coverings will not be required while students and staff are engaged in eating or drinking. Recommended social distancing guidelines will be followed during these times.

Training will be provided for students and staff in the proper use and etiquette of all face coverings. (This includes flyers, posters, and accessible videos.)

- [Proper Wearing of Face Mask Video ENGLISH](#)

Live Oak will continue to monitor and update requirements for face coverings based on guidance from local and state health authorities.

### **Supply of Personal Protective Equipment (PPE)**

Live Oak will provide adequate supplies including soap, hand sanitizer with at least 60% alcohol, paper towels, face coverings or shields.

#### **Proper Protective Equipment (PPE)**

- Reusable Masks - Brought from home staff/students
- Disposable Masks - students/staff
- Face Shields - classified/certificated staff
- Hand Sanitizer, Soap, Paper Towels

#### **Physical Guides**

- Floor Signs for Offices
- Floor Signs for Common Areas
- Larger Posters for Offices/Common Areas

#### **Physical Barriers**

- Plexiglass Barriers for Office and other spaces as needed

## **Signs and Messages**

Signs that promote protective measures will be posted in visible locations throughout Live Oak. These include, but are not limited to, self-assessment of possible COVID-19 symptoms/exposure, when to stay home, proper use of PPE, access to training and where to obtain more information, and direction for hallways and common areas.

Using our Student Information System, we will continue to make announcements and updates to the community regarding what we can do at Live Oak to reduce the spread of COVID-19.

## **Cleaning and Disinfection**

Custodial staff and class teachers at Live Oak will be thoroughly trained in the proper cleaning of frequently touched surfaces (e.g., outdoor equipment, door handles, desks, sink handles) within each school.

Schedules will be set up to provide for cleaning during the day and to provide increased cleaning and to disinfect due to COVID.

The use of shared objects (e.g., physical education equipment, art supplies, musical instruments, computers) will be significantly limited at this time unless they can be cleaned after a single use. The best of our efforts, there will be no shared school supplies. Site administration, with staff, will develop a list of basic supplies that cannot be shared amongst students. The list is limited to items students use each day but cannot be shared now. Staff engaged in cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection as required by product instructions. Outdoor activities, including instruction, will be encouraged.

Ventilation systems have been checked to be in working order and will be monitored for proper operation. Live Oak will continue to replace all Heating, Ventilation & Air Conditioning (HVAC) filters on the regular replacement cycle. Live Oak uses MERV 13 Filters which is the minimum recommendation for COVID-19. Replacement cycles will be adjusted accordingly based on guidance or need. In addition to replacing all HVAC filter, we will use IQAir Multi-Gas air purifier machines, and best practices for classroom and office ventilation which is to have windows and doors open to allow air flow to provide as much fresh air as possible.

## **Water Systems**

To minimize the risk of waterborne illnesses, we encourage Staff/Students to bring a water bottle daily to school.

## **Modified Classroom Layouts**

Staff will set up classrooms with spatial distancing. Floors will be marked to indicate the appropriate placement of desks to ensure proper distancing. Seating at tables or desks is spaced at least six feet apart. The point of measure is from the middle to middle. The six-foot space is relevant to the distance between people; portions of desks or tables may be within the six-foot distance between people. Where the required spacing is not possible, the use of other space will be considered as well as additional barriers.

Classroom configurations include positioning staff work areas so that they are a safe distance away from high traffic areas. This may include the need for moving desks or rerouting traffic.

For all positions that perform one-on-one legally required student testing (e.g. school psychologists, speech, nurses, educational specialist teachers, and any other staff), appropriate meeting locations will be identified to allow for testing with social distancing and protective measures. The room will be equipped

with an adequate supply of PPE, including plexiglass as necessary, masks, gloves, and cleaning supplies. Seating will be spaced at least 6 feet apart to ensure social distancing can be maintained when testing.

The use of restrooms while students are in class will be limited to one person per classroom during any given time. During Breaks and Lunches, students will be asked to socially distance and adhere to all public health officer guidelines. Restrooms will be sanitized every day. Students will be encouraged and reminded to frequently wash their hands and or use hand sanitizer when hand washing isn't possible. Signs about the importance of handwashing will be placed in restrooms and other areas around campus.

