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/lrncntntyatndncpln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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</thead>
<tbody>
<tr>
<td>Stone Bridge School</td>
<td>Maria A. Martinez</td>
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</tr>
<tr>
<td></td>
<td>Administrator</td>
<td>(707) 252-5522</td>
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General Information

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

The COVID-19 pandemic has affected the entire community of Stone Bridge School and has drastically altered the lives of its students, families, and staff members. The sudden closure of school in March 2020 and the subsequent changes to our school's community life and teaching model have had a significant impact on the physical, emotional, social, and educational well-being of children and adults alike.

The broader economic impacts of the pandemic, including increased unemployment, have exacerbated existing challenges such as food insecurity and access to technology and connectivity. School closure has further impacted many students and their families by challenging their ability to access basic services for which schools play a pivotal role. Families and students have also been affected by physical separation from the targeted supports and services that are typically provided during in-person instruction.

The social and emotional toll of the pandemic cannot be understated. Increased isolation and disconnection due to school closure, social separation, and physical distancing have resulted in increased stress levels and varying degrees of emotional trauma. Students, parents and teachers have experienced an abrupt shift in the way they communicate and collaborate with regards to students' education. Students have experienced the loss in rhythm and predictability of in-person instruction and the daily, live connections with teachers, staff and peers. Individualized instruction and assistance is far more challenging under these circumstances, and many children find it profoundly difficult to engage in productive relationships with the teaching staff and their peers in a virtual environment. Parents, guardians and caregivers - already important partners in the education of their students - have taken on increased responsibility as co-educators with children at home during Distance Learning. This has been challenging for those adults working or present at home, as well as those who are not and must arrange for care of their children during school hours. Families and students have been challenged by the equipment and technical requirements of Distance Learning, and have had to quickly learn how to utilize devices, optimize their internet connectivity, and navigate a host of unfamiliar digital tools and platforms such as Zoom and Google Classroom. In alignment with its Waldorf-inspired curriculum, Stone Bridge School utilizes technology and digital devices minimally throughout the K-8 grades, and promotes childhood experiences that are largely media-free. The sudden shift to a digitally-delivered curriculum has been particularly challenging for our students, families and staff alike, both practically and philosophically.
Curriculum pacing, methods of instruction, and assessments of student learning have consequently been greatly disrupted. Teachers have had to quickly learn technologies and develop new curriculums and instructional methods in order to support students in a Distance Learning environment. Just as COVID-19 has had a disparate impact on our community due to socioeconomic and racial inequalities, the pandemic has had a disproportionate impact on learning as students' and families' abilities to adjust to this new learning environment has varied widely. SBS recognizes these impacts, especially on English Learners, Homeless Youth, Foster Youth, and Students with Disabilities, and continues to evaluate how our support services and curricular delivery can optimally serve each of our students.

Recognizing the ever-changing nature of the pandemic, our learning models and methods for communication and stakeholder feedback will continue to evolve in order to be as responsive as possible to the emerging needs of our community. In order to provide equal opportunity and meet the needs of all of our students, as well as mitigate any learning loss, we embrace the following guiding principles:

1) Health, Safety and Well-being: Our practices support learning and working environments that address not only the physical safety of our students, families, and employees, but their social and emotional health as well. Our policies and practices are grounded in the data-driven guidance provided by federal, state, and county health officials, and we take all steps possible to mitigate the spread of COVID-19 within our community.

2) Instruction and Assessment: High-quality instruction anchored in standards-aligned material is at the core of achieving learning progress, student access and equity, and school accountability. On-going communication, assessment, and responsive academic planning will ensure our teaching practices optimize the learning experience for each student.

3) Agility: We will remain flexible as we adjust to the ever-changing public health crisis and responding policies, balancing the educational needs of our students with the health and safety of our entire school community. Our teaching practices and learning environment are designed to accommodate distance learning, as well as various phases towards eventual in-person learning.

4) Engagement and Communication: Our community will have the information and resources they need to remain informed, communicate effectively with administration and teaching staff, and maintain vital connections with each other. Engagement and communication occur through weekly newsletters from school administration as well as class teachers, Town Hall Meetings for the entire community, timely and relevant surveys, grade-specific parent meetings, as well as an 'open door' policy with school administrators. Teachers also structure opportunities for peer-to-peer social and academic communication.

Stakeholder Engagement
Stone Bridge School's efforts to solicit stakeholder feedback began in the spring, shortly after in-person learning was suspended, and have continued into the new school year. Engaging in outreach and surveys has provided and continues to provide valuable input to inform the school's planning for academics, attendance and engagement, family support, and health and safety practices.

In May, a 'Distance Learning' survey of parents/guardians was conducted to solicit feedback on the distance learning program implemented shortly after in-person school closure. Parents/guardians were invited to provide feedback on many aspects of the school's communication and instructional delivery, including the digital platforms being used and students’ experience with the various instructional tools and materials.

In early July, a 'Reopening School' survey of parents/guardians was conducted. This gathered input from the community on particular reopening scenarios, digital needs (both equipment and connectivity), availability of parents/caregivers to help students with distance learning, and personal health and safety concerns. Specific survey responses were kept confidential, while overall survey results were shared with the entire community.

