

Providing students a quality education
during the COVID-19 pandemic

CRPUSD REOPENING SCHOOLS PLAN

August 2020

Cotati-Rohnert Park Unified School District

Table of Contents

Foreword.....	2
Introduction	3
Reopening School Task Force	3
Essential Commitments for Reopening.....	3
Reflections of School Closures from Spring 2020	4
Key Areas of Focus.....	5
Routines for Distance Learning	6
California School Reopening Guidance	8
CRPUSD Instructional Program.....	12
CIF Calendar	18
School Calendars	19

Foreword

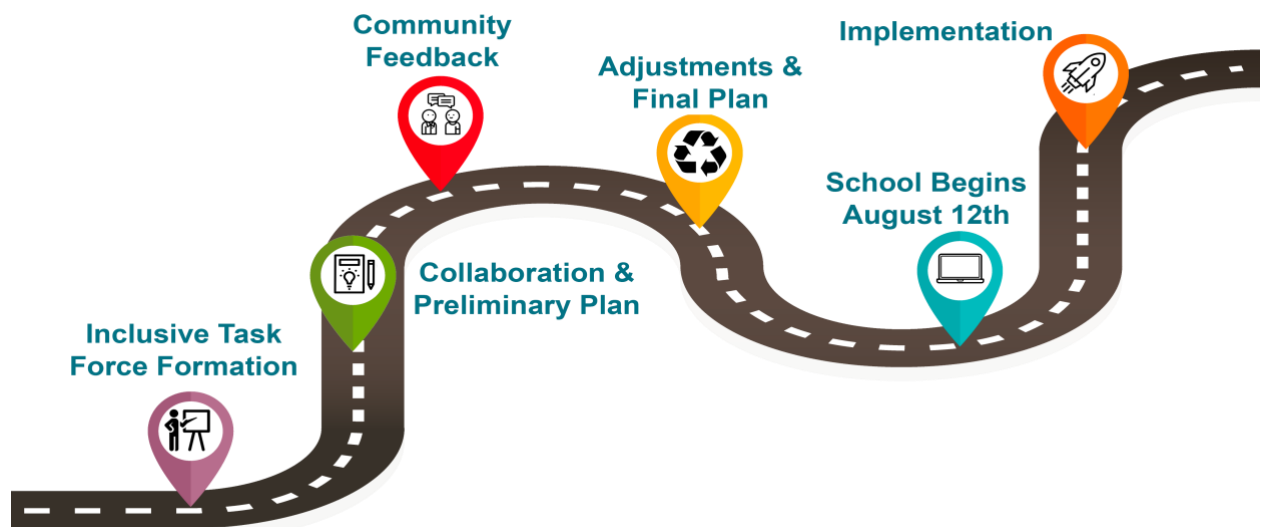
Dear CRPUSD Families,

Thank you for your patience as we navigate the everchanging dynamics of living during a global pandemic. We acknowledge the challenges and difficulties associated with trying to offer our students, families, and staff a safe learning environment. We are continuously receiving new guidance, and we have done our best to synthesize this information for our community. Please note that this reopening plan is subject to change pending further directives from the State of California, the Public Health Department, Center for Disease Control, the California Department of Education, the Sonoma County Office of Education, input from key stakeholders, and negotiations with our labor unions.

We are here to partner with you as we begin the 2020-21 school year in distance learning, and we look forward to the day when it is safe to return to our campuses. We will provide our families with the support and motivation necessary to educate our children virtually, and we will take every effort and precaution to mitigate the spread of COVID-19 when we return to an in-person, hybrid model.

The communities of Cotati and Rohnert Park are resourceful, giving, and resilient. These past few years we have endured fires, PG&E power outages, smoke days, and now a pandemic. While these difficult events have unfolded, the communities have rallied around the District, the students, and the staff to ensure learning has continued and the joys our students experience remain. We want to assure you that we will continue to operate to the best of our abilities to help your children find a sense of normalcy, routine, and well-being. We are fortunate to be able to serve your children and we ask that you reach out to us with your questions and concerns. Be well and welcome to the new school year.

Sincerely,
The CRPUSD Staff



Introduction

On July 17, Governor Newsom announced the reopening guidelines for California public schools. These guidelines detailed the conditions for when students and teachers could return to their classrooms and begin in-person instruction. On July 21, the Cotati-Rohnert Park Board of Trustees approved a resolution to begin the school year in a distance learning model and re-evaluate the instructional delivery model on October 9, 2020. Based on stakeholder input, lessons learned from the spring school closures, and state guidance, CRPUSD has refined its approach to distance learning and has developed a comprehensive plan focusing upon student safety, robust instruction, and supports for the social-emotional needs of our children.

Reopening School Task Force

CRPUSD established a Task Force team to review and discuss the challenges of reopening the schools in the fall. The team was comprised of the superintendent, cabinet members, site administrators, and certificated and classified staff members. There were approximately 60 CRPUSD employees who volunteered to be on the committee.