### **Food Services**

Students perform best academically when well nourished. Live Oak will uphold practices and procedures for all students to have access to a healthy meal pick-up. Meal preparation, health safety and hygiene, cleaning, sanitation, and communication are updated and will be reviewed by identified employees within reopening training (via Food Service contract with PCS). During distance learning, a USDA nutritious meal (for the whole week) will be offered for pick-up two days per week (Monday/Wednesday).

### **Maintaining a Healthy Work and School Site**

#### **Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19**

Distance Learning may be offered for students who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

Staff members requesting accommodations related to COVID-19 shall notify their immediate supervisor. Criteria for COVID-19 related leaves can be accessed in the *Leave Section* of this document.

#### **Symptom Assessment**

Parents will be required to keep sick students or students who have had close contact with a person with COVID-19 at home. The same will hold for staff members.

Students and Staff will safely and respectfully screen for symptoms before they enter our facilities. We have developed a school entry plan which identifies: the location for entry, the procedures for screening of COVID symptoms.

Please use our [Self-Assessment Checklist](#) that is in place that students, staff, and parents will be required to follow. Anyone, staff or student, who shows symptoms of COVID-19 will be denied entry to the school. For students and staff who are already on-site, see the section on *Isolation and Quarantine*.

#### **Isolation and Quarantine**

Staff and students should self-monitor throughout the day for symptoms of illness. Persons exhibiting a fever of 100.4 degrees or higher, or who have a cough or any other COVID-19 symptoms, will be isolated on the campus in a designated space. Students exhibiting symptoms will be required to wait in an isolation area until they can be transported home or to a healthcare facility. School personnel and office health staff should use [CDC's Standard and Transmission-Based Precautions](#) when caring for sick people. You can find more information for precautions with COVID in the workplace [here](#).

#### **Visitors to Campus**

Nonessential visitors, volunteers, and community members will be asked not to come to campus unless a virtual option (e.g., video conferencing) is not available. Anyone entering campus will be subject to the same precautionary measures including a temperature check and COVID-19 Self-Check protocol as outlined above.

Attendance at staff meetings, IEPs, back to school nights, parent/teacher conferences, 504 meetings, and SST meetings may be held remotely, if possible. Live Oak will ensure that technology is available for students/parents/guardians to participate in remote meetings.

### **Student Absences and Attendance**

Any student who contracts the corona virus or lives with someone who has been diagnosed with COVID must stay home in accordance with state and local health directives. Per Education Code section 48205, student absences due to illness or quarantine are considered excused absences.

When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted but is not required. When the student **has been cleared by their physician or self-quarantines for 14 days can return to school**. The student will be subject to the same precautionary measures including a temperature check and the COVID-19 Self-Check protocol as outlined above.

### **Attendance Plan**

In accordance with Assembly Bill 77 (AB 77), attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (School Wise) each day. Attendance rules for students on hybrid or distance learning programs generally follow traditional attendance processes.

For students on a hybrid or distance learning program, attendance is recorded by being present in the classroom (whether Zoom, Google Classroom, other online platforms, or in-person) per the daily schedule. An unexcused absence will be given if a student is not participating in the learning.

Live Oak will use a three-tier system to follow up with families and/or students when an unexcused absence occurs. Here is a summary of the three tiers:

1. Live Oak teachers will attempt to make contact with the student and parent via email or phone.
2. If no follow up, then we will monitor for attendance and follow up.
3. After the third day of no response, the Office will engage in SST meeting and/or Student Attendance Review Team meeting.

The truancy process is started with three unexcused absences or 10 excused absences which indicates chronic absenteeism. Students that are deemed truant from the hybrid model or distance learning may be considered for a Student Study Team (SST) based on the students' needs. School faculty and/or staff will consider a plan for what additional supports the student needs for success. Administrators will continue with the Student Study Team and Student Attendance Review Team (SART) truancy processes when necessary which can lead to a County Board hearing.

### **Leave (Personal Illness/Injury/Necessity) Policies**

Live Oak will work with employees who are absent when they are sick due to any of the "qualifying reasons for leave related to COVID-19" as described in the [USCIS Employee Rights](#) and regarding paid sick leave and expanded Family and Medical Leave under the Families First Coronavirus Response Act (FFCRA).

