

# Learning Continuity and Attendance Plan (2020–21)

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

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

The Oakley Union Elementary School District (OUESD) is committed to the safety and well being of our students and staff. Due to the initial Shelter in Place issued on March 13, 2020, we have developed many new procedures and protocols to support the strict safety guidelines from the Center for Disease Control and Prevention(CDC), California Department of Public Health(CDPH), California Department of Education(CDE) and the Contra Costa Health Services(CCHS). COVID-19 has impacted the students, families, and staff of the Oakley Union Elementary School District in a very significant way. When schools were closed on March 13, 2020, district staff had to rethink and reimagine how school would be provided to students. From distributing chromebooks to students, to serving meals in a grab-n-go format, to offering professional development to staff in using technology as the primary mode of instruction, all aspects of school had to change. Throughout the period of closures and continuing into the 20-21 school year, our district has sought out the feedback of the community to gather input and to make adjustments.

Based on the experiences of teachers, students, and parents during emergency distance learning in Spring 2020, the district made significant changes to the Remote Learning Program for 20-21, which includes more daily live online interaction time between students and teachers, and more opportunities for small group instruction and targeted interventions.

The OUESD Reopening of Schools Task Force included 38 staff members including administrators, teachers, instructional aides, district nurse, food services director, maintenance and operations supervisor, School Board Members and district personnel. The task force met four times virtually via ZOOM on June 2nd, 9th, 16th and 23rd to collaboratively look at considerations for returning to school with a hybrid instructional model, including an analysis of family and staff survey responses. The task force provided considerations for multiple options for the opening of the 2020-2021 school year, and were instrumental with the OUESD Reopening Plan shared with the Board of Education on July 6, 2020. Although the OUESD Reopening Plan recommended to start the year with a Hybrid Model of instruction, The Board of Education voted to start the school year with 100% Distance Learning due to safety concerns for our students and staff. The Governor of California mandated that same action on July 17, 2020 for all districts in counties on the watchlist, which includes Contra Costa County.

At the time of writing this document, Contra Costa County remains on the state’s COVID-19 Monitoring Watchlist, prohibiting us from offering in-person learning. We will closely monitor Contra Costa County’s ability to meet the requirements, as outlined by the state, for a return to in-person instruction as soon as it is safe for staff and students.

# Stakeholder Engagement

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

Throughout the school closures and into the Summer of 2020, our district has solicited stakeholder feedback through a Covid 19 Reopening Schools Task Force, Distance Learning Advisory Task Force, staff and parent surveys, and through public comment at board meetings in which updates on school closures were provided by district staff. The OUESD COVID-19 Reopening Schools Task Force included 38 staff members representing classified, certificated and admin staff as well as Board Members.

Lead by Superintendent Greg Hetrick, the Advisory Task Force met virtually four times in June 2020 to review considerations for reopening using the following district principles and focus areas:

- 1)The Health and Safety of Students, Staff and School Community is our top priority
- 2) Decision Making will be Student-Centered with an emphasis on Equity and Flexibility and our process will keep Communication at the forefront
- 3) Serving our at-risk students and supporting mental health and social emotional needs of all students will be prioritized
- 4) How to adjust and modify our schedule and instruction in a hybrid delivery model, including an analysis of family and staff surveys.

Several online surveys were sent to staff and families to gather feedback in the areas of:

- Device and connectivity needs
- Reopening model preferences
- Distance learning instructional models
- Safety concerns and recommendations.