The Task Force analyzed survey data from our parent community regarding concerns about distance learning, the implementation of safety protocols, scheduling preferences and social-emotional needs moving forward. The Task Force also reviewed survey data from employees in the District. This data explored professional development needs, concerns for distance and hybrid learning models, cleaning and disinfecting protocols, and need for child care and remote working options.

The Task Force addressed key area for reopening: instructional models, safety protocols, technology access, scheduling, and the social-emotional well-being of the students and staff. The team provided input and recommendations for the actions to support schools reopening.

Essential Commitments for Reopening

1. CRPUSD will maintain the safety of our students, staff, and community.
2. CRPUSD will provide families with a rigorous distance learning program that can easily transition to a hybrid or in-person instruction model when conditions allow.
3. CRPUSD will ensure access to technology and internet connectivity so that all students can be successful in their online coursework.
4. CRPUSD will create a sense of belonging in our online classrooms and monitor the social-emotional needs of our student through regular check-ins and mental health supports.
5. CRPUSD will develop timely communication protocols to partner with our families and monitor student progress. If a child is experiencing academic difficulty, additional resources will be made available.

Reflections of School Closures from Spring 2020

CRPUSD students last stepped onto their school campuses on March 13, 2020. The district sprang into action and in two weeks' time, transformed its instructional delivery model. Staff worked desperately over the spring break to prepare for distance learning. Teachers gathered materials to distribute to students and developed online classrooms; the Instructional Technology team deployed 1600 devices to families who required technology; the Food Services team began the Grab and Go Meal service program which provided 62,630 meals to CRPUSD families; and our mental health support team connected with students and families that were struggling with the abrupt transition and feelings of isolation and insecurity because of the global pandemic. CRPUSD responded well to a crisis situation last spring, and we are preparing for the transition to virtual learning. The District has gathered input from key stakeholder meetings and surveys to design a more robust instructional program.

Even with the incredible efforts of our staff to provide meaningful learning opportunities for our students during the COVID-19 pandemic, CRPUSD has room to grow and improve. The district has surveyed its stakeholders and received valuable input that will help us move forward and provide a more consistent, cohesive, and rigorous educational program. The district received 2,184 parent responses and 400 staff responses to our surveys. A number of CRPUSD sites surveyed students and gathered their feedback to help improve instruction and services for the 2020-2021 school year as well. The Task Force discussed these concerns and provided guidance and suggestions for improvement.

In addition to Task Force recommendations, Senate Bill 98 specified guidelines for reopening schools. CRPUSD has created this plan in alignment with SB 98 and resources from the Sonoma County Office of Education, California Department of Education, California Department of Public Health, and the Center for Disease Control.



Key Areas of Focus

Through analysis of the feedback and survey data, six key areas surfaced to improve our educational program and impact on student learning. These areas include: Instruction; Technology; Communication; Equity; Relationships; and Supports.

Instruction

- Consistent implementation
- Daily interaction and contact with students
- Synchronous (Direct/Interactive) and Asynchronous (Independent Learning) instruction
- Access to teachers for support and feedback
- Continuous progress monitoring and effective grading practices

Technology

- Access and connectivity for all students
- Support and guidance for students and parents to better navigate technology expectations
- Tutorials for appropriate usage and lessons regarding digital citizenship
- Consistent use of the Google platform for grades 2-12 and the use of the Seesaw platform for grades TK-1

Communication

- Frequent conversations and notifications
- Regular Teacher/Student/Parent interactions
- Academic, behavioral, and attendance progress monitoring
- Timely updates regarding COVID-19 information and concerns

Equity

- Provision of additional academic and social-emotional supports for struggling students especially low income, English Language learner, foster youth, homeless, and students with special needs
- Communication in multiple languages
- Flexibility for students and families during distance learning
- Additional opportunities for teacher interaction and homework supports for working families outside of the school day

Relationships

- Develop a sense of belonging and community in every online classroom
- Provide opportunities for students to engage with other classmates
- Increase social-emotional learning
- Partner with families to help students maintain motivation and build endurance for online learning
- Cultivate personal connections with students to establish trust and understanding

Supports

- Professional development opportunities for staff to improve use of Google and Seesaw platforms
- Established safety protocols for distance, hybrid, and in-person learning
- Tiered support plans for students to engage in online learning and experience both academic and social-emotional success
- Opportunities to engage in dialogue with key stakeholders to continue to enhance the distance learning model

Routines for Distance Learning

Schedule

All students will experience both direct/interactive instruction (synchronous) and independent learning (asynchronous) during school work.