Staff members should contact Muriel Bertucci for the next steps in documenting time off specifically related to COVID-19. The [Family First Coronavirus Response Act \(FFCRA\)](#) provides additional types of leaves related to COVID-19. These leaves can be used in addition to an employee's regular leave options, or in lieu of, depending on whether certain criteria are met. The FFCRA does not recognize a fear of

coming to work due to COVID-19 as a reason for covered leave. Staff may also be asked to provide health provider documentation regarding any leave related to COVID-19 as requested.

### **When Someone Becomes Ill with COVID symptoms**

An Office Administrator will identify an Isolation Room or area to separate anyone who exhibits symptoms of COVID-19. Any students or staff exhibiting symptoms will immediately be required to wait in the designated isolation area until they can be transported home or to a healthcare facility.

Staff and Students who exhibit COVID-19 may not return to school or work until they have been cleared by their physician or have self-quarantined for 14 days.

Isolation Rooms will be cleaned and disinfected throughout the day, if used. If someone is confirmed to have contracted COVID-19 and has been in an Isolation Room, it may be necessary to temporarily relocate the Isolation Room for at least 24 hours. [Live Oak Flow Chart for COVID assessment](#)

### **Sonoma County Health Notification for Student/Staff Illness**

Public Health Nurses will notify a school/district when a student or staff member is confirmed positive with COVID-19 and will lead contact tracing efforts as needed.

Live Oak, through the designated COVID-19 Coordinator, will work with the County Health Department through their existing protocols to conduct testing and contact tracing, as needed, and identify whether quarantine of impacted students and staff is necessary. Contacts will be identified based on the duration of the contact, the proximity of the contact, and the number of people contacted.

### **Partial or Total Site Closures**

The need to quarantine an entire class cohort or school site will be determined by Sonoma County Public Health officials depending on the extent of exposure (duration, numbers exposed, the closeness of contact, and other factors). For reference, see the [Sonoma County COVID-19 Notification Process](#).

Partial school closure occurs when one or more students or staff members is confirmed to have COVID-19.

Total school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID19, and following consultation with the Local Health Officer. School closure occurs when there are multiple cases in multiple cohorts or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school. The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

If a student/staff member has symptoms, they should be sent home with a recommendation to be tested. The school/classroom remains open until a case is confirmed positive. If the student/staff member is tested and the results are negative, the student/staff member can return to school/work 3 days after symptoms resolve. If they do not get tested, they need to self-quarantine for 14 days.

## **COMMUNICATION**

Providing regular, transparent, two-way communication in our school community is always a priority, but especially so in these uncertain and stressful times. Clear, timely communication is necessary to help

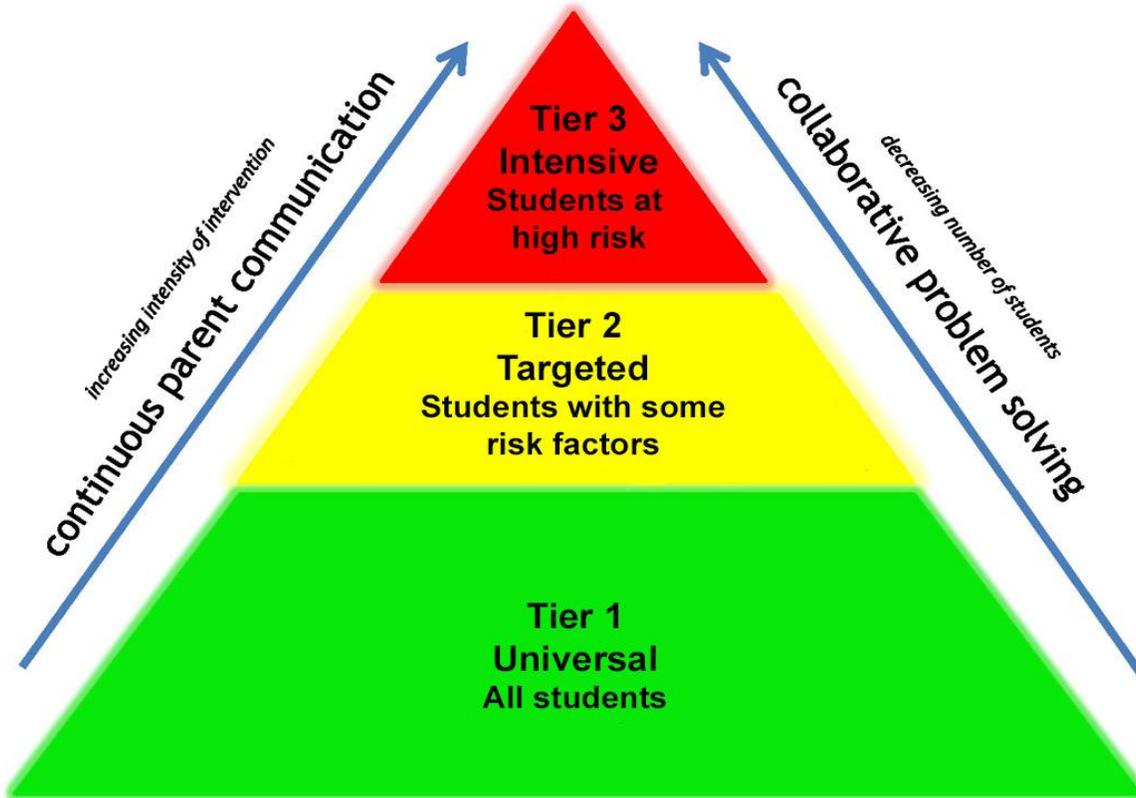
ensure that staff, families and the greater community are kept informed and provided an avenue through which to share questions and/or concerns. Live Oak is committed to providing on-going communication.