In tandem with the parent 'Reopening School' survey, a similar survey was administered to school faculty and staff members in July. In addition to soliciting input about particular reopening scenarios and digital needs, employees were confidentially invited to note personal or family-related health concerns related to the pandemic, as well as areas/skills requiring professional development and support for digital, distance instruction.

A follow-up survey regarding Reopening and Distance Learning was distributed to the school community on September 14, 2020.

For all three of the above surveys, see "summary of the feedback" section below for survey results.

Additional forums for obtaining stakeholder feedback include:

- Student surveys: students in grades 6-8 have been regularly invited by their teachers to provide feedback on how students feel about various subjects and the tools/platforms being used for distance learning. Teachers use students' responses to adjust lessons and planning accordingly, and to reach out to individual students who expressed specific needs or concerns.

- Faculty meetings: unlike previous years where faculty meetings occur only during the academic year, faculty meetings were ongoing throughout the summer. Open to all faculty and staff members, these weekly meetings enable all employees to sound in on operational and staffing decisions related to the 2020-21 budget, stay apprised of ever-changing public health policies and legislation, as well as contribute to the design and instructional methods for Distance Learning. Meetings also support specific areas for professional development, such as the use of Zoom for online meetings/classes, docucams and other equipment aids, and the design and implementation of Google Classrooms.

- A Town Hall Meeting in late July with Administrative leaders, conducted via Zoom, provided parents/guardians with the school's developing Reopening Plans and the opportunity to pose questions, offer feedback, and make suggestions. This was attended by over 105 parents and provided vital information that informed the school's eventual Reopening Plan.

- Parent Council meetings are held monthly; with the exception of July. SBS's Parent Council serves the same function as a parent advisory committee. Its membership consists of representatives from each of the K-8 classes and stands for the entire school year. Meetings are public and open to all members of our school community. These meetings provide parents with regular opportunities to receive updates from Administration and Faculty and participate in discussions about the school's policies and practices, fundraising and budget-related issues, and its ongoing response to the impact of the pandemic.

- Our school's Educational Program Director met individually with every teaching staff member during the 2020 summer to learn of their specific needs and provide targeted support. An 'open door policy' continues, enabling regular and frequent communication and support.

- Our school's Administrator maintained an 'open door policy' throughout the summer months in order to learn of and respond to the varying...
needs of many individual parents/guardians and employees. An 'open door policy' continues, enabling regular and frequent communication and support.

- Our school's board of directors, the Charter Council, hold regular meetings once a month and Special meetings as needed. On the board are members elected by the parents, staff, and faculty, and community members elected by the board. Serving a one-year repeatable term are one community member and one SBS parent who are appointed by the board to fill a need through a particular skill set. While all members participate as "one voice" and do not serve any one interest, they offer the perspective of those stakeholder groups. Additionally, one faculty member serves in an advisory capacity along with the school administrator.

To solicit further input, a draft of this Learning Continuity and Attendance Plan was presented to Faculty Council on September, 16, 2020 and the SBS parents at a Town Hall Meeting on September 17, 2020. An all-school announcement informed the entire community that this Plan had been posted to the school's website (http://stonebridgeschool.org), and invited stakeholders to submit questions/comments to the school's administration for written response. Additionally, hard copies were made available to stakeholders upon request.

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

Meetings with stakeholders have been held via Zoom, enabling remote participation by community members. Participants may also join by phone teleconference.

A summary of the feedback provided by specific stakeholder groups.

**SURVEYS:** Overall, parent/guardian survey responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning. On the whole, parents have a good understanding of the complexities of the situation and expressed much gratitude, flexibility, and patience with the challenges inherent in implementing distance learning so quickly.

May 'Distance Learning' Survey: The 131 parents/guardians who responded provided feedback on all aspects of the K-8 Distance Learning program that was implemented with the spring school campus closure. Students were accessing the curriculum via paper packets and/or Google Classrooms. Paper packets were most easily accessed. Launching and utilizing Google Classroom as the main platform for student/parent curriculum access was a challenging process, but 79% of respondents reported that all was going well after the initial adjustment period. The amount and rigor of content delivered during Distance Learning were considered positively (70% and 80% respectively). Sixty-nine percent of parents felt that the time spent and usefulness of Zoom was "just right." Parents were asked about communication from the Class Teacher and from Administration, and 92% and 91% respectively noted that it was also "just right." In addition, parent feedback indicated that areas to concentrate on going forwarded included: 1) providing more material that students could access independently and without direct help from caregivers, 2) increased peer-to-peer interactions would be beneficial, and 3) students needed more physical activity built into their daily routines.