The instructional minute requirement for our students is as follows:

Transitional Kindergarten/Kindergarten = 180 minutes

Grades 1-3 = 230 minutes

Grades 4-12 = 240 minutes

Continuation High School = 180 minutes

Courses

1. Students will be expected to attend their online courses regularly as attendance is compulsory. Daily attendance will be taken and assignment completion is mandatory. Students will receive grades for their academic work.
2. Classroom instruction will provide whole group, small group, and individual student support.
3. Teachers and students in grades TK-1 will utilize the Seesaw platform and teachers and students in grades 2-12 will utilize the Google platform for online learning.
4. Teachers will be available for office hours and will respond to student and parent concerns or questions regularly.

Attendance

Daily attendance will be taken. Attendance for distance learning is calculated by the following:

1. Daily live interaction with a teacher or virtual assignments
2. Evidence of participation in online activities
3. Completion of regular assignments
4. Completion of assessments
5. Contacts between any staff member and a student or their parent/guardian

Daily live interaction, particularly live classes, is required for every student. One way communication, including voicemails, emails, or print materials, is not considered a live interaction.

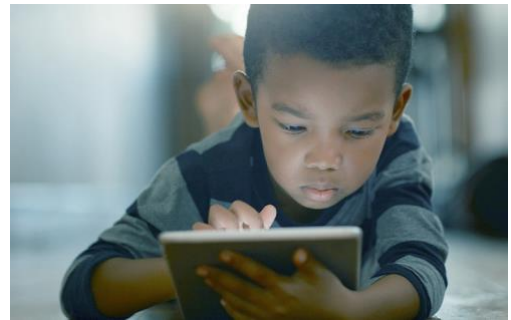
Food Services

Meals will be provided three times a week at the following locations: Lawrence Jones Middle School, Technology Middle School, and Rancho Cotate High School between the hours of 11:00 and 1:00. Students will receive a Grab and Go meal that contains 2 breakfasts and 2 lunches. CRPUSD will continue to partner with the Redwood Empire Food Bank on Wednesdays at Technology Middle School and Lawrence Jones Middle School. **Please be sure to complete your National School Lunch Program paperwork during the first few weeks of school.**

Families will be charged for meals as we return to the start of the school year. Students will receive an ID card that will be used at the point of sale to pay for their meals. These ID cards will be scanned with an infrared device and meals will be served. The ID cards will be distributed when students pick up initial materials at their respective school sites.

Technology

CRPUSD has implemented a 1:1 environment for technology use. All students in the district will receive a device for distance learning to ensure access to instruction. The Instructional Technology Department is completing videos for families to help utilize the technology that has been provided. Please visit this crpusd.org for further information.



Safety Protocols

The health and safety of our staff and students is our number one priority. CRPUSD is implementing safety protocols outlined in the following resources:

- [Sonoma County's Roadmap to a Safe Reopening](#)
- [Sonoma County Public Health Order \(C19-15\)](#)
- [California Department of Public Health: Industry Guidance for Schools and School-based Programs](#)
- [California Department of Public Health](#)
- [Center for Disease Control: Interim Guidance for Schools](#)
- [California Department of Education: Stronger Together: A guidebook for the safe reopening of California's public schools](#)

California School Reopening Guidance

The California Department of Education's Stronger Together Guidebook and the Sonoma County Roadmap to a Safe Reopening have been utilized in the preparation of reopening our school sites and transitioning among the varied instructional models. CRPUSD will work in conjunction with the Public Health Official to determine when it is safe to reopen our schools, and when it will be appropriate to close schools once we return to a hybrid or in-person instructional model due to COVID-19 infections.

The documentation from the Sonoma County Office of Education and the California Department of Education articulates mitigation strategies to prevent the spread of COVID-19. Once the District is able to return to in-person or hybrid instruction, these strategies will include the following:

1. Staff must maintain 6 feet distance between each other and the students
2. Students are to remain 6 feet apart where practical
3. School sites are to perform daily symptom checks of the staff and students
4. Schools must provide hand washing capabilities
5. Schools must establish sanitation and disinfection protocols
6. Schools must implement a quarantine protocol for students and staff that exhibit symptoms or have tested positive for the coronavirus

Guidance has been provided for mask requirements. All staff and students in grades 3 and above must wear masks or face shields unless they have an exemption. Students in grades 2 and below are encouraged, but not required to wear a mask or face shield. Schools must exclude students from their campuses if they have not received an exemption or they refuse to wear a mask provided by the school. The district will provide a mask for a student who inadvertently forgets to bring a mask to school. The district will provide an alternative educational opportunity for students who are excluded from campus. Masks may be removed for meals and outdoor recreation.*

*Please note that the mask requirements related to meal time and outdoor recreation are subject to change.

CRPUSD schools will implement:

- Social distancing in the classrooms and at all times on campus
- Daily health screenings for students and staff
- Online instruction and remote working options for students and staff with [elevated risk](#) or extreme susceptibility to COVID-19
- Trainings for students and staff regarding how to prevent the spread of COVID-19, direction regarding remaining at home when feeling sick, and the protocols for knowing when it is safe to return to work or campus
- Clear procedures for communicating known cases of infection and initiating school closures once in-person learning has resumed
- Options for childcare with our community partner, the YMCA

Social Distancing

CRPUSD will increase the spacing between students and staff. Students will remain six feet apart where practicable and teachers will remain 6 feet apart from their students. Classroom seating arrangements will be adjusted and teachers will remind their student of social distancing protocols.

