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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold Spring Elementary School District</td>
<td>Dr. Amy Alzina</td>
<td><a href="mailto:aalzina@coldspringschool.net">aalzina@coldspringschool.net</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent/Principal</td>
<td>(805) 969-2678</td>
</tr>
</tbody>
</table>

General Information
Over the past three years, the Cold Spring Elementary School District has faced a number of natural disasters. The Thomas Fire, Montecito Debris Flow, extended power outages, and most recently, the Coronavirus Pandemic--each impacting our District operations. Our success in responding to each disaster is the result of our collaborative, student-centered focus.

Our comprehensive response to each disaster includes:

1. Enhanced communication;
2. Focus on instruction and critical standards;
3. Creation of fiscal stabilization and recovery plan; and,
4. A commitment to providing long-term psychological and trauma recovery.

Cold Spring School District's success is based on a strong trusting relationship amongst its teachers and staff. We are not afraid to say, “I need help.” Empathy is a part of our culture.

The Cold Spring School District will continue to thrive. The committed team of classroom teachers, specialist teachers (Art, Music, STEAM), instructional assistants, support staff, and principal truly care about each individual student. All students will continue to feel that they have at least three champions in their corner ensuring success.

Teachers will increase the time for personal expression and discussion. To reduce stress, teachers will model positive coping skills and reduce the amount of homework. Each student will move forward at his/her own pace. Every staff member will strive to meet the individual needs of every child both emotionally and academically.

Our unconditional love will bind us all together with a central purpose--the success of every child! Our primary objective for the educational program is to create a safe and supportive environment where a student can learn and feel emotionally supported. Our community will focus on what’s truly important--loving one another!

Stakeholder Engagement

The District solicited feedback and input from parents of the school, District teachers, and District staff through the use of Multiple surveys. The District surveyed parents on four separate occasions on May 26, June 29, August 7, and August 18. On May 26, 2020, the Superintendent/Principal sent out a parent feedback survey asking parents to give feedback regarding the Instructional, Programs, Culture
and Climate, and the Remote Learning Program. The survey results were then used to create a comprehensive In-Person and Remote Learning plan.

The Superintendent/Principal met weekly with staff members over the summer and school year allow for input and feedback into the Re-Entry plan. In addition, District staff surveys were conducted.

The Superintendent/Principal held grade level, Re-Entry into School Zoom Parent Meetings the week of August 31 through September 8 to support a smooth Re-Entry into school.

The District consulted with the following community-based organizations/members based on guidance from the Santa Barbara County Public Health Department: Kevin Taylor (Fire Chief) on August 26; Montecito Association on August 26; and, County Supervisor Das Williams on August 26.

The Superintendent/Principal solicited feedback during the Cold Spring School Board Meetings:
March 9, 2020, Regular Session:
Superintendent Report 11.B. CoronaVirus Update

March 13, 2020, Special Emergency Session:
CONSIDER CORONAVIRUS PROPOSED ACTION PLAN

March 20, 2020, Special Session:
Approval of Resolution 2019/20-10 of the Governing Board of the Cold Spring School District Declaring a State of Emergency and Authorizing the Superintendent/Principal to Make Certain Emergency Purchases

April 13, 2020, Regular Session:

May 11, 2020, Regular Session:
Superintendent Report 11.C. SSDA- CDE Reopening Task Force Representative
11.F. COVID-19 Social Distancing Protocols Action
14.A. Approval of the COVID-19 Operations Report

May 27, 2020, Special Session:
Report on Results of Community Survey

June 8, 2020, Regular Session:
Superintendent Report 9.C. COVID-19 Update

June 22, 2020, Regular Session:
Superintendent Report 11.C. Reentry into School Update

August 4, 2020, Special Session:
Authorization to Proceed with Request for Waiver for In-Person Learning: Waiver request to be filed with Santa Barbara County Public Health Department

August 10, 2020, Regular Session:
Superintendent Report 11.C. Update on the Waiver to Open School In-Person Conference 12.A. Remote Learning Plan

August 26, 2020, Special Session:
Update on Re-Entry to School
Approve Merso Labs COVID-19 Testing Contract

The Superintendent/Principal provides the residents of Montecito a community report during monthly Montecito Association Board meeting.
Montecito Association Board meeting dates during Covid 19:
March 3, 2020
April 4, 2020
May 5, 2020
June 9, 2020
July 14, 2020
August 11, 2020
September 8, 2020

The Cold Spring School District has been reaching out to students, families, and staff in particular since school closures began in March 2020, and has continued to engage in two-way communication with various stakeholder groups over the summer and into the fall in preparation for the 2020-2021 school year. We have been working in a coordinated manner to distribute devices and materials to all district families that can not enter the campus. All students have internet access. The superintendent/principal reached out to the one English Language Learner family via phone to hear the families strong desire to open school for in-person instruction.