July 'Reopening School' Parent Survey: The 152 parents/guardians who responded provided input on various aspects of reopening school in the fall. Various distance learning models were presented (all in-person, hybrid, and full distance learning), with the in-person and hybrid scenarios garnering greater levels of support (69% each) than full-time distance learning (27%). In alignment with NVUSD, the Napa County Office of Education, and the Governor's direction, school reopened in the fall with full-time distance learning despite it being less favorably viewed by parents. Parents were also asked about personal health and safety concerns, and while responses varied widely, many noted
their concerns over not only academic learning progress, but the social and emotional health of their children, the school's safety protocols and procedures, levels of stress anticipated by the coming school year, the impact of reopening scenarios on families’ financial situations, as well as the well-being of vulnerable populations. The survey also informed the school of how many families had internet access that would support all devices needed during distance learning (96%), how many families had devices available for all students in the household (91%), and what were outstanding connectivity and equipment needs of individual families. The survey also provided the school with information about families’ ability to provide academic support during school hours to their children (87% noted they would be able to support their child's learning some or all of the time). Based on families' digital needs, Stone Bridge School purchased or upgraded enough devices (Chromebooks and Tablets) to satisfy all outstanding needs, and provided guidance and/or "hotspots" for those households requiring internet connectivity support. Several staff members were dedicated to providing technical support with the onset of the school year, helping students, parents and teaching staff alike with both devices and online digital platforms such as Google Classroom.

July 'Reopening School' Faculty/Staff Survey: Twenty-seven staff members responded, including teaching and resource staff, administrative personnel, janitorial and food service employees. All responses were confidential. All staff were asked whether they or those with whom they were in close contact had health considerations that would present a higher risk of suffering severe illness from the COVID-19 virus; approximately 24% responded affirmatively. When asked about their support for the various distance learning scenarios (all in-person, hybrid, and full distance learning), responses were mixed, reflecting a wide variety of personal and professional concerns. Concerns expressed included how to conduct any level of in-person instruction while maintaining safe physical distances, how to implement adequate mask-wearing, hand-washing, and cleaning procedures, and how to manage the logistics and increased workload of a hybrid learning model with half of the class in-person and the other half engaging distantly. Staff also shared whether they had adequate internet access at home (96% do). Teaching staff in particular sounded in on their skill level and comfort with digital learning tools (Zoom and Google Classroom). Teachers were also asked what they needed in terms of technical training/professional development and equipment support for online Distance Learning. Based on survey responses and guidance from state Public Health officials, Stone Bridge School opted to begin the school year with full-time Distance Learning, responding to the vast majority of stakeholders' concerns that school be conducted as safely as possible. Protocols for cleaning, social distancing, and health monitoring have been put in place to ensure the safety of those community members who work on or visit the school campus at any time. In response to teaching staff's professional development and equipment needs, trainings were conducted on Zoom and Google Classroom in particular. Upgrades to Zoom accounts have enabled teachers' greater flexibility in conducting classes online. Docucams, laptops, big screens, and other equipment have been made available to all teaching staff, as needed. As for parents/students, technical support for both devices and online digital tools is continuously available.

STUDENTS: Regular student surveys in grades 6-8 echo what parents of younger students have also reported, that daily live interaction via zoom between teacher and student is helpful for maintaining interpersonal connections and helping students "feel seen" and be adequately supported with their learning. The older students also reported finding small-group work with their peers both enjoyable and more productive than whole-class interactions. Across the grades, while classes meet as a whole each day for a short period of time via Zoom, teachers have increasingly incorporated small group work; students enjoy this and the small-group work also provides teachers with the opportunity to work more closely with individual students and attend to unique needs. The grades 6-8 students also noted that they appreciated the opportunity to work independently for a significant portion of the day. While this is more feasible with older students, parents and students of younger children have also shared (via survey, email, phone calls, public meetings) their appreciation and desire for assignments that students can work on independently without the direct supervision of an adult caregiver. Recognizing the benefits of both, teachers have structured their
daily routines to achieve an age-appropriate balance of synchronous (live) lessons/activity with asynchronous (prerecorded and/or assigned via Google Classroom) lessons/assignments.

FACULTY: Regular faculty meetings were vital to teachers and administration designing and implementing the Distance Learning program with which we've started the school year. They continue to play a key role in sharing information with each other how various teaching methods, digital tools, and/or equipment are working, how students of various ages are doing both academically and social/emotionally, what the parents' experiences are, and what existing needs teaching staff have. All of this guides administration and teachers in their daily decisions about student/family support, curriculum delivery, and school operations.

TOWN HALL MEETING, PARENT COUNCIL, CHARTER COUNCIL: Along with the surveys, the Town Hall meeting and the monthly Parent and Charter Councils' meetings have provided forums for parents and other stakeholders to sound in on school operations and policies. Parents have expressed appreciation for independent assignments and prerecorded lessons for those occasions when internet connections are poor or absent. Their input also guided the eventual redesign of Google Classrooms, with clear, linear instructions for accessing each day's lessons, easy-to-find Zoom links, and using Google Classroom as the single platform for nearly all parent-teacher-student communication. Both Parent and Charter Councils have provided pivotal input with regards to this year's budget and programmatic decisions, resulting in the school maintaining all of its enrichment subjects, but cutting costs by freezing salary increases and reducing medical benefits.