Specific practices and patterns will be established and customized for each school site to ensure social distancing throughout the day. Staff will help monitor new routines and procedures.

Daily Health Screenings/Testing/Contact Tracing

Staff and students will be monitored daily to mitigate the spread of the virus. Through self-reporting health checks and temperature checks, students and staff will be monitored.

Districts are required to test staff regularly, as testing capacity permits and as practicable. The recommended testing schedule is 50 percent of school employees every month, rotating testing of all staff over time. Governor Newsom has stated that there will be priority for school testing, however, testing capacity is still low. If epidemiological data is demonstrating an increase in community transmission, the District will consider increasing its testing of employees.

CRPUSD will work with our Public Health Officer to initiate reporting for known cases of COVID-19. All employees must utilize the CRPUSD self-reporting system (CRPUSD COVID-19 Daily Check-in) or the Sonoma County Health Self-Assessment app (SoCo COVID-19 Check for [iPhone devices](#) and [Android devices](#)) prior to coming to a district school campus.

Trainings

Staff will receive training based on the California Department of Public Health’s guidelines for schools. Staff will develop an understanding of the necessary measures to protect against the Coronavirus. These measures include handwashing, face covering, sneezing, and coughing guidelines, how to deal with an outbreak, the appropriate steps to report cases of COVID-19, and how to promote healthy hygiene measures.



The District will also promote a “Stay at Home if You Are Sick” campaign. School sites will alert families to keep their children at home if they are feeling ill. Staff will also be required to work remotely and remain at home if they are sick.



Staff will reinforce safety precautions and protocols with their students throughout the school year to ensure an appropriate understanding of remaining safe during the outbreak.

School Reopening and Closure Process

In-person school reopening and closure protocols will be based on available evidence and state and local disease trends. The California Department of Public Health has stated that schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction that has not been on the county monitoring list within the prior 14 days.



If the local health jurisdiction has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until the local health jurisdiction has been off the monitoring list for 14 days.

The [CDPH Guidance document](#) also provides the framework for how to deal with infections once schools reopen. As schools resume in-person instruction, specific measures to mitigate the spread of the virus must be taken. If a student or employee suspects infection and/or exposure or feels ill, there are clear protocols regarding sending the student or employee home, recommending testing, quarantining individuals, and notifying the public health department, impacted individuals and learning cohorts.

The CDPH recommends the following measures when a student or employee has symptoms, has been in contact with an infected individual, or has been diagnosed with COVID-19.

	Student or Staff with:	Action	Communication
1.	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per CA School Sector Specific Guidelines	<ul style="list-style-type: none"> • Send home • Recommend testing (If positive, see #3, if negative, see #4) • School/classroom remain open 	<ul style="list-style-type: none"> • No Action needed
2.	Close contact (†) with a confirmed COVID-19 case	<ul style="list-style-type: none"> • Send home • Quarantine for 14 days from last exposure • Recommend testing (but will not shorten 14-day quarantine) • School/classroom remain open 	<ul style="list-style-type: none"> • Consider school community notification of a known contact
3.	Confirmed COVID-19 case infection	<ul style="list-style-type: none"> • Notify the local public health department • Isolate case and exclude from school for 10 days from symptom onset or test date • Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious • Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) • Disinfection and cleaning of classroom and primary spaces where case spent significant time • School remains open 	<ul style="list-style-type: none"> • School community notification of a known case
4.	Tests negative after symptoms	<ul style="list-style-type: none"> • May return to school 3 days after symptoms resolve • School/classroom remain open 	<ul style="list-style-type: none"> • Consider school community notification if prior awareness of testing

The process for school/classroom/district closures will be as follows:

1. The District will consult with the Public Health Officer regarding infections.
2. A classroom cohort will go home when there is one or more confirmed cases in the classroom of either a teacher, student, or staff member.
3. A school will close when multiple cohorts have confirmed cases or more than 5% of the school population has tested positive.
4. The District will close if 25% of schools are closed within a 14-day period and will resume the distance learning model as the sole means of instructional delivery.
5. The local health officer may determine a school closure is warranted due to epidemiological data, however the health officer cannot require closure.

CRPUSD Instructional Program

The District is working with staff and site administrators to offer purposeful, focused instruction in a variety of settings. Understanding that our school sites offer specialized programs and academies, school schedules will be varied in both distance and hybrid learning models. The rationalization for these differences include maintaining learning cohorts and providing targeted instruction to students with varying needs.