Below are the mechanisms that we have used to reach out over the past several months.
*Phone calls to families of students who were not participating in distance learning to assess needs, well-being and deploy access to technology and WiFi, March - Present

*Informal feedback through teachers about what was and was not working well during school closure, March - June 2020, August 2020 and Ongoing

*Student feedback was gathered in May and used to create a thank you video to teachers.
*Parent/family surveys regarding school closure and comfort around reopening, June 2020 to August 2020
*Public comment via public hearing, September 14, 2020
*Bargaining unit input and negotiations regarding school closure and reopening, March - September 2020 and Ongoing
*Staff surveys regarding school closure and reopening

The stakeholder feedback has been influencing district plans for reopening school since spring 2020 on an ongoing basis. It is reflected in several board reports.

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

The Cold Spring School District promoted stakeholder engagement through various methods of communication, including but not limited to:
- Phone calls to individual families
- Grade Level Meetings with families
- ParentSquare messages to students, families, staff, and community members
- Surveys for families, staff and community members
- Re-sharing of key board meetings where school reopening reports were given
- Board meetings and public hearings

The Cold Spring School District Governing Board continued to hold regularly scheduled Board meetings on the second Monday of each month, unless otherwise noted on the Board meeting schedule set forth on the District’s website. Board Meetings were held via video telephone conferencing software. Members of the public were permitted to join video conference and participate in the meetings by submitting written comments to be read by the Board secretary.

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

The May 26, 2020, survey results were overwhelmingly positive. The Cold Spring community continues to support the direction of the District/School and the educational program. The community also responded very favorably to the Districts response to the COVID-19 pandemic.

Section 1: Instructional Programs
Programs of High Importance (Strongly Impacts Instruction):
- Maintaining Small Class Size (90%)
- Utilizing Instructional Aide’s to provide small group and individualized instruction (88%)
The community overwhelmingly supports the District continuing the Specialist Program (Music, Art, PE, STEAM and Library)

Section 2: Culture and Climate
100% Agree - The school is a supportive and inviting place of students to learn
100% Agree - The classrooms are safe, respectful of diverse learners, and promote learning
99% Agree - The school sets high standards for academic performance for all students.
97% Agree - The school emphasizes helping students academically when needed
99% Agree - Teachers communicate with parents about what their child is expected to learn in class
90% Agree - The Culture and Climate is Above Average at CSS
97% Agree - Parents feel welcome to participate at school
93% Agree - School staff take parents’ concerns seriously
94% Agree - The school emphasizes helping students with their social, emotional, and behavioral problems
96% Agree - The school ensures access to mental health and socio-emotional services
100% Agree - The info provided through ParentSquare keeps them informed about school activities and events

Section 3: Remote Learning Program
93% - The Remote Learning program offered at Cold Spring School is Above Average
96% - The level of academic support and instruction provided by the classroom teacher during remote learning is Above Average
90% - The communication provided by the District during COVID-19 is Above Average
96% - The Remote Learning materials and supplies distributed by the District and classroom teachers are Above Average
85% - The Remote Learning schedule for students is Above Average

On June 29, 2020, the Superintendent/Principal sent all staff and families the draft re-entry plan and informational videos as well as a feedback survey. On July 15, the results were tallied from the parents of 159 of the 170 students (Ninety-three percent (93.5%) of families). Of these responses, ninety percent (90%) of families would send their child/ren to school in-person and felt that the health and safety measures implemented by the District were adequate. Seven percent (7%) were unsure and three percent (3%) did not want to send their child/ren to school. On July 15th, the overwhelming majority was in favor of returning to school in person in the Fall. These results were used to drive our effort to apply for an in-person waiver.

On Monday, August 3, 2020, the Superintendent/Principal sent parents via parentsquare a Welcome Back to School Video outlining the August 18, 2020 Remote Learning start to the school year. In addition, a hard copy of the plan was also sent to parents and posted on the district website. I also informed parents of our desire to continue to plan for in-person learning with our primary objective being to re-enter school and provide in-person learning.

On Friday, August 7, 2020, the Superintendent/Principal sent a short four (4) question survey to determine whether the sentiment in the community had changed regarding wanting the Superintendent/Principal to submit a waiver to re-open school.