<b>Methods of Communication</b>	
Parent Notification System	Provides communication via the preferred method, i.e., text, email, phone call.
School Website	The <a href="#">Live Oak Charter</a> website is currently being updated and will continue to include announcements, calendar events, staff, and instructional programs. Families are encouraged to call the school if they have questions or concerns relating to our website.
Student Technical Support	Students should email their teacher from their School email account Please include: <ul style="list-style-type: none"> <li>● Your name</li> <li>● A brief description of the problem</li> <li>● Best time to reach you and your contact information</li> </ul>
Social Media Facebook and Instagram	Although there are active two-way communication social media sites representing Live Oak, none of them are currently monitored by or established in an official school capacity.

In light of the everchanging health and safety landscape under COVID-19, communication is essential for inclusive and transparent planning. Live Oak will continue to seek input and feedback from stakeholders through various methods, including:

- Surveys - staff, parents
- Class teacher check-ins
- Virtual Town Hall Meetings
- Community and business partners

## SOCIAL-EMOTIONAL WELLNESS



We realize that our entire community has experienced significant disruption. Between the Public Safety Power Shutoff (PSPS), fires, and pandemic, our school community spent more than 75 days outside of a normal school setting from October 2017 to June 2020. As we begin the 2020-21 school year, we acknowledge that what we have known and understood as “school” currently does not exist. With support, we can respond to these challenging times, and together we can develop resiliency based on all that we have successfully overcome.

Live Oak Charter believes that physical, emotional and social wellness are inseparable and are necessary for students to engage in formal learning. In addition, our teachers and staff build strong and lasting relationships that help provide individual support as needed.

Social-Emotional Wellness is the ability to identify and manage emotions, express empathy, form healthy relationships, make responsible decisions and cope with stress. Social-Emotional Wellness primes students for learning. This can translate to improved academic outcomes and better health later in life.

### **Learning Continuity**

During the course of its work, the school identified and discussed models of instruction that would be most effective and flexible as Live Oak faces challenges due to COVID-19. Ultimately, it is decided upon the following two models. The purpose of a **Hybrid Learning Model** and **Distance Learning Model** is to accommodate the social distancing requirements of Sonoma County Health Orders, California Department of Education Guidelines, and Sonoma County Road Map to Safe Reopening.

Learning Model	Description
<b>All students are expected to participate in learning activities five days a week.</b>	
<b>Hybrid</b>	Students will be on campus as much as possible, given health and safety measures. There will be a distance learning component.
<b>Distance Learning</b>	Students work 100% remotely by participating in classroom activities and instruction virtually. Daily online learning and contact with teachers are required.