Concerns have been shared regarding regularly scheduled time with staff and the duration of students engaged in online learning. Distance learning will be a combination of synchronous (direct/interactive) and asynchronous (independent) learning. Students will receive direct instruction and will be assigned independent work to meet the instructional minute requirements outlined by the California Department of Education. The length of periods and/or the instructional day will vary in terms of direct instruction and independent learning for students. Students assigned to a block of instruction may experience both direct and independent work during the session. Students may work collaboratively with peers and in break-out groups during blocked instructional times.

Teachers will be available to support students and families during distance learning. Through office hours, daily check-ins and regular responses to emails and concerns, the staff will partner with our families to ensure students are progressing academically.

Once the district resumes in-person instruction in the form of a hybrid model or complete in-person instruction, if a child is unable to attend due to health concerns or risk of infecting a vulnerable individual within the family unit, a continued remote option for learning will be available. Please contact your site administrator or school counselor to determine if continued distance learning is appropriate for your family.



Student Expectations

The following expectations will be instituted to facilitate student learning:

1. Students will attend their daily scheduled periods and blocks of instruction, as attendance is mandatory. Students will be expected to check into their Google classroom or Seesaw learning module at specified times.
2. Students are expected to behave appropriately as school and classroom rules apply to distance learning. Students will demonstrate digital citizenship norms and behavior in their online classrooms.
3. Students will participate to their fullest capability in online learning and submit required assignments and projects.
4. Students will utilize opportunities to engage with their teachers if they are experiencing difficulty, require further instruction or explanation, or need assistance and further guidance.
5. Students will charge their devices so as to be prepared for their daily online instruction.

Teacher Expectations

1. Teachers will be prepared to support students with utilizing the Google or Seesaw online platform to access distance learning instruction.
2. Teachers will progress monitor their students and notify families of student learning. If a student is in academic difficulty or social-emotional distress, teachers will inform families and take steps to alleviate this difficulty or distress.
3. Teachers will assess their students and modify their instructional delivery to best meet the differentiated needs of our learners.
4. Teachers will provide student feedback and issue grades for student work. Teachers will help guide students toward mastery of instructional concepts and skills.
5. Teachers will use the essential standards to drive the creation of their curriculum with outlined students supports.

Administrator Expectations

1. Administrators will support students and staff in their job duties and learning trajectories.
2. Administrators will work collaboratively with students, staff, and families to ensure a successful distance learning experience.
3. Administrators will support teachers and families with attendance and reengagement strategies to help students struggling with attendance and learning expectations.
4. Administrators will provide staff with necessary resources and trainings to support distance learning.
5. Administrators will regularly review progress data with their staff to mitigate learning loss and support students toward achieving grade level standards.

Parent Expectations

1. Parents will partner with their respective schools and help their children with accessing online learning platforms at regularly scheduled times and ensure their children are completing assignments and projects.
2. Parents will communicate regularly with their children's teachers to address any concerns or questions.
3. Parents will contact the site administrator if there are challenges that are beyond the scope of the teacher's control to help their children access learning or additional supports.
4. Parents will notify the site administrator if their child/children are unable to attend a hybrid learning model due to health concerns related to COVID-19.
5. Parents will help children deal with their social-emotional needs and notify the child's teacher or site administrator if there are significant concerns at home.

CRPUSD realizes the challenges distance learning may create in family households. It is understood many families are working and child supervision is an issue. CRPUSD acknowledges that competing needs may impact families and we want to assure you that our staff will work to help accommodate special needs and requests to the best of their abilities. Flexibility, partnership, and collaborative problem solving by both the District and parents will be key tenets of our reopening schools plan. Staff is here for your children, and we care deeply about each and every one of the members of the Cotati-Rohnert Park Unified School District community.

We will continue to ask for parent input and guidance throughout the school year to improve our practice and services. We will also be developing a Learning Continuity and Attendance Plan and we will be seeking further information from our families regarding additional supports for students during the pandemic.

Special Education

The CRPUSD Special Education Department, Education Specialists, Psychologists, Speech and Language Therapists, and other service providers are collaborating to determine the most effective instructional practices for students with special needs during distance learning. The team is working to provide students with Individualized Education Plans (IEPs) the necessary supports and services required to allow them to progress academically and socially for students in preschool through 12th grade and transition. The team is reviewing individual student needs and formulating guidance to address those needs to the best extent possible in a distance learning model.

Understanding that hybrid or in-person learning may not be appropriate for some students with exceptional needs, Education Specialists will conduct IEP meetings with families to determine the most appropriate course of action to maintain student and family health. Families may continue with distance learning if the IEP team deems it necessary. The team will determine the plan to continue to support student growth and provide access to outlined services.

English Language Learners

Students designated as English Language Learners will continue to receive both designated and integrated instruction throughout distance learning to support English language acquisition and development. Additional supports and guidance will be provided to ensure our students continue to make progress and address any learning loss that may have occurred during the summer or the previous distance learning experience.