On Thursday, August 13, 2020, the following survey results were shared with the community that continued to indicate the overwhelming majority of parents were still in favor of in-person learning if the district is able to secure a waiver.
72% of families were in favor of in-person learning for their child, if the District could secure a waiver; 22% of our families were not in favor of in-person learning; 6% were unsure.

On Friday, August 14, 2020, every classroom teacher held a Teacher-Parent-Student Zoom Back to School Presentation. These presentation were designed to help both parents and students know how to navigate the Remote Learning Program for the first day of school on August 18.

On Tuesday, August 18, the Superintendent/Principal sent out a commitment survey for either in-person or remote learning to all families indicating the districts tentative timeline to review responses with District staff, reissue our Re-Entry into School Plan and consult with the appropriate organizations and groups before submitting our request for a waiver for in-person instruction to the Santa Barbara County Public Health Department. These survey results indicated the following: 87% of families want in-person learning 13% of families want remote learning

The Superintendent/Principal held grade level, Re-Entry into School Zoom Parent Meetings the week of August 31 through September 8 to support a smooth Re-Entry into school with a tentative September 22 re-entry date. Overwhelmingly, parents expressed their gratitude towards teachers, staff and the Superintendent/Principal for all the time and energy poured into creating a comprehensive re-entry plan.

The Superintendent/Principal provides the residents of Montecito a community report during monthly Montecito Association Board meeting. As a result, Village Properties, local real estate company, volunteered to purchased a 30'X30' commercial grade tent which is needed to create an outdoor learning space for students. The Superintendent/Principal also informed the association that the Cold Spring School District is providing COVID-19 nasal and oral testing the second Thursday of every month to community members from 3 PM to 5PM on a self-pay basis.

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

All aspects of the Learning Continuity and Attendance Plan were influenced by stakeholder input. The issue of vital importance was the continued input and feedback the Superintendent/Principal received from parents, teachers and staff to provide in-person learning.
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.]

Since the first day of school on August 18, 2020. The district has provided In-Person, on-site services to all special education students in a 1:1 setting. In addition, classroom teachers are providing on-site classroom-based instruction to students needing additional support due to school closure in the 2019-2020 school year. On August 28, 2020, the district submitted an application for a waiver to reopen the Cold Spring School Campus to In-Person Instruction. If approved, the district is wanting to open on September 22, 2020.

The classroom-based instruction will target 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. We will identify students who have experienced significant learning loss through baseline and benchmark formative assessments.

Our primary focus this year, as required by the state, will be on aligning curriculum and instruction with assessments in English Language Arts and Math. Students will be assessed on a regular basis in these two areas to inform instruction and to create intervention opportunities that ensure student learning and mastery of critical standards.

Supporting the social-emotional well-being of our students is what drives us to re-open school. Our primary objective for the educational program is to create a safe and supportive environment where a student can learn and feel emotionally supported.

Our community will focus on what’s truly important--loving one another! Cold Spring School’s success is based on a strong trusting relationship amongst its teachers and staff. We are not afraid to say, “I need help.” Empathy is a part of our culture. We attend students’ birthday parties, sporting events, dance recitals, and art showcases on the weekends. We come together to celebrate a colleague’s success or deliver a hot meal during a time of need. This genuine love found at Cold Spring School fosters a family-like atmosphere where each individual is valued and respected. The students see this love and it becomes a part of their school experience.

Cold Spring School will continue to thrive. The committed team of classroom teachers, specialist teachers (Art, Music, PE, STEAM), instructional assistants, support staff, and principal truly care about each individual student. The students will continue to feel loved from the moment they step on campus, greeted with genuine enthusiasm by the Principal, teachers, and support staff. All students will feel that they have at least three champions in their corner ensuring success.

Social/Emotional Learning and Social Competence

Staff will participate in professional learning centered around creating and maintaining a positive school-wide climate through social thinking practices. Staff will engage in strategies and activities to foster the development of social cognitive processing and responses.

Social Behavior Mapping Goals for Implementation
(The first month of school)

THIRD-SIXTH GRADE LESSONS
Computer Time at School
Initiating Play with Others
Silent Reading
Participating is specialty classes (Music, Art, STEAM, P.E., etc.)
During Recess
During Lunch
Standing in Line
Attitude in Class
Classroom Participation
Participating in Class Discussions
Visiting the Bathroom During Class
Choosing a Work Group in Class
Working in a Small Group
Reacting to a classmate's illness
Social Distancing

KINDERGARTEN-SECOND GRADE LESSONS
Initiating Play with Others
During Recess
During Lunch
Standing in Line
Visiting the Bathroom During Class
Participating is specialty classes (Music, Art, STEAM, P.E., etc.)
Reacting to a classmate's illness
Social Distancing

FREE Counseling-Related Services Through Care Solace
Cold Spring School District fosters a culture that promotes the health, safety, and well-being of students, staff, and parents. In an effort to continuously support this effort, the District reminds families of the 24/7 mental health service available through our partner, Care Solace.