The open-door policy of both the Administrator and Educational Program Director, along with regularly occurring Faculty, Parent Council, and Charter Council meetings provide for the near-constant flow of information and feedback between all stakeholders, especially vital during this unusual school year.

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

This has been incorporated into the section above.
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.]

Throughout June and mid July, Stone Bridge School's Reopening Task Force met regularly to plan for the 2020-21 school year. Stakeholder feedback through surveys and regular meetings resulted in the development of a Hybrid Learning Model with which to begin the school year. However, on July 17th, Governor Newsom provided school opening guidance during his press release and Stone Bridge School, in alignment with Napa Valley Unified School District, Napa County Office of Education, and the Governor's direction, determined the 2020-21 school year would begin with a full Distance Learning (DL) program. SBS subsequently reevaluated the steps required towards a full reopening of school. This was defined in its tiered Reopening Plan which outlined four different phases: (1) full Distance Learning, (2) Minimum Day Hybrid Model, (3) Full Day Hybrid Model, and (4) full return to all students on campus.

During Phase 1 Distance Learning, teachers, administrators and Special Education personnel have worked closely with each other and parents to address learning progress for all students, including those with exceptional needs. In additional to individualized support delivered via the Zoom platform, in-person (on-site) assessment and instruction have been provided to individuals and small groups of students who are at greater risk of experiencing learning loss through Distance Learning. For those classes with a new teacher and/or new students, socially distanced on-campus visits have taken place in order to orient the student and establish a teacher-student connection, so essential to their social and emotional well-being. Safety protocols and appropriate PPE ensure that all on-site student-staff interactions are in compliance with CDC's public health and school guidelines.

As of mid-September, current health conditions have permitted schools to consider on-site instruction. SBS has conducted an additional 'On-Site and Distance Learning Survey' of families and staff members to determine the comfort level with on-site learning models, as well as the success of distance learning to date. SBS understands that when on-site instruction is implemented, a percentage of families will choose to maintain their children in a fully remote model; parents were given an opportunity to voice their preference on this most recent survey.

The Minimum-Day Hybrid Model represents Phase 2 towards full reopening. In this model, students are divided into two cohorts, A and B. Cohort A will attend school in-person Mondays and Tuesdays, and will engage in Distance Learning Wednesday through Friday. Cohort B will engage in Distance Learning Monday through Wednesday, and will attend school in-person Thursdays and Fridays. All school days' instruction meet minimum day daily minute requirements. SBS will determine how long to maintain this model, based on stakeholder needs/feedback and local (including any school) virus infection rates. After 1-2 weeks, SBS will determine if it is appropriate to transition to Phase 3 with the Full-Day Hybrid Model based on school and local infection rates and guidance from County Public Health. It is anticipated that SBS would maintain Phase 3 for a significant period of time before transitioning to Phase 4 with full-time, on-site student attendance.

Mitigating Virus Transmission
SBS's planning to mitigate risk of transmission between students, staff, and any other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfecting procedures. Key measures include:

- Campus will be open only to students, staff, and essential maintenance support personnel.
- Campus visitation by parents and others is suspended. Parents are advised to visit the school office only on an as needed basis; administrative support will be provided by phone or email to the degree possible.
- Daily health checks of both staff and students will take place. This involves both at-home self screening and at-school temperature and wellness checks. Students or staff displaying symptoms or having had close contact with someone who is ill with COVID-19 or has recently tested positive will be instructed to stay home.
- SBS will maintain a record of all persons who enter campus, and will work with Napa County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom or school response as needed.
- Physical distancing: Everyone must practice social distancing, keeping at least four to six feet away from other people.
- Entrances and Exits: Parents/guardians will be encouraged to stay in vehicles when picking up/dropping off students. Visual cues and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Designated entry and exit points will be used by students to limit close contact during high-traffic times.
- Recess and Play Spaces: Strategies for limiting the mixing of large groups will include staggered recess times, designated play spaces, and limiting activities where multiple classrooms may interact.
- Face coverings: Wearing a cloth face covering is required for all SBS staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape may also be used by those who are unable to wear face coverings for medical reasons.
- A designated Care Space will be available for individuals to be isolated and assessed, and when waiting to be taken home.
- Classrooms will be arranged to ensure proper social distancing of students and teaching staff. Students will sit at desks spaced at least six feet apart and facing forward. Hygiene practices will include frequent hand-washing, use of hand sanitizer, mask-wearing, proper use and disposal of tissues, coughing/sneezing into elbow, and confining one's personal possessions to a defined area.
- Students and teaching staff will minimize the sharing of any class materials.
- Common Areas: Signage and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and reduce contact between different student groups.

- Ventilation: Sites will replace all HVAC filters 2-3 times per year, an increase to the practice of once per year. Sites will run HVAC fans continuously through the 24-hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.

- Cleaning/Disinfecting: Proper cleaning and disinfecting procedures will be followed, with regular disinfection of high-touch areas. Frequently touched surfaces include, but are not limited to, door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Cleaning procedures include a thorough cleaning of classrooms and common areas between the Monday-Tuesday and Thursday-Friday cohorts' attendance on campus.