Mental Health Supports

The District understands the challenging issues that are facing our students and families. During these trying times, the district is extremely concerned with supporting our students and helping families navigate the various obstacles of distance learning including social isolation, anxiety, and uncertainty. CRPUSD is developing a multi-tiered system of support that will include teacher check-ins, counseling referrals, social-emotional curriculum to address life skills and resiliency, and webinars for families to help with coping strategies during the pandemic. We have also partnered with community agencies and mental health providers in addition to our own staff to provide counseling and emotional support to students and families. The District wants to ensure that all families have the necessary tools and resources to feel safe, secure, and prepared to face the problems associated with mental health during the distance learning period.

Childcare

CRPUSD will continue to partner with the YMCA to provide childcare between the hours of 7:00 a.m. and 6:00 p.m. at the following locations: Marguerite Hahn Elementary, Thomas Page Academy, John Reed Elementary, Richard Crane Elementary, and University Elementary. The YMCA will utilize strict safety protocols and as such, space may be limited. To learn more about the YMCA please contact Jeremy Hodgdon, 707-239-0210 or jhodgdon@scfymca.org

Extracurricular Activities

The District understands the importance of extracurricular events in the lives of our students. A rich educational experience includes the participation in athletics, clubs, student government, band, experiential activities, and outdoor education. CRPUSD will closely monitor the current health guidelines and information to try and maintain both virtual and in-person events for students when practicable.

Activities beyond the classroom will be restricted to no more than 10 individuals. These individuals must maintain a six foot distance from one another at all times. Waivers will be required for participation in extracurricular activities and events. Staff will consult with site administrators for any planned in-person activities limited to 10 students. Site administrators will alert district staff regarding any in-person cohorts.

The California Interscholastic Federation (CIF) has issued a statement regarding the [2020-2021 school sports calendar](#). The school year will begin with a modified season of sports. The District is reviewing guidelines for athletic conditioning and will continue to work toward providing opportunities for physical activity. Attached at the end of this document is the CIF calendar.

Communication

CRPUSD will provide information to our families on a regular basis during distance learning. The District will work collaboratively with our families to gauge the effectiveness of our programmatic offerings and gather stakeholder input regarding additional needs and improvements. The district will utilize the following communication strategies in both English and Spanish to reach our families:

- Direct communication via mailings, email, and video messages
- Focus group discussions
- Website and social media postings
- Surveys
- Town Hall events

Conclusion

We are extremely fortunate to be able to serve the families of Cotati and Rohnert Park. We know that you entrust us with your children and we do not take that responsibility lightly. We are here to provide every child with the best educational experience possible, whether it be in person or remotely. Although we miss your children terribly, we know that we are taking the necessary safety precautions to keep families and staff safe at this time. We eagerly await the day we can all return to the classroom and experience a sense of normalcy, but until then, we will build relationships and community through virtual means. Technology has afforded us the capability to teach differently and we promise to work tirelessly to help your children learn and grow academically and socially. Please continue to partner with our staff and share your thoughts and concerns. We look forward to new adventures during the 2020-2021 school year. Welcome to distance learning!



CIF Calendar

2020-21 CIF Sports Calendar

as of July 20, 2020

Sport	Last Day for Section Playoffs	*Last Day for Regional/State Championships
FALL		
Volleyball (Boys & Girls)	March 13, 2021	March 20, 2021
Water Polo (Boys & Girls)	March 13, 2021	March 20, 2021
Cross Country	March 20, 2021	March 27, 2021
Trad. Competitive Cheer	Determined by Section	April 17, 2021
Football	April 10, 2021	April 17, 2021
Field Hockey	Determined by Section	**
Gymnastics	Determined by Section	**
Skiing & Snowboarding	Determined by Section	**
SPRING		
Badminton	May 22, 2021	May 29, 2021
Soccer	May 29, 2021	June 5, 2021
Swimming & Diving	May 29, 2021	June 5, 2021
Tennis (Boys & Girls)	May 29, 2021	June 5, 2021
Wrestling	June 5, 2021	June 12, 2021
Basketball	June 12, 2021	June 19, 2021
Golf (Boys & Girls)	June 12, 2021	June 23, 2021
Baseball	June 19, 2021	June 26, 2021
Softball	June 19, 2021	June 26, 2021
Track & Field	June 19, 2021	June 26, 2021
^Competitive Sport Cheer	Determined by Section	**
Lacrosse	Determined by Section	**