<b>Student Expectations</b>	
<b>At School</b>	<b>Online - <a href="#">Distance Learning Expectations</a></b>
<p><b>Attendance:</b> The student attends class on assigned days, and students' group day, students are required by law to attend school unless the family has made the decision to participate in the full distance learning model.</p> <p><b>Behavior:</b> Students are expected to behave <i>appropriately</i> and <i>respectfully</i> when in class with other students and teachers and follow Live Oak and classroom rules and procedures.</p> <p><b>Work Effort:</b> Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time. The student is asked to communicate with the teacher if he/she/they experiences difficulty in completing the work.</p> <p><b>Technology:</b> Students are encouraged to use their personal devices at school to avoid sharing school laptops.</p>	<p><b>Attendance:</b> Arrive <b>5 minutes early</b> online so instruction begins <u>promptly</u> at the start of each period. The student is expected to check the teacher's Google Classroom and complete assignments. Students will have opportunities to check in with the teacher during specified times.</p> <p><b>Behavior:</b> Students are expected to behave <i>appropriately</i> and <i>respectfully</i> when online with other students and teachers. This includes keeping the camera on so the teacher and other students can see the student's image, using an appropriate name for identification, keeping the microphone on mute other than when directed, using appropriate images that DO NOT include racial slurs, drugs, alcohol, nudity, or other offensive images. In accordance with California Education Code, district policies, and guidelines, disciplinary action may be taken for any violation.</p> <p><b>Work Effort:</b> Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time. The student is asked to communicate with the teacher if he/she/they experiences difficulty in completing the work.</p> <p><b>Technology:</b> Students are expected to be prepared with their device so as to actively engage in online learning. Available devices as needed.</p>

Parent Expectations	
At School	Online
<p><b>Attendance:</b> The parent/guardian is responsible for reporting a student absence by calling the attendance office. COVID-19 related absences are excused, but still must be reported to the attendance office. All other absences will be reported in the normal school procedures.</p> <p><b>Communication:</b> The parent/guardian is expected to communicate early with the teacher, or administration if he/she notices a change in the student’s learning, behavior, and/or demeanor.</p>	<p><b>Help at Home:</b> The parent/guardian is encouraged to assume the role of the learning coach. The parent is not expected to be the teacher but rather assists his/her student in developing study habits, establishing a place to learn, and a schedule. See the <a href="#">Learning Coach Tip Sheet</a></p> <p><b>Communication:</b> The parent/guardian is expected to communicate early with the teacher, or administration if he/she notices a change in the student’s learning, behavior, and/or demeanor.</p>

Administration/Site Expectations	
At School	Online
<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>● Work with teachers to establish support and intervention plans</li> <li>● Observe instruction to provide feedback and support in a non-evaluative manner</li> <li>● Collaborate with support staff and teachers to support students and families</li> <li>● Develop school-wide goals and involve all stakeholders in discussion and implementation</li> </ul>	<p><b>Instructional Planning</b></p> <ul style="list-style-type: none"> <li>● Work with teachers to establish support and intervention plans</li> <li>● Observe instruction to provide feedback and support in a non-evaluative manner</li> <li>● Collaborate with support staff and teachers to support students and families</li> <li>● Develop school-wide goals and involve all stakeholders in discussion and implementation</li> <li>● Support faculty and staff with Google Classroom and online learning platforms</li> <li>● Collaborate with Leadership to provide appropriate professional development and training for staff (apps, learning platforms, student information systems, etc.)</li> </ul>

## Grading and Assessments

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

Grading and Assessment Expectations		
Teachers	Students	Administration
<ul style="list-style-type: none"> <li>● Will establish, communicate out and maintain a regular platform for communicating student progress</li> <li>● Will notify student and parents/guardians if a student is not completing work or is at risk of not meeting academic standards</li> <li>● Will (when possible) utilize a variety of assessments to determine student learning</li> <li>● Will share grading policy with students, parents, and administration</li> <li>● Will teach students how to use online platforms and/or applications required for demonstrating learning</li> </ul>	<ul style="list-style-type: none"> <li>● Will access platform(s) used by the teacher</li> <li>● Will reach out to the teacher with questions</li> <li>● Will complete assignments to the best of his/her ability</li> <li>● Will follow teacher expectations for using online platforms and/or applications for demonstrating learning</li> </ul>	<ul style="list-style-type: none"> <li>● Will support educators in collaborating to reflect on assessment and grading practices</li> <li>● Will communicate with parents/guardians to clarify and explain grading and assessment practices when necessary</li> <li>● Will support teachers in the use of online platforms and/or applications to support student learning</li> <li>● Will work with teachers to identify additional supports for struggling students</li> </ul>