Care Solace is an online resource with a live, multilingual Care Concierge designed to assist individuals in finding local mental health-related programs and counseling services. Care Solace’s web-based system works in conjunction with our multi-tiered systems of support (MTSS). The proprietary care navigation system taps into a vast database of mental healthcare resources to match an individual’s needs to a carefully vetted local and online therapist and/or program.

School District staff and families may access Care Solace services in two ways:
Call (888) 515-0595 or email weserve@caresolace.org to speak with someone from the Care Concierge team. The line/e-mail is available 24/7.

Visit www.caresolace.com. Complete a simple confidential questionnaire to be connected with local and online providers. Care Solace takes into account all types of private insurance including Medi-Cal, Medicaid, and Medicare, and those that have no insurance.

Care Solace is available for use by district students and families at no cost. All information shared with Care Solace is confidential and securely stored. Care Solace does not share information with the District.

Please note, this service is an optional free resource available to families in our district.

The Comprehensive Re-Entry Plan can be found on the homepage of the District's Website: https://coldspringschool.net.

The District's Re-Entry into School Plan is designed to address the following components of Re-Entry:

1. Healthy Hygiene Practices
2. Face Coverings and other Essential Protective Gear
3. Entrance, Egress, and Movement within the School
4. Cleaning and Disinfection
5. Ventilation and Use of Outdoor Spaces
6. Physical Distancing
7. Sharing of Objects
8. Cohorting
9. Teacher and Other Staff Safety
10. Training Staff and Educating Families
11. Health Screening for Students and Staff
12. Identification and Tracing of Contacts
13. Testing of Students and Staff
14. Closing Classes
15. School Point of Contact

The Plan is intended to be consistent with guidance for schools from the California Department of Public Health (CDPH), the California Department of Education (CDE), and the Santa Barbara County Public Health Department (SBCPHD). This Plan is updated periodically as new rules, regulations, and guidance are issued by these various agencies charged with protecting the health and safety of our school students, teachers, and staff.

Re-Entry Protocols
Classrooms Protocols:
* Small class size average (15:1)
* Maintaining small group student cohorts; Avoiding contact between cohorts
* Availability of plexiglass partition sneeze/cough guards
* Separate students desks to minimize face-to-face contact (6 feet apart)
* Minimize sharing of instructional materials and supplies
* Face coverings for all students and staff to be worn in the classroom
* Elimination of before and after-school recess/play
* Staggered drop-off and pick-up schedule by grade level
* Visual symptom inspection of students and temperature check by staff members followed by line up outside the classroom
* Mandatory handwashing before school, before snack/lunch, and after recess (additional handwashing stations to be located on the playground)
* When instructing class outdoors and maintaining at least 6 feet of social distancing, students may choose to remove their face covering
* Robust specialist program will be implemented via Zoom
* Supplies will be stored in the classroom to minimize sharing of supplies, materials and projects.

Student Health and Safety
* Parents will be directed to screen students before leaving for school (100.4 degrees Fahrenheit)
* Students shall stay home if they have any COVID-19 symptoms
* Fever or chills, cough, shortness of breath or difficulty breathing, fatigue muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea
* Students must stay home if they have had close contact with a person diagnosed with COVID-19
* Student may only return to school when cleared by a health professional

District Office
* No parents on campus after 7:45 AM
* Visitors to the office by appointment only
* A physical plexiglass barrier has been installed to separate office functions from the public
* A sign has been placed in the office that states: “Visitors are required to wear a mask that covers their nose and mouth at all times while visiting the campus.”