The results of the surveys that informed the plan for the 20-21 school year are highlighted below and were also shared in the OUESD

Reopening Plan presentation at the July 6, 2020 School Board Meeting:

**Staff Surveys Reopening Plan Feedback:**

**Staff Surveys Completed: 335**

- Return to school Hybrid AM/PM – 147 43.9%**
- Return to School Hybrid AA/ BB – 74 22.1%**
- Return to School Hybrid AB/AB – 43 12.8%**
- Distance Learning – 71 21.2%**

## **Parent Survey Reopening Plan Feedback:**

**Parent Surveys Completed: 2143 with 3,151 total responses**

**Return to school Hybrid AM/PM – 1,585 50.3%**

**Return to School Hybrid AA/ BB – 523 16.6%**

**Return to School Hybrid AB/AB – 325 10.3%**

**Distance Learning – 718 22.8%**

Additional stakeholder engagement was through the following;

The OUESD Distance Learning Advisory Task Force met twice (June 25th and July 1st) to support the work around considerations for creating a full distance learning plan for 100% Remote Learning. This task force was made up of 25 OUESD staff including certificated elementary and middle school teachers, special education teachers, district TOSAs, district behaviorists and administrators.

Additional outreach by phones to our families to gather feedback from our stakeholders that do not access district email. Our OUESD Translation/Interpreters Paraeducators and Parent Community Liaisons conducted specific phone outreach to EL parents and additional parents of our students who did not engage initially in distance Learning or our surveys. OUESD supported Spanish speaking parents in creating emails for those who needed one to increase home-school communication. This stakeholder outreach provided additional information for how to best support our families and students.

Stakeholders were also engaged in meaningful dialogue regarding The Learning Continuity and Attendance Plan during the DELAC meeting on August 13, 2020 and the Parent Advisory Committee(PAC) on August 24, 2020 with representation from all our school sites. The Learning Continuity and Attendance Plan (LCP) offers the opportunity to memorialize the planning process, stakeholder input and the decisions made to ensure our students receive high-quality instruction in the safest environment possible for the entire school community. Our district has put numerous measures in place, and we are prepared and ready to reopen for in person learning once we are no longer on the CA County Watchlist and our School Board deems it safe for staff and students to return to sites for teaching and learning in the 2020-2021 school year.

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

The Governor's executive order, N-25-20, directs Californians to follow public health directives, including canceling large gatherings. Information is provided on our district website for accessing public Zoom and Web-Ex meetings and online public hearings. We originally used ZOOM for online board meetings but soon realized we needed to invest in a platform with a larger participant capacity. In July 2020, we quickly switched to a district license for WEBEX meetings that can host up to 1,000 participants. We haven't exceeded this amount in any public meetings or hearings and believe this level of accessibility will support all stakeholders to have remote participation in all meetings. Members of the community wishing to address the board can do so by submitting a request or comment via email to the superintendent the day of, one hour prior to the public meeting, which allows them to have their input read aloud by a board member.

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

The summary of feedback from the parent surveys and meetings included:

- A desire for schools to reopen and provide in-person instruction with safety measures in place.
- A desire for a distance-learning option to address the needs of children and family members at high-risk, as well as families not yet comfortable returning to the school building.
- An expectation for students attending in-person learning programs and those participating in distance learning to have high quality instruction.
- A desire for students participating in distance learning to return to the classroom during the school year as soon as it is safe for students and staff to return.
- An organized and consistent instructional platform and design for distance learning instruction for efficiency and ease for parents to support their child's learning,
- A request for daily live instruction and teacher interaction, and regular feedback for students participating in distance learning,
- A process and plan to support our students with exceptional needs using engaging strategies with the instructional program.
- Devices and Wi-Fi connectivity support for students to access online learning

The summary of feedback from our district staff included:

- A desires for additional training specific to providing remote or distance learning.
- A request for online supplemental programs designed to support remote or distance learning
- A request for training and safety protocols established district-wide
- A request for personal protective equipment supplied to teachers and all staff
- The desire to opt-in to providing distance learning rather than providing in-person instruction for employees considered medically "high risk".
- The ability to teach online from home for staff members with school-aged children attending remote learning programs in other districts.

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

The aspects of the plan that were influenced by stakeholder input include:

-Routine schedule for live, synchronous instruction and opportunities for feedback from teachers through grades, rubrics and assessments.

-An organized and consistent instructional platform and design for distance learning instruction.

-Devices and Wi-Fi connectivity support for students to access online learning.

-Training on new district Health and safety protocols for students and staff.