Parents/Guardians
<ul style="list-style-type: none"> <li>● Will utilize platforms provided by the teacher to keep abreast of student progress (Email and Google Classroom).</li> <li>● Will encourage the student to follow up with the teacher.</li> <li>● Will reach out to teachers first if there are questions or concerns before contacting school administration.</li> </ul>

## Hybrid Model and Schedule

In order to promote from the Live Oak, students must complete specified state requirements and fulfill the minimum instructional minutes. The scheduling example shown below offers a “grouping model” that provides safe, social distanced, robust academic programs, social-emotional support, and enrichment activities. The key elements include:

1. Students divided into groups to minimize student/teacher daily contact.
2. Groups will rotate through each week, depending on the hybrid model, allowing time for campus cleaning between groups.
3. School staff will be provided additional time each week for collaboration, planning, student interaction, and professional learning or training.
4. Students will be provided important learning and support opportunities:
  - a. **Academics** - focusing on the teaching and learning in the classroom and/or remotely.
  - b. **Support** - focusing on providing customized learning, tutoring, social-emotional learning, counseling groups, and skill development.
  - c. **Distance Learning** - per AB 77, as stand-alone and as a part of a hybrid model there will be:
    - Daily live interaction with students
    - Daily attendance taking
    - Content aligned grade/subject level standards
    - Connectivity and devices
    - Supports and Intervention
    - Designated and Integrated ELD
    - Special Education and related services in the IEP
    - Student engagement options monitored

### Sample Hybrid Day Models (School split into two groups)

#### Hybrid AA/BB Model:

- Half classes, with two cohorts.
- Group A comes Mon/Tue and Group B comes Th/Fri.
- Students attend two school days and distance learning three days required via Google Classroom and Zoom (Google Hangouts).
- Specialty classes for grades 1-8; every student will have each Specialty at least once every two weeks.
- Recess, snack and lunch at school (school lunches may not be available). Will continue to meet the requirement of providing a meal for FRMP students although it may not be lunch.

### **Hybrid AM/PM Model:**

- Half classes, with two cohorts.
- AM group coming in the morning (8:15-11:15) and PM group comes in the afternoon (12:10-3:10).
- Five days a week.
- Extension activities and home and minimal Google Classroom use.
- Specialty classes 1-8; every student at least once every two weeks.
- Recess and snack at school.
- Lunch provided by families.
- Will continue to meet meal and nutrition requirements for designated students.

### **Hybrid model norms:**

- Extended Care only for times your child is not scheduled for in person learning
- Expected daily health and temperature checks for all staff and students
- Face Coverings required for all staff and students, except for students in grades two and below and in special circumstances
- Half class cohorts (between 12-15)
- Scheduled and frequent sanitizing and cleaning of classrooms
- Scheduled and frequent hand washing and hand sanitizing throughout the day
- All students/staff who are sick are required to stay home
- If student is identified as sick during the day or upon arrival, a special care room is available until the child is picked up
- Proper notification if/when a Covid-19 case is identified within a classroom or school community (observing privacy and confidentiality protocols)

### **Distance Learning Only Model:**

- Learning happens in two different locations.
- DLO students may have their own teacher (TBD) regardless of the hybrid model.
- Parents may need to commit to DLO for a specific length of time

### **Full-Time Distance Learning**

In Distance Learning, students interact with their teachers through an online presence using a computer and communications technology, as well as receiving instruction, connection, and community building time with their teacher. Distance learning may include video and/or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, video, telecourses, or other instruction that relies on communications technology. This may also include the use of print materials incorporating assignments that are subject to written or oral feedback.

Skilled educators continue to be an integral part of student life, and through technology, can create community among learners, provide content-specific instruction, create projects and assessments as well as provide intervention and enrichment opportunities while also communicating individually with students and families.

## **Special Education**

The COVID-19 pandemic has highlighted the many ways in which public schools strengthen the fabric of community life and provide a safety net for our most vulnerable students. Each and every student deserves to learn in a supportive environment where they can thrive, and it is our mission to continue to provide an environment for our students to flourish.

The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning and a hybrid environment as well as what accommodations and modality of learning allows the greatest access.

To every extent possible, students with exceptional needs shall have the elements in their Individualized Education Program (IEP) met. This could include both in-person and distance learning settings. IEP Team meetings may be required to determine which, if any, services need to be adjusted to reflect the current times and educational model.