Cleaning and Operations
Teachers and staff who complete the SIPE online course related to pesticides will be qualified to use proper cleaning supplies to disinfect areas in their classrooms and campus areas. The online course may be found at: www.getsafetytrained.com

Three Levels of Site Cleaning
1. Daily cleaning
2. Specific location
3. Schoolwide cleaning

When engaged in cleaning activities, staff should adhere to the following daily cleaning protocols:
* Frequent hand washing;
* Wear gloves when cleaning and handling trash;
* Do not touch your face while cleaning;
* First, clean the surface or object with soap and water; then, disinfect using an EPA-approved disinfectant. Ensure proper use of the product and approval by the school district;

When an area has been contaminated by someone who is believed to be ill or may potentially be carrying the COVID-19 virus, the following deep-cleaning protocols shall be followed:
* Isolate the area or areas occupied by the individual in question. In the event that a classroom must be vacated, students will be moved to the auditorium if available. Otherwise, the students will be moved to an outdoor learning space. Staff shall consult with the Superintendent/Principal to identify an appropriate area;
* Open outside doors and windows to increase air circulation in the area.
* Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible;
* Clean and disinfect all areas used by the person in question, such as classrooms, offices, bathrooms, common areas, and shared electronic equipment like tablets, touch screens, keyboards, remote controls.
* Wear gloves, mask, and goggles;
* Do not vacuum a room or space that has people in it. For common spaces, wait until the room or space is and will remain empty before vacuuming, such as at night. Private rooms may be vacuumed during the day;
* Once the area has been appropriately disinfected, it may be re-opened for use. Properly dispose of protective equipment and re-wash hands;
* Resume routine cleaning and disinfecting.

### Actions Related to In-Person Instructional Offerings [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>Classroom teachers will provide additional support to students that were impacted by remote learning and those students that require additional support to master the State common core standards. The needs of the one English Language Learner and the four low-socio economic students were prioritized as these parents all expressed a strong desire to offer in-person instruction for their children. The district will measure the effectiveness of these services through the end of the year summative assessment data taken on the CAASPP.</td>
<td>4,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The District began the school year on August 18, 2020, in Remote Learning due to Governor Gavin Newsom on July 17, 2020, that ordered all school districts and schools located in counties that are on the State’s Monitoring List not to physically open for in-person instruction until their county has come off the Monitoring List for 14 consecutive days. Santa Barbara is currently on the State’s Monitoring List. On August 28, 2020, the district petitioned the local health officer to open for in-person instruction.

We believe that a waiver is appropriate for the Cold Spring School because the school (1) has a small enrollment of 177 students; (2) has a very small class-size averaging below 15 students per class; (3) is located in an area with a very low incidence of positive Coronavirus COVID-19 cases; (5) has developed a comprehensive plan for protecting the health and safety of its student, teachers, staff, and community for reopening the campus; and, (6) has the overwhelming support of teachers, staff, parents and community-based organizations for providing in-person instruction.

The Cold Spring School is a small Montecito community elementary school serving Transitional Kindergarten through Sixth Grades. The school, in the 2019-2020 school year had an enrollment of 169. Today (2020-2021), we have an enrollment of 177. The average class size is approximately 15 students per classroom. The District serves a well-educated population that places a high priority on quality education. We have some of the most talented teachers in the State of California.

Over the past 60 day period, the District has been developing a comprehensive plan for Re-Entry to School. The plan was developed with the purpose and intent of keeping students and staff safe and healthy during in-person instruction.

The plan incorporates:
* Healthy Hygiene Practices
* Face Coverings for all students and staff
* Cleaning and disinfection
* Use of Outdoor spaces for teaching and learning
* Distancing
* Sharing of instructional materials and supplies
* Cohorting
* Teacher and other staff safety
* Training Staff and Educating Families
* Health Screening and Isolation
* Managing Positive COVID-19 Cases
* Testing
* Identifying a Point of Contact

Our Plan is on the District website at www.coldspringschool.net.

The District is requesting the waiver with the intention of opening in-person learning on Tuesday, September 22, 2020. Based on parent surveys, the District anticipates that the largest class will have no more than 17 students for in-person learning. The District will provide a modified remote learning program for those families not comfortable with in-person learning and/or those that are quarantined or isolated due to COVID-19 related reasons. The District is planning to implement a staggered entry/dismissal schedule by grade level. The Re-Entry Plan provides for half-day in-person instruction for kindergarten through first grade with a slightly modified schedule for grades two through six that includes one full day a week for specialist classes (Art, Music, and STEAM). Art, Music and STEAM will be taught via zoom to both in-person and remote learning students simultaneously except in grade four where these teachers will serve as a co-teacher with the classroom teacher. Each class will be a cohort with fewer than 17 students, one certificated teacher and one instructional aide. The class cohort will remain together and will not come in contact with other cohorts.