-Additional small group instruction and intervention opportunities for all students based on the diverse needs of our student population.

-Focus on social-emotional learning and class community opportunities for students.

-Additional access to district counselors and mental health supports for students/families.

-Online parent education meetings offering technology support, mental health support, social interaction/ community building and strategies for supporting their children with remote 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.]

On July 6, 2020 the Oakley Union Elementary School District Board of Education voted and approved our district to provide instruction via 100% Distance Learning. When it is deemed safe by our state and local officials to provide in-person instruction, OUESD has created a return to school plan with a hybrid model of instruction. This plan includes part of the day with students physically in classrooms receiving live instruction and part of the day at home, participating in asynchronous learning online. The hybrid model of instruction students attending our elementary schools would attend smaller grade level AM or PM cohorts. This model would have about half the students at a time present for in person learning, for a portion of the day. Students would complete additional asynchronous assignments at home, to complete the required daily instructional minutes. Students attending our Middle Schools would be split into groups that would attend on A/B days to allow for smaller groups during in person class instruction and to decrease the total number of students on campus at one time.

OUESD prioritized small group teacher instruction for students with the greatest needs-including English Learners, foster and homeless youth and students with IEPs/504s. Once we are able to open classrooms, there will be opportunities for longer hours in a school day or additional days of in person instruction for our most vulnerable student groups.

In addition, OUESD has a dedicated Designated ELD time in all delivery models, and integrated ELD in all delivery models. There is an extra period for small group Designated ELD to meet the needs of our students.

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

Description	Total Funds	Contributing
Expenditures for PPE supply needs for staff and student return: Face shields, desk shields, masks, gloves, hand sanitizer, thermometers, sanitization equipment, solutions, sprays, etc.	95,000	Yes

## Distance Learning Program

### Continuity of Instruction

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

*Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction (EC43503(b)(2)).*

OUESD will be starting the year in a 100% Remote Learning format. Protocols are in place to ensure that the quality of instruction is of similar quality to an in-person experience. First, adherence to all of the SB98 guidelines will be followed. These guidelines provide for a robust manner of accountability. Protocols such as clear attendance and engagement measures have been created to ensure we are accountable that each child is accessing the educational program being provided. Our OUESD Remote Learning plan is designed to easily pivot to a Hybrid learning model when it is deemed safe to do so by our state and local agencies and our School Board.

Our students will receive a daily combination of synchronous and asynchronous learning opportunities to meet the CDE instructional requirements set forth for each grade level. Remote Learning also relies on appropriate student motivation and engagement in addition to a partnership with our families, to support the continuity of learning for students.

Our plan provides tiered reengagement strategies for students who are not appearing or engaging in live, online class sessions or who are not completing asynchronous assignments. Some of the strategies include home visits, support from school site administrators and Parent Community Liaison, 1:1 monitoring from our Homeless/Foster Youth or EL/Intervention Coordinator with direct outreach to EL students and Foster or Homeless Students who are not attending Remote Learning.

Our district behavior specialists provide support to sites admin, teachers, students and parents by providing online resources on the Parent Padlet, conducting online parent workshops and support groups. They also create lesson plans for teachers to use with an emphasis on relationship building, personalization, frequent and direct interaction, and inclusive community building.

OUESD has a partnership with the community organization, Care Parent Network. Through the FACT Grant we are able to partner to provide educational family engagement opportunities in Spanish and English including: 3 virtual family night events and 4 virtual family academies related to Remote Learning, Social Emotional Learning and mental health/wellness.

## 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.]

According to (EC 43503(b)(1)) we must provide access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.

In the spring of 2020, 986 student devices were distributed to families for students requesting a device. During the COVID-19 Shelter In Place we were unable to obtain Wi-Fi Hotspots for our families.

For the start of the 2020-2021 school year, we ordered 3,500 new student devices. We acquired 330 Wi-Fi Hotspots through CDE and Empowered Ed with T-Mobile to provide Wi-Fi to students in need for access to all online live synchronous learning and asynchronous assignments.