- Administrative staff will monitor and resupply essential items, including face coverings (individuals may also provide their own face covering), face shields, hand sanitizer (over 60% alcohol), soap and paper towels, disinfection materials, gloves, thermometers, and rigid plexiglass partitions.

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

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<tr>
<th>Description</th>
<th>Total Funds</th>
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<tbody>
<tr>
<td>Personal Protective Equipment &amp; Health Materials:</td>
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<tr>
<td>Face coverings (masks and/or shields) to ensure that students, staff, and family on campus minimize the spread of respiratory droplets.</td>
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<tr>
<td>Increased supplies of soap and hand sanitizer (greater than 60% alcohol)</td>
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<td>Additional thermometers to screen student and staff temperatures</td>
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<tr>
<td>Plexiglass partitions for one-on-one staff/student assessment and instructional support</td>
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<td>Campus signage:</td>
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<td>Visual cues help direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering, hand-washing, and physical distancing protocols. Includes signage, posters, cones, floor markings to direct traffic flow.</td>
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<td>Cleaning/Disinfecting Supplies</td>
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<td>Additional materials used to support effective, routine disinfection of</td>
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<td>high-touch surfaces, such as spray bottles, disinfectant, paper towels,</td>
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<td>gloves, goggles, and masks.</td>
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**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.]

Stone Bridge School (SBS) began the 2020-21 school year with full Distance Learning, driven by the following guiding principles:

1. Commitment to our Waldorf-inspired curriculum
2. Commitment to meeting California Common Core State Standards
3. Delivery of grade-level content with instructional rigor
4. A focus on the depth of instruction, rather than pace
5. Maintaining the inclusion of each and every learner
6. Identifying and addressing gaps in learning through instruction. Monitor students’ progress on grade-level appropriate assessments and adjust supports based on student results.
7. Provide additional support across all grade levels, with a focus on students exhibiting learning loss during Distance Learning
8. Creative utilization of staff to meet unique needs of Distance Learning

Stone Bridge School provides a rich Waldorf-inspired curriculum to its students while satisfying the California Common Core Standards. A Waldorf curriculum strongly integrates the arts (e.g., drama, painting, music), movement (physical education, cooperative games), and hands-on activities (e.g., farming, handwork, woodwork) throughout the academic subjects. Continuing to provide this curriculum in a Distance Learning model has been challenging, but SBS made a commitment through its budget and staffing decisions at the beginning of the school year to maintain this program intact to the degree possible. Maintaining our full range of subjects during Distance Learning also enables the school to pivot readily back to any in-person learning scenario as staff are already in place and students are able to experience continuity with their subjects. Staffing positions that do not translate easily to Distance Learning have been adapted to meet current needs (e.g., Farming Teacher now teaches online 'Nature Studies' and Aftercare Director provides one-on-one support to students at risk of learning loss).

In order to provide our full curriculum, both K-8 class teachers as well as a number of subject teachers provide instruction to students. Across the grades, the minimum required daily minutes are met for each grade. Daily instruction for kindergarten includes both synchronous and asynchronous activities, focusing on developmentally appropriate movement, academic support, practical skills, and creative activity. Daily instruction for grades 1-8 includes a morning main lesson delivered by the class teacher, followed by three periods during which the class teacher or a subject teacher provides additional instructional minutes. SBS acknowledges that distance learning is challenging and that it is not ideal for students, teachers, and parents/guardians to spend considerable time in front of a screen each day. SBS has made great effort to structure each grade-level's school day in an age-appropriate way, incorporating breaks, opportunities for flexible completion of assignments, and a balance between synchronous and asynchronous learning. Both class teachers and subject teachers strive to achieve this balance. Our final instructional schedules and balance between synchronous and asynchronous learning was greatly informed by parent and student feedback. Additionally, the requirement to provide daily, live instruction was affirmed by Senate Bill 98.

The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document, and function at SBS as follows:

Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction. Synchronous learning:
- Most resembles a real classroom
- Enables learners to ask questions and receive timely feedback
- Allows for collaboration between students (e.g., use of Zoom breakout rooms)
- Enables teachers to provide immediate feedback, assess students, and make adjustments as needed
- Can occur using computer interaction through Google Classroom or Zoom
- Enables teachers to work with students one-on-one or with small groups of students

Asynchronous learning occurs separately and without real-time interaction. With asynchronous learning:
- Instruction is aligned directly to synchronous learning
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Opportunities are provided for students to develop questions and reflections on learning
- There is much flexibility in scheduling
- Learning can occur through posted classwork (e.g., Google Classroom), prerecorded lessons, other videos, project work, paper packets/materials

Regardless of the learning phase SBS is engaged in (Distance Learning, Hybrid, In-Person), teachers will attend to grade-level standards for the 2020-21 school year while also integrating a thorough review of standards from the 2019-20 school year. Teachers will regularly assess for understanding, adjust instruction accordingly, and provide additional support for students through whole, group and individual instruction. Teachers will use electronic tools and platforms to provide both synchronous and asynchronous instruction, using largely Zoom and Google Classroom during both Distance and Hybrid Learning. SBS will support adherence to agreed-upon norms that support online experiences that are timely, productive, respectful, and supportive for students and teachers alike. SBS will continue to reach out to all stakeholders throughout the school year to solicit feedback and make responsive adjustments for the academic and social-emotional well-being of all.