**Regional/State Championship events have been reduced to one week for all sports*

*** Regional/State Championship events are not currently offered by the State CIF in these sports*

^CSC teams are approved to compete in season culminating tournament on June 12

School Calendars

Elementary Schools

Transitional Kindergarten & Kindergarten	Parent Schedule	180 Minutes Daily					
Time	Monday	Tuesday	Wednesday	Thursday	Friday	General Information	
8:30-10:00 (90 minutes)	Morning Meeting and Learning Block	Morning Meeting and Learning Block	Morning Meeting and Learning Block	Morning Meeting and Learning Block	Morning Meeting and Learning Block	Morning Meeting - Teachers will provide social connection and overview of the day.	
10:00-10:20 (20 minutes)	Break	Break	Break	Break	Break	Learning Block - Shall include live whole or small group instruction with teacher for Language Arts or Math. May also include pre-recorded and/or independent student work.	
10:20-11:50 (90 minutes)	Learning Block (including ELD)	Learning Block (including ELD)	Independent Learning Block	Learning Block (including ELD)	Learning Block (including ELD)	ELD - English Language Development for English Language Learners	
11:50-12:20 (30 minutes)	Office Hours/ Student Services	Office Hours/ Student Services	Independent Learning Block (including ELD)	Office Hours/ Student Services	Office Hours/ Student Services	Office Hours - Students/Families can meet with teachers for check-ins, tutorials, or assessment.	
12:20-1:00 (40 minutes)	Lunch	Lunch	Lunch	Lunch	Lunch		
1:00 -2:00 (60 minutes)	Office Hours/ Student Services	Office Hours/ Student Services	Office Hours/ Student Services	Office Hours/ Student Services	Office Hours/ Student Services	Student Services - Students/Families can receive counseling services, intervention, and/or special education services.	
2:00-3:00 (60 minutes)	Student Services	Student Services	Student Services	Student Services	Student Services		

1st/2nd/3rd Grades	Parent Schedule	230 Minutes Daily					
Time	Monday	Tuesday	Wednesday	Thursday	Friday	General Information	
8:30-10:00 (90 minutes)	Morning Meeting and Learning Block	Morning Meeting and Learning Block	Morning Meeting and Learning Block	Morning Meeting and Learning Block	Morning Meeting and Learning Block	Morning Meeting - Teachers will provide social connection and overview of the day.	
10:00-10:20 (20 minutes)	Break	Break	Break	Break	Break		
10:20-12:10 (110 minutes)	Learning Block	Learning Block	Independent Learning Block (including ELD)	Learning Block	Learning Block	Learning Block - Shall include live whole or small group instruction with teacher for Language Arts or Math. May also include pre-recorded and/or independent student work.	
12:10-12:50 (40 minutes)	Lunch	Lunch	Lunch	Lunch	Lunch		
12:50-1:20 (30 minutes)	ELD for ELs/Independent work for non-ELs/Student Services	ELD for ELs/Independent work for non-ELs/Student Services	1:00-3:00 Independent Learning Block	ELD for ELs/Independent work for non-ELs/Student Services	ELD for ELs/Independent work for non-ELs/Student Services	ELD - English Language Development for English Language Learners	
1:20-2:00 (40 minutes)	Office Hours/ Student Services	Office Hours/ Student Services	1:00-2:00 Office Hours/ Student Services	Office Hours/ Student Services	Office Hours/ Student Services	Office Hours - Students/Families can meet with teachers for check-ins, tutorials, or assessment.	
2:00-3:00 (60 minutes)	Student Services	Student Services	Student Services	Student Services	Student Services	Student Services - Students/Families can receive counseling services, intervention, and/or special education services.	

4th/5th Grades	Parent Schedule	240 Minutes Daily					
Time	Monday	Tuesday	Wednesday	Thursday	Friday	General Information	
8:30-10:00 (90 minutes)	Morning Meeting and Learning Block	Morning Meeting and Learning Block	Morning Meeting and Learning Block	Morning Meeting and Learning Block	Morning Meeting and Learning Block	Morning Meeting - Teachers will provide social connection and overview of the day.	
10:00-10:20 (20 minutes)	Break	Break	Break	Break	Break		
10:20-12:10 (110 minutes)	Learning Block	Learning Block	Independent Learning Block (including ELD)	Learning Block	Learning Block	Learning Block - Shall include live whole or small group instruction with teacher for Language Arts or Math. May also include pre-recorded and/or independent student work.	
12:10-12:50 (40 minutes)	Lunch	Lunch	Lunch	Lunch	Lunch		
12:50-1:30 (40 minutes)	ELD for ELs/Independent work for non-ELs/Student Services	ELD for ELs/Independent work for non-ELs/Student Services	1:00-3:00 Independent Learning Block	ELD for ELs/Independent work for non-ELs/Student Services	ELD for ELs/Independent work for non-ELs/Student Services	ELD - English Language Development for English Language Learners	
1:30-2:00 (30 minutes)	Office Hours/ Student Services	Office Hours/ Student Services	1:00-2:00 Office Hours/ Student Services	Office Hours/ Student Services	Office Hours/ Student Services	Office Hours - Students/Families can meet with teachers for check-ins, tutorials, or assessment.	
2:00-3:00 (60 minutes)	Student Services	Student Services	Student Services	Student Services	Student Services	Student Services - Students/Families can receive counseling services, intervention, and/or special education services.	