The Cold Spring School remote learning plan is a school-wide plan designed to provide a robust and engaging blended learning education for Transitional Kindergarten through Sixth-grade students during periods of school campus closure caused by the COVID-19 pandemic. All Transitional Kindergarten through Sixth grade students were issued a MacBook computer to support their Remote learning. In addition to receiving a MacBook computer, all Transitional Kindergarten and Kindergarten students were issued an iPad to support Zoom instruction from the classroom teacher. Therefore, eliminating the need to toggle back and forth on a screen. All instructional minutes are synchronous. In addition to the core synchronous academic day, all students are assigned 20-30 minutes of reading each night and 10-20 minutes of math facts to review.

Primary Communication Tools:
ParentSquare for general school information and classroom information
Zoom for classroom teleconferencing; staff meetings and individual collaboration
Google Sites a central hub for all class information
Google Classroom/Seesaw the tool teachers use to manage coursework, create assignments, distribute assignments, grade and send feedback
CrisisGo phone App for emergency-related communications

Remote Learning Goals:
Classroom Teachers - To provide a robust and engaging, blended learning experience for Cold Spring students. The primary focus is to master the ELA and Math Common Core State Standards; the secondary focus is to master the Next Generation Science Standards and Social Studies Standards.
Specialist Teachers - To provide a robust and engaging integrated, blended learning specialist program that supports mastering the essential standards.
Instructional Assistants - To provide support to the classroom teachers and students. The support shall be primarily focused on mastering the ELA and Math Common Core Standards and secondarily on mastering the Next Generation Science Standards and Social Studies Standards.
Guidelines for Teachers, Students and Parents
Objective-Responsibility-Expectation-Organization (OREO)

Teachers
Objective: Identify clear learning objectives for all assignments; provide clear directions; and, check for understanding.
Responsibility: Use multimedia materials to impart instruction, create interactive lessons, and ensure the continuation of the learning progression.
Expectation: Specify assignment requirements & length contained in a Google Classroom, Weekly, and Daily Schedule.
Organization: Organize your time and let students know when you are providing instruction and/or available online.

Four key principles that ISTE recommends are:
- Break learning into smaller chunks
- Be clear about expectations for online participation
- Provide immediate (or at least frequent) feedback through online knowledge checks, comments on collaborative documents, and chat to keep students motivated and moving forward
- Include virtual meetings, live chats or video tutorials to maintain a human connection

Students
Objective: Ensure you understand the learning objectives.
Responsibility: Complete tasks and assignments using your best efforts.
Expectation: Monitor your learning to meet expectations and submit work on time.
Organization: Organize your time; follow the learning schedule provided by your teacher(s).

Parents
Objective: Provide a dedicated learning space for your child/children.
Responsibility: Help your child follow the online learning schedule; Provide essential support to your child during the morning hours to complete assignments.
Organization: Expect your child to complete tasks and assignments on time, utilizing best efforts.

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.]

The District has given every student a Macbook device. Kindergarten students received a Macbook and iPad. The iPad is used to support the direct instruction portion of the lesson via Zoom. Attendance is taken every morning via Zoom to ensure all students are engaged and
connected to technology. The districts technology teacher conducts home visits to support any student needing assistance including replaced and fixing damaged technology.

**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.]

The district measures time value of district work as all instructional minutes are delivered via synchronous minutes. In addition, all students are expected to read for a minimum of 20-30 minutes every night and practice their math facts for 10 minutes every night.

**Expectations**

It is our expectation that teachers and students are logged into zoom (Synchronous minutes) and participating in instruction during the designated times. We recognize that a full day in front of a screen is a lot for kids and teachers. The daily schedule below outlines specific times when teachers and students are to be on Zoom as well as times that will be open-ended and directed by the teacher. The schedule is designed to ensure all students are successful in meeting the ELA and Math daily objectives that are aligned to the Common Core State Standards. All core instruction will take place before lunch. This will provide clarity and structure for parents supporting the remote learning experience.

**DAILY SCHEDULE**

8:22 AM - Students Log into Zoom
8:25 AM - Dr. Alzina will welcome all the students via Zoom (Morning Announcements, Sing Happy Birthday to Students and Morning Workout) Morning Meeting with the Classroom Teacher via Zoom to review Daily Schedule and Assignments
8:45-11:45 AM - Classroom Teachers Instruct and Support students via Zoom with Core Curriculum and Content Standards
11:45-12:25 - Lunch
12:25-3:00 PM - Specialist Classes (Art, Music, STEAM): All Specialist teachers will begin each lesson via Zoom. All students need to log in at least two minutes before the lesson begins so the teacher can start and end on time.

**Weekly - Instructional Material Exchange/Packet Pick-Up**

An instructional material exchange/packet pickup is scheduled for Fridays, from 2 PM to 5 PM. This exchange/pick-up is the designated time for classroom teachers to pick-up or distribute instructional materials and/or projects to support the Core instruction during the following week. The exchange occurs on the Cold Spring Road side of the school and arranged by grade level and student name.