### Access to Devices and Connectivity

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

In July 2020, a 'Reopening Survey' was conducted to determine all stakeholders' technology needs to support Distance Learning. Based on the data, it was determined that both families and teachers did not yet have adequate technology to support online learning.

*For Students/Families:* SBS began purchasing new Tablets for K-2 students and new Chromebooks for grades 3-8 students. In addition, Chromebooks already owned by the school were examined and upgraded. The devices were distributed to families, by appointment to control the numbers of people on campus. To facilitate the set-up and distribution of devices, a 'Tech Support Team' of available and skilled staff members was assembled. This team also provided much-needed support at the start of school, addressing a wide array of online learning questions, connectivity concerns, and device issues. Upon request, SBS also arranged for the rental of HotSpots for families. While we were not able to meet 100% of needs by the first day of school due to a delayed shipment of ordered devices, SBS worked individually with families to ensure they continued to have full access to the curriculum either through family-owned devices and/or paper packets.

*For Teachers/Staff:* Needs varied depending on the grade level and subject taught, as well as individual equipment already owned and favored by the teacher. SBS has purchased DocuCams and a number of PCs, as well as upgraded preowned Chromebooks and desktop computers for distribution to teaching staff on an as needed basis. The school's Tech Support Team has also provided device support to staff and upgraded the school's network routers in order to improve the quality of our campus internet service.

The equipment and technical support for both families and teachers has been a critical part of ensuring that Distance Learning occurs smoothly and with minimal disruptions. Given California's current challenges with power outages, wildfires and 'smoke days,' along with very occasional problems with Zoom service, teachers have preemptively provided all students with three-day paper "Outage Learning Packets." In the event of loss of power and communication, families have been informed that students are to work independently on the grade-appropriate material in these paper packets until power is restored.
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.]

SBS teachers will continue to assess and track student learning through various means, including online quizzes/tests, synchronous class participation, homework, projects, student-teacher conferencing, and student work samples. In grades K-8, teachers utilize these various assessment tools to develop mid-year and end-of-year progress reports which align with the California Common Core Standards. Google Classroom provides an additional online grading tool for teachers. PowerSchool has also long been utilized at SBS for grades 6-8, and will continue to be used and synced with the Google Classroom grading tools. The on-going assessment tools will be used by teachers and administration to determine how students progress throughout the year and the learning gaps that need to be addressed.

Teachers complete a weekly engagement log indicating the work assigned and the number of instructional minutes that the work represents. Teachers will also track student engagement during all synchronous and asynchronous learning periods.

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.]

Professional development began in March 2020 when remote instruction and learning began. The Educational Program Director (EPD) met individually and repeatedly with each teaching staff member throughout spring and summer to determine and address individual needs. In addition, faculty met at least once per week remotely for the remainder of the 2019-20 school year and nearly weekly throughout the summer to consider and compare possible learning models. As the beginning of the 2020-21 school year approached, faculty began to engage in professional development activities in preparation for full Distance Learning. These included links to online tutorials, written "how to" guidelines, and individual assistance on the design and use of Google Classrooms and Zoom, including guidance on how to implement privacy and security measures. The EPD also conducted additional virtual group trainings on Google Classroom, Screencastify (a video recording app), the use of DocuCams, and trauma-informed Social-Emotional Learning.

Staff Roles and Responsibilities

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

As a result of Distance Learning, some staffing adjustments have been made for the 2020-21 school year.
- SBS postponed the hiring of teaching assistants in grades 2 and 3, positions that had been vacated at the end of the 2019-20 school year.
- A Kindergarten Assistant has continued to assist part-time with Kindergarten's Distance Learning, but also became a pivotal member of the school's Tech Support Team.
- The Aftercare Director splits her time as a handwork assistant and a one-on-one assistant for struggling students.
- The Farming Teacher has developed a new online "Nature Studies" class for grades 1-5.
A paraprofessional continues to provide one-on-one support for a student with exceptional needs, but also provides administrative support in the office with newly available hours.

While all affected employees were offered alternative duties to fulfill their potential contracted hours, a small number chose to reduce their hours and compensation during Distance Learning, understanding that their hours would be partially or fully restored during Phases 2-4 of the school's Reopening Plan.

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.]

Stone Bridge School has implemented continuous supports to assist pupils with unique needs. Below are the specific plans for each group.

SPECIAL EDUCATION
- Ensure that students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary. Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a Distance Learning model is the decision of the IEP team. Goals and objectives in a student’s IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- As coordinated by our NVUSD Special Education staff, each student's Individualized Education Plan (IEP) will have added to it an Emergency Learning Plan (ELP) at the time it is due or initiated. The ELP will include the description of how NVUSD/SBS will provide instruction or services, or both, when they cannot be provided to a pupil in school in-person for a period of longer than 10 school days.