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

However, distance learning is not accessible to many students with exceptional needs. Many populations cannot have their developmental, educational, health and other needs met in an online environment. Students with mild to moderate disabilities may benefit from hybrid models that include some time in-person and sometime in the distance learning model depending on their age. Services will be defined by the IEP team and the delivery model for services will be based on School safety protocols and guidelines.

Live Oak's Resource Specialist will collaborate with the classroom teacher, parents and student (when appropriate) regarding accommodations and modifications appropriate to students participating in general education to support the student's access to the general education classroom within the hybrid and distance learning models.

If families are experiencing any concerns with the distance learning or hybrid model, the teacher, Administrative staff and Director are available to support students and families.

## **Special Education Considerations**

To accommodate the times when there will be school closure and students and staff cannot be at sites, instruction will continue remotely. During school closure, the school's distance learning schedule will continue. This schedule will inform students and parents of the expected times they need to check-in, be online in class with teachers, or complete assignments. New referrals and/or formal requests for Special Education services will be referred to Live Oak Psychologist and Karen Perry our Resource Specialist for consideration and consultation. Next steps will involve communication and response and possibly the SST (Student Study Team) process on a case-by-case basis. Per SB 117, if it is determined by the school psychologist that a valid assessment cannot be completed during school closure, the assessment will be postponed until in-person learning resumes.

As long as students are allowed on campus, assessment will be conducted per a student's signed Assessment Plan as long as testing validity can be achieved. Live Oak Psychologist may use remote observation; however, the student must be in an in-classroom educational setting with peers.

Individual Education Plan (IEP) meetings will take place virtually. Student services such as Case Management, Specialized Academic Instruction and counseling services, remain in place regardless of delivery method.

## English Learners

According to the California Department of Education’s *Stronger Together* guidebook, English learners will need additional support to rebalance and refocus on the task of learning and being productive in the school community with the goal to achieve the same rigorous grade-level academic language standards that are expected from all students within a reasonable period of time. [ELD Support Resources](#)

## Distance Learning or Hybrid Learning Models

Synchronous Designated ELD	Asynchronous Designated ELD
<ul style="list-style-type: none"> <li>● Live virtual lessons/meetings</li> <li>● Phone calls</li> <li>● Small group lessons               <ul style="list-style-type: none"> <li>○ By proficiency levels with scaffolds</li> </ul> </li> <li>● In mixed level groups for fluency building</li> <li>● Teacher feedback and support as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Previously recorded lesson and videos</li> <li>● Phone and text messages</li> <li>● ELD assignments /project using approved ELD curriculum</li> <li>● Paper and pencil activities</li> <li>● Reading logs and journals</li> <li>● Goal setting and reflection</li> </ul>

## FOSTER AND HOMELESS YOUTH

Live Oak is committed to supporting our foster and homeless youth in collaboration with the Sonoma County Office of Education. We recognize that additional challenges may occur for this population during the COVID-19 pandemic and is committed to providing the necessary support for their physical, emotional and academic health. This support takes the form of collaboration with students and families, school and staff, and other county agencies in order to remove barriers to educational access and expand educational opportunities.

By removing barriers that occur due to frequent changes in home placement, Live Oak helps to ensure that foster and homeless youth can benefit from uninterrupted educational access. AB 175 (Foster Youth Bill of Rights) provides protections for this vulnerable population of students. School districts are also responsible for ensuring that youth who are experiencing homelessness have full access to educational programs in accordance with the McKinney-Vento Homeless Assistance Act.

### Resources:

- [Foster Youth Education Rights](#)
- [County Office of Education Foster Youth](#)
- [County Office of Education Homeless Education](#)

## **Instructional Technology**

Live Oak is committed to integrating high quality digital instructional materials to enable and enhance student learning by providing a variety of activities that include options for in-depth learning through authentic problem solving and experiences and utilizing best practices that improve access to learning for all participants.

We have identified Seesaw and Google Classroom as common platforms used for the upcoming school year. Other software applications that are commonly used include Zoom and Google Meet for video conferencing. We also use document cameras for teacher use for supporting student learning. Additional software will be available based on teacher need.

Staff will focus on the following technology guidelines for all students.