**Attendance**

Student attendance is taken every morning and at the beginning of each specialist class. It is recorded in a Google Document that is sent to the administration and the attendance clerk.
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.]

A full day of professional development was given to every teacher to create a Google Site for their students in August. In addition, two teachers offered professional development to teachers throughout the state of California in google sites. Teachers were also encouraged to attend professional development offered through the SBCEO, CUE and CCEE.

Staff Roles and Responsibilities

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

The Coronavirus COVID-19 Pandemic has radically altered our lives and the way we interact with one another. The Cold Spring teachers and staff are to be commended for displaying such resilience, grit, and determination while we pivoted back to providing an exceptional Remote Learning program designed to meet the needs of every child.

The school environment has and will continue to be impacted for the foreseeable future until we have a vaccine or infection rates start to decline. Unfortunately, we were not able to start the academic year with in-person instruction.

The purpose and intent of the Cold Spring School District Remote/Distance Learning Plan was to provide a roadmap for the start to the 2020-2021 School Year on August 18, 2020.

The teachers and staff are committed to balancing the health and safety of its students and families while continuing to provide a top tier educational program. The District's intent is to optimize instructional time and support the social and emotional needs of our students and staff.

The superintendent/principal has assigned a classroom teacher to serve as a long term Remote Learning instructor to grades four and one as 10 out of 20 students have requested to continue with Remote Learning when In-Person instruction begins.

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.]

The Superintendent/Principal coordinated with the Santa Barbara County Office of Education to ensure all students with disabilities received services on site, in-person beginning the first day of school. In addition, every effort has been made to ensure the one English Language Learner has the support needed to be successful. Currently, the District does not have any foster youth or homeless children.
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>The district purchased additional Macbook computers to distribute to students to support Distance Learning. The needs of the one English Language Learner and the four low-socio economic students were prioritized as all these students received a device. The district will measure the effectiveness of these services through the end of the year summative assessment data.</td>
<td>6,000.00</td>
<td>Yes</td>
</tr>
</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.]

At the beginning of the school year, all second through sixth-grade students will take the Renaissance Learning STAR Math and STAR Reading assessment as well as other formative assessments to create a baseline for student achievement and to determine a need for intervention services. Teachers will incorporate creative projects into the student’s day giving him/her an outlet to reflect, process, and grow. Teachers will increase the time for personal expression and discussion. To reduce stress, teachers will model positive coping skills and reduce the amount of homework. Each student will move forward at his/her own pace. Every staff member will strive to meet the individual needs of every child both emotionally and academically.

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.]

Based upon our assessment data there was no learning loss for the one English Language Learner and four Low-Socio-Economic students. All Classroom Teachers will provide additional support as needed through before and afterschool tutorial intervention to address the ongoing needs of students.
Effectiveness of Implemented Pupil Learning Loss Strategies

The effectiveness of the tutorial services will be measured through the Renaissance STAR Math and STAR Reading assessments taken every 4-6 weeks as well as classroom formative assessments. Based upon our assessment data there was no learning loss. Instead, students showed great academic gains in student learning.

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>
</tr>
</thead>
<tbody>
<tr>
<td>The District has added a classroom teacher to reduce the overall class size across all grades. This permitted for an additional split in the 3rd grade, an additional split at 2nd grade and fewer students across all grades. With lower class size, teachers will be in a position to provide additional support as need through individualized instruction to each child to address the learning loss of students. The needs of the one English Language Learner and the four low-socio economic students were prioritized as these parents all expressed a strong desire to offer in-person instruction with low-class size. The district will measure the effectiveness of these services through the end of the year summative assessment data.</td>
<td>$102,347.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Mental Health and Social and Emotional Well-Being

The District recognizes that the COVID-19 pandemic has caused stress to our students, staff, and families. The District endeavors to provide resources to help mitigate this stress through a well rounded social-emotional learning program. The following professional development resources are available to our students, staff, and families:

The Science of Learning and Development Alliance provides resources to teachers, administrators, and LEAs for understanding how stress affects students (see its research at [https://www.soldalliance.org/resources](https://www.soldalliance.org/resources)).