TARGETED STUDENT SUPPORT AND INTERVENTION
- SBS provides supports and instruction for individual students and small groups who need additional instructional and/or social and emotional attention. These may be initiated and structured by the class teacher. Supports and accommodations/modifications may also arise via the school's Student Success Team (SST) process.
- In compliance with all COVID-related safety measures, SBS may arrange with parents to have students participate in one-on-one or small group work on campus in order to mitigate learning loss during Distance Learning.

SUPPORT FOR ENGLISH LEARNERS
- Initial ELPAC testing will be conducted on all eligible students for the 2020-21 school year, either online or in-person in compliance with safe-testing guidelines.
• SBS will provide designated and integrated instruction in English Language Development (ELD) instruction during distance and in-person learning, including summative assessment of progress toward language proficiency and targeted support to access curriculum.

SUPPORT FOR HOMELESS YOUTH

Distance Learning supports specific to Homeless Youth will include:

1. Coordination and communication with shelters to engage students in Distance Learning.

2. Contact with parents/students to determine if they have special or unmet needs for accessing Distance Learning and to address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.

3. Communication with schools/teachers and parents/students to locate ‘missing’ students or students who are not engaged in Distance Learning, and identification of special needs or services that will help student’s engagement with learning.

4. Coordination with parents/students and schools, as necessary, for optional delivery of hard copies of assignment materials and provision of necessary school supplies.

5. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

6. Coordination with County LEA Homeless Liaisons to provide continuity of educational services when students transfer between schools.

SUPPORT FOR FOSTER YOUTH

Distance Learning supports specific to Foster Youth will include:

1. Case management to support all eligible foster youth.

2. Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.

3. Monitoring of attendance/engagement and communication with teachers and administrators when needed.

4. Referrals to both district and community agencies for additional support/resources, as needed.

5. Online tutoring services will be offered to eligible foster youth.
6. Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Devices</strong></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>• Computers (Chromebooks and Tablets) purchased and made available to all students who need a device to access Distance Learning at home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• DocuCams purchased and made available to teaching staff for Distance Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contract with technical support personnel to upgrade and repair devices</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Internet Connectivity</strong></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>• Rental of Wi-Fi hotspots for families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Materials for upgrade of SBS campus internet network</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Labor costs for technical support personnel to upgrade campus internet network</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food Service</strong></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Preparation and delivery of food to students (ADDITIONAL INFO TO BE ADDED)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Upgrade of teaching staff Zoom accounts</strong></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Allows teachers to utilize advanced features of this web-based videoconferencing tool</td>
<td></td>
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</tbody>
</table>
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.]

We recognize that due to school closures and truncated instructional days, many students will experience some form of learning loss due to the COVID-19 pandemic during the 2019-20 and 2020-21 school years. Students who received additional academic support prior to the school site closure are at even greater risk for regression. These are learners typically lacking basic academic skills and executive functioning skills which compounds their difficulty accessing the curriculum and working independently. In order to address learning loss using an intentional, strategic approach, SBS utilizes the Multi-Tier System of Support (MTSS) to address potential pupil learning loss.

At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instruction and 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. Tier 2 supports may also be provided in-person, with small groups attending support sessions on campus in compliance with the school's protocols for physical distancing, hygiene, and other safety measures. As teachers assess learning loss and their students’ individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support.

Similarly, students who require even more intensive (Tier 3) support will be provided one-on-one instruction through individual sessions with teachers and teaching assistants. As with Tier 2, individual sessions may take place online/synchronously and/or in-person in compliance with school's safety protocols.

Tier 2 and 3 supports entail focusing 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 will 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 entire class.

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.]

SBS recognizes the importance of continually identifying and addressing gaps in learning. Students' progress will be monitored via grade-level appropriate assessments and supports will be implemented based on results. As noted in the 'Pupil Participation and Progress' section, a variety of authentic assessment tools are utilized by teachers, recognizing that students learning styles affect the means by which they
demonstrate skills and understanding. These assessment tools are responsive to the unique needs of ELD students as well. Utilizing the MTSS framework, SBS will ensure that the needs of any student struggling will be addressed through the authentic assessment tools used by teachers. ELD instruction will be provided to those students who exhibit a need for increased supports.

Families and students should expect assessment tools to be applied during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. This includes administration of ELA and Math benchmark assessments from the prior school year. These benchmarks will be used as one key means of assessing learning loss, along with the daily/weekly formative assessments conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

It is important to reiterate that assessment of students’ learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding each student’s individual learning needs and what learning loss has occurred.

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. As previously noted, various authentic assessment tools are utilized to measure student understanding and progress (e.g., quizzes/tests, synchronous participation/discussions, homework, projects, portfolio work, etc.). In addition to these formative assessments, interim/benchmark assessments for Math and ELA will be administered over the course of the 2020-21 school year.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td></td>
<td></td>
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</tbody>
</table>

Mental Health and Social and Emotional Well-Being
Stone Bridge School has long prioritized the existence of socially, emotionally, and physically safe and nurturing environments in which students may learn and thrive. To effectively support the continued social and emotional well-being of students and staff during the 2020-21 school year, Social-Emotional Learning (SEL) discussions and resources are interwoven into faculty meetings and professional development, and acute SEL awareness is built into each teacher’s planning of lessons and daily routines.