Lawrence Jones Middle School

	Monday	Tuesday	Thursday	Friday
8:10 - 9:30 (80 minutes)	Period 1	Period 4	Period 1	Period 4
9:30 - 9:45 (80 minutes)	Break	Break	Break	Break
9:45 - 11:05 (80 minutes)	Period 2	Period 5	Period 2	Period 5
11:05 - 11:50 (80 minutes)	Lunch	Lunch	Lunch	Lunch
11:50 - 1:10 (80 minutes)	Period 3	Period 6	Period 3	Period 6
1:10 - 2:35	Office Hours / Student Services	Office Hours / Student Services	Office Hours / Student Services	Office Hours / Student Services
2:40 - 3:10 (30 minutes)	Prep	Prep	Prep	Prep
Total Instructional Minutes	240 Minutes	240 Minutes	240 Minutes	240 Minutes

	Wednesday
8:10 - 8:30 (20 minutes)	Period 1
8:35 - 8:55 (20 minutes)	Period 2
9:00 - 9:20 (20 minutes)	Period 3
9:20 - 9:35	Break
9:35 - 9:55 (20 minutes)	Period 4
10:00 - 10:20 (20 minutes)	Period 5
10:25 - 10:45 (20 minutes)	Period 6
10:50 - 11:50 (60 minutes)	Staff meeting / PLC / Department Meeting/ Student Independent Work
11:50 - 12:35 (45 minutes)	Lunch
12:40 - 3:10 (150 minutes)	Prep/ Student Independent Work Time
Total Instructional Minutes	240 Minutes

Technology Middle School

	Monday	Tuesday	Thursday	Friday
8:00 - 8:30 (30 mins)	Prep	Prep	Prep	Prep
8:30 - 9:00 (30 mins)	SSR / Tutorial	SSR / Tutorial	SSR / Tutorial	SSR / Tutorial
9:00 - 10:20 (80 minutes)	Period 1	Period 1	Period 1	Period 1
10:20 - 10:35	Break	Break	Break	Break
10:35 - 11:55 (80 minutes)	Period 2	Period 2	Period 2	Period 2
11:55 - 12:35	Lunch	Lunch	Lunch	Lunch
12:35 - 1:55 (80 minutes)	Period 3	Period 6	Period 3	Period 6
1:55 - 3:00 (65 minutes)	Prep	Prep	Prep	Prep
Total Instuctional Minutes	240 Minutes	240 Minutes	240 Minutes	240 Minutes

	Wednesday
8:00 - 9:00	Staff Meeting / PLC / PD
9:00 - 9:30 (30 mins)	Prep / Student Independent Work Time
9:30 - 10:00 (30 mins)	SSR / Tutorial
10:00 - 11:00 (60 minutes)	Period 1
11:00 - 11:15	Break
11:15 - 12:15 (60 minutes)	Period 2
12:15 - 12:55	Lunch
12:55 - 1:55 (60 minutes)	Period 3
1:55 - 3:00 (65 minutes)	Prep
Total Instuctional Minutes	240 Minutes

Rancho Cotate High School

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:15 (45 minutes)	Zero Period	Zero Period	Zero Period	Zero Period	Zero Period
8:30 - 9:00 (30 minutes)	Class 1 Live	Class 1 Live	Class 1 Live	Class 1 Live	Class 1 Live
9:15 - 9:45 (30 minutes)	Class 2 Live	Class 2 Live	Class 2 Live	Class 2 Live	Class 2 Live
10:00 - 10:30 (30 minutes)	Class 3 Live	Class 3 Live	Class 3 Live	Class 3 Live	Class 3 Live
10:45 - 11:45 (60 minutes)	SPED and ELD Support	SPED and ELD Support	SPED and ELD Support	SPED and ELD Support	SPED and ELD Support
1:00 - 1:45 (45 minutes)		Tutorial by Arrangement	Live Assessment, as needed	Tutorial by Arrangement	Live Math Assessment, as needed
11:00 - 3:00 (240 minutes)	Work Completion	Work Completion	Work Completion	Work Completion	Work Completion

Technology High School

	Monday
8:00 - 9:05	Staff PLC
9:10 - 10:10 (60 minutes)	Homeroom (ASC) Checkin
10:15 - 12:35 (140 minutes)	Online Classwork / Teacher Office Hours.
12:35 - 1:15	Lunch
1:20 - 3:00 (100 minutes)	Online Independent Classwork

	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00 (60 minutes)	Period One	Period 0 / Office Hours	Period One	Period 0 / Office Hours
9:00-9:10	Break	Break	Break	Break
9:15 - 10:15 (60 minutes)	Period Three	Period Two	Period Three	Period Two
10:25 - 11:25 (60 minutes)	Period Five	Period Four	Period Five	Period Four
11:35 - 12:35 (60 minutes)	Period Seven	Period Six	Period Seven	Period Six
12:35 - 1:15	Lunch	Lunch	Lunch	Lunch
1:15 - 3:00	Online Classwork	Online Classwork	Online Classwork	Online Classwork