The Back to School Blueprint provided by the Rennie Center ([https://www.renniecenter.org/research/back-school-blueprint/helping-students-heal-trauma](https://www.renniecenter.org/research/back-school-blueprint/helping-students-heal-trauma)). This resource serves as a guide for helping students heal from trauma.
FREE Counseling-Related Services Through Care Solace
Cold Spring School District fosters a culture that promotes the health, safety, and well-being of students, staff, and parents. In an effort to continuously support this effort, the District reminds families of the 24/7 mental health service available through our partner, Care Solace.

Care Solace is an online resource with a live, multilingual Care Concierge designed to assist individuals in finding local mental health-related programs and counseling services. Care Solace’s web-based system works in conjunction with our multi-tiered systems of support (MTSS). The proprietary care navigation system taps into a vast database of mental healthcare resources to match an individual’s needs to a carefully vetted local and online therapist and/or program.

School District staff and families may access Care Solace services in two ways:
Call (888) 515-0595 or email weserve@caresolace.org to speak with someone from the Care Concierge team. The line/e-mail is available 24/7.
Visit www.caresolace.com. Complete a simple confidential questionnaire to be connected with local and online providers. Care Solace takes into account all types of private insurance including Medi-Cal, Medicaid, and Medicare, and those that have no insurance.
Care Solace is available for use by district students and families at no cost. All information shared with Care Solace is confidential and securely stored. Care Solace does not share information with the District.

Please note, this service is an optional free resource available to families in our district.

In addition, a part-time school psychologist has been hired to monitor and support the social-emotional needs of students, alongside classroom teachers, instructional assistants and staff. Student referrals are gathered through a google sheet before gathering parent consent to support a student individually or in a group setting.

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.]

All teachers track daily attendance with a google sheet that is sent the Office Manager and superintendent/principal. The office manager calls every parent when a student is missing from a class and records the reason on the document. The District’s Technology teacher conducts home visits if there is a technology issue to ensure all students have access to the core curriculum and daily lessons. Last year, the district had 100% engagement. As of September as well as this year.
## 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.]

| No meals. The district does not provide a meal service. |

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person Instructional Offerings</td>
<td>The creation of outdoor classroom spaces to support in-person instruction, including erecting a shade structure to provide shaded areas for instruction. The needs of the one English Language Learner and the four low-socio economic students were prioritized as these parents all expressed a strong desire to offer in-person instruction for their children. The district will measure the effectiveness of these services through the end of the year summative assessment data on the CAASPP.</td>
<td>$20,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Contract with Care Solace to support mental health and social and emotional needs of students, staff and families. The needs of the one English Language Learner and the four low-socio economic students were prioritized as these students have access to these services. The district will measure the effectiveness of these services through the end of the year summative assessment data on the CAASPP.</td>
<td>$500.00</td>
<td>No</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Distance Learning Program (Distance Learning Professional Development)</td>
<td>Google Site Professional Development for Teachers The needs of the one English Language Learner and the four low-socio economic students were prioritized as the feedback received from parents was Google Sites as the preferred student management system. The district will measure the effectiveness of the Google Site platform through a high level of student engagement and work completion.</td>
<td>$4,548.71</td>
<td>No</td>
</tr>
<tr>
<td>Distance Learning Program (Continuity of Instruction)</td>
<td>Technology site licenses for Zoom, ParentSquare, CrisisGo, Ren. Learning, Dreambox, Adobe, FlipGrid, SeeSaw, NewsELA, PearDeck, etc.. The needs of the one English Language Learner and the four low-socio economic students were prioritized to insure all students and families have access to a technology rich program that is easy for students to navigate. The district will measure the effectiveness of these programs through the end of the year summative assessment data on the CAASPP.</td>
<td>$23,952.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**
### 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.]

The Cold Spring School District prioritized the needs and the request of our English Language Learner and low-income families who expressed in-person instruction with low-class size to be the most important factor in helping their child achieve. Cold Spring School has prioritized funding to create small class to create an opportunity for students to have more time with the classroom teacher. Daily, in-person instruction is the most effective way for teachers to immerse students in academic language and grade-level learning, which is especially critical for English Learners. While individualized supports benefit all students, they are most critical and have had the greatest impact on students in these two groups.

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

Although it is hard to quantify a qualitative increase, we are increasing and improving services to our English Language Learner and students from low-income families by more than the required percentage. Through individualized instruction, teachers are mitigating real and potential learning loss and are providing additional support to students and their families. By increasing our number of classroom teachers by about 6%, we are able to maintain daily, in-person instruction and maximize learning. As a result, we are working towards our goals of having every student, including our English Learner and students from low-income families, meet grade-level standards and providing access to a full, enriching, and engaging curriculum.

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.99%</td>
<td>12,605.00</td>
</tr>
</tbody>
</table>