To set the stage for this unusual school year, the topic of SEL was built into faculty and staff's preservice professional development. Given the nature of the pandemic and its effects on families' financial, physical and emotional health, it is recognized that many stakeholders are experiencing varying levels of trauma, and developing SEL awareness and activities through a “trauma-informed” lens is warranted. Teachers/staff discussed the 'competencies' needed for healthy social and emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Continued discussion and sharing is on-going amongst staff in an effort to be mindful and proactive in nurturing the social-emotional health of both students and parents/guardians, as well as teachers and staff, during these times. Evaluating the social-emotional well-being of students, parents/guardians, and teachers/staff is done through private conversations and an ‘open door’ policy with the Administrator and Educational Program Director, weekly faculty meetings, surveys, and activities/discussions integrated into student lessons. An in-house training to bring more awareness to the SEL was attended by staff.

Pupil and Family Engagement and Outreach

Stone Bridge School recognizes that schools play a significant role in the lives of children and their families. SBS strives to continue to be a guiding and stable presence for children and their families, both educationally and social-emotionally. When SBS transitioned to remote instruction and learning in March 2020, additional forms of engagement were added to an already robust parent-school level of communication. Utilizing surveys, written communications/newsletters, live Zoom meetings, emails and phone calls, both teachers and school administration have maintained frequent communication with parents and students. These communications may be proactive with the goal of delivering information and/or gathering feedback, as well as responding to emerging needs. SBS also meets the expressed needs of any families/students requiring communications in their primary, non-English language.
It is recognized that daily contact between teachers and students is essential to the learning and social well-being of each child. Daily learning consists of both synchronous and asynchronous lessons/assignments. Synchronous interactions provide teachers with insight into the student's overall well-being and level of engagement and progress in the learning. Asynchronous lessons/assignments are generally accessed independently by the student, but the teacher is still able to monitor participation and work completion through Google Classroom.

Teachers maintain daily attendance and student engagement logs. When a student is not present and the teacher or school office was not notified by a parent/guardian, the teacher will make initial contact with the student and/or parent to do a wellness check and encourage attendance and participation, as needed. Initial contact mode includes email, phone calls and/or a remote meeting request. After a check-in with the student/parent, a teacher may request a student/parent conference to develop a plan of support to increase attendance and engagement. The teacher may request the Administrator and/or Educational Program Director to reach out to the family in order to determine the student/family’s needs and offer additional support or resources. If these initial actions do not yield the desired results, a Student Support Team (SST) will be convened in order to provide a higher level of defined and structured support to the student/family.

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.]

When Stone Bridge School closed in the Spring 2020 and students moved to Distance Learning, our students eligible for free and reduced lunch were served by the NVUSD Food Service program. Students received a daily meal throughout the summer and SBS Administrators volunteered their time packing, organizing, and distributing meals. At the start of the 2020-21 school year, SBS began providing a Grab-n-Go meal per day for our eligible students. When the USDA authorized free meals for all students, NVUSD once again folded SBS students into their distribution.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]
There are several actions that are contributing to the increased/improved services requirement that are being implemented at Stone Bridge School.

Two actions related to device and connectivity access are being applied throughout SBS, but are primarily focused on providing digital access to the curriculum and learning platforms for low-income students who may not have full access at home.

1. The school purchased, upgraded, and distributed Chromebooks and Tablets to any student in need, and will continue to distribute devices to students who present with a need.
2. The school conducted outreach efforts (through MTSS, attendance records, and phone calls) to make contact with 'unreachable students/families' in order to determine and meet their technology or other needs. Technology needs were met through device distribution, internet support (e.g., hotspots), and Tech Support Team advice/guidance.
In addition, the MTSS framework and formative/interim assessments are used to target individual students or small groups of students where increased daily synchronous instruction would be beneficial and would help to mitigate learning loss. Increasingly SBS is also implementing in-person, on-site student support to increase and improve services for those students for whom Distance Learning presents significant challenges.

Social-Emotional Learning: SBS's actions are focused on providing both students and staff with the training, skills, and tools they need to help nurture and thrive within a positive school climate and culture. They are intended to help develop each individual's social and emotional capacities needed for successful experiences in school and beyond. While a positive school culture and climate are important for all students, they are particularly important for unduplicated students and other groups who historically and currently continue to experience disproportionate disciplinary issues and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless Youth, in particular, experience higher rates of disciplinary issues and lower attendance. English Learners and Low Income students are also more likely to be impacted by a negative school culture and climate. SEL approaches will be widened to support staff and students during Distance Learning. As surveys, group meetings, and individual conversations have indicated, both children and adults feel less connected during Distance Learning, and many report much higher stress and anxiety levels. Transparent and compassionate communication and SEL practices will be critical elements in strengthening a positive and healthy school climate.

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