- Focus learning on student mastery of the essential standards
- Prioritize equity and access
- Include opportunities for asynchronous and synchronous learning
- Ensure 1:1 student access to Chromebook or similar device
- Ensure hotspots are available to students who need access
- Provide technology support for students, families, and staff

Resources: [Live Oak Internet Safety: Acceptable Use Policy](#)

## **Extra-curricular Activities**

Live Oak recognizes that extra-curricular activities are vital elements to students' educational experience and well-being, and will make every effort to maintain these opportunities as conditions permit.

### **Athletics**

- Schools will conform to all CDE and California Interscholastic Federation (CIF) sports restrictions and game/team safety and hygiene protocols. We expect sports to be suspended for the 20-21 school year.
- Schools will need to follow consistent and stringent cleaning protocols of athletic equipment and personal body contact gear.
- Contact sports are restricted and are considered high risk under CDC guidelines.
- Indoor intense physical exercise is discouraged, especially if the activity causes warm moist air for the virus to transmit.

### **Gatherings, Visitors, and Field Trips**

- Gatherings, or meetings, should be conducted via a virtual platform whenever possible. Promote social distancing of at least six feet between people if events are held. Limit group size to the extent possible.
- Events (beyond normal classroom activities) are restricted to no more than 10 people while maintaining the six-foot social distancing standards.
- Limit any nonessential visitors, volunteers, and activities involving external groups or

organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).

- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, and school-wide parent meetings, as possible.
- Make a good faith effort to space seating/desks at least six feet apart. Based on current social distancing standards from the California Department of Public Health, a separation of six feet between students is recommended for ensuring student/staff safety and health, particularly for the purpose of setting up a classroom and establishing spacing between student desks/learning environments. This will reduce classroom capacity.

## Professional Development and Training

Live Oak is committed to supporting the professional growth of its faculty and staff. As we look to the return to school in fall, we recognize and support the need for additional, ongoing training and collaboration that will focus on highly effective tools, skills, and strategies for meeting the diverse needs of our students.

Considering input from the various stakeholders, the following professional development topics and formats may be considered. This list is not exhaustive but rather reflects current needs and wants expressed by staff in light of these new models of instruction, hybrid and distance learning.

<b>Staff Professional Development Topics for Consideration</b>		
<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>● Essential standards</li> <li>● Maintain fidelity to Waldorf pedagogy</li> <li>● Best practices for distance learning</li> <li>● Strategies to motivate students in a distance learning environment</li> <li>● Effective lesson design for distance learning</li> <li>● Strategies for engagement in district curriculum in a hybrid/distance learning format</li> <li>● Flipped classroom</li> <li>● Project Based Learning</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● Google Classroom, Google Meet, Docs, Slides, Forms</li> <li>● Zoom</li> <li>● Creating engaging videos for online</li> <li>● Class webpage development</li> <li>● Interventions Math</li> <li>● Doc-cam uses</li> <li>● Help desk for support</li> </ul>	<p><b>Social Emotional Wellness &amp; Mental Health</b></p> <ul style="list-style-type: none"> <li>● Trauma-Informed Care</li> <li>● Restorative Practices</li> <li>● Managing social media consumption</li> <li>● Safety protocols and precautions</li> <li>● Positive Behavioral Interventions &amp; Supports (PBIS)</li> <li>● Encouraging and supporting student voice and advocacy</li> </ul>

## **Conclusion**

This *Reopening Plan* provides detailed information on Live Oak’s response to teaching and learning during a pandemic. By detailing the additional health and safety measures that will be implemented to mitigate the threat of the virus, it outlines Live Oak’s commitment to and readiness for the 2020-21 academic year.

As Live Oak monitors health and safety guidance related to COVID-19, it is essential that we are flexible and adaptable as change occurs. We will evaluate emerging academic and mental health programs and services in order to serve our most vulnerable students, providing continued and consistent support.

We continue to rely on the ongoing support and commitment of families to ensure our school remains healthy and strong.

## **ADDITIONAL RESOURCES**

Sites for local COVID-19 Testing – Information from <http://www.socoemergency.org>  
[Testing Sites](#)

[When to Quarantine?](#) – Information from Center for Control Disease

[Affordable Internet Offers](#) – for Low Income Households

[What Families can expect when Schools Re-open](#) – Information from Sonoma County Office of Education