As part of our welcome back registration process, families completed a “Student Tech Needs” survey at each site. Within the first month of the school year, 3,040 student Chromebooks and 285 Wi-Fi Hot-spots were provided to students. All members of the OUESD, including but not limited to, teachers, school office staff, administrators, technology department employees, and district office personnel have worked to provide technological support for families in the areas of internet connectivity, software applications, and curricular programs. Our district and school websites have links to our **OUESD Parent Padlet** to support families with information and resources for technology/connectivity, “how to” videos, district computer adaptive programs, and parent live or recorded webinars/training. Our district is sending a Parent Needs Survey out prior to the Fall Break to get input on what additional programs, training and support our families need throughout the school year.

In addition to our district Technology Departments, our two elementary Tech Prep Teachers are providing technical support for families and staff, creating “How To” videos, providing open office hours and workshops on uses of technology programs and tools. This year we created a Parent Tech Help Hotline for parents to call for support in English and Spanish. The technology department with support from our Bilingual Aides, Parent Community Liaison and Library Media Techs regularly communicate with families, students and teachers to ensure equipment, materials, internet and supplies are adequate for students to participate in Remote Learning.

Our teachers and paras have district devices to support their daily online activities and interaction with students. We purchased 170 new teacher devices in addition to headsets, webcams, ladybug doc cameras and other technology to support online teaching and learning this year. Our site administrators worked with staff to create a plan for supporting each other if there is a power outage or internet connection issues. We also trained substitute teachers and provided them with devices to help cover online classes if the classroom teacher is sick or unable to teach a class.

## **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.]

Teachers will collect formative data regarding student knowledge of concepts through the use of participation strategies such as check-ins, interviews, polls, and exit tickets to name a few. Just as teachers did in the classroom, they will continue to take anecdotal notes about student progress based on whole class participation and small group encounters. Weekly assignments that include the completion of tasks or the recording of their work will be used to assess student participation, redirect instruction and address individual student needs in order to provide ongoing support for student progress.

Teachers will be taking daily attendance for all live class time provided via Zoom or Webex with their classes and this will be recorded into our student information system (POWERSCHOOL), Parents are expected to call into the main office at each school site should their child be sick or absent for the school day as if we were in regular session. Live, online synchronous instruction is considered school time and all students are expected to attend those sessions. In grades 6-8, teachers will be using the content/grade level priority standards to guide instructional planning. All grades will be based on assignment/project completion, assessments, class expectations and site department grading policies reviewed with students and parents at the start of each grading period. At the TK-5 level, standards-based grading will be continued this school year based on the mastery of the grade level priority standards. At the TK-5 level, distance learning may include a combination of instructional paper/pencil learning packets and online live teacher interaction. Google Classroom, SeeSaw and Classlink will be used to assign and track completion of daily assignments. Students will receive feedback from the teacher and the assignments will be used as part of their daily participation record.

## **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.]

At the start of the year, the Educational Services and Student Services department teams created a menu of online training modules and asynchronous learning opportunities for teachers/staff. There was a wide-selection of topics available in order to increase their knowledge on our district selected platforms: Google Classroom & Seesaw, computer adaptive programs and several short online modules or live training to support using our district approved curriculum. Teachers were also provided online modules from CDE/CCCOE highlighting the Five Key Principles of Successful Distance Learning which included additional print and online video resources for each of the following five principles; student/teacher connections, learning structure and sequence of instruction, content presentation, collaboration opportunities and feedback opportunities.

At the start of the school year, our teachers were given three full professional development days and one full teacher work day to prepare for Remote Learning in addition to the first eight student days. These eight student days were focused on the utilization of learning packets to allow additional time for teachers to make student/family/teacher connections, to plan with grade level teams and to learn/practice the new online tools for instruction. Teachers participated in synchronous and asynchronous learning sessions designed to prepare them to use the

digital tools necessary to provide high quality instruction for students. Our teachers had access to live and online curriculum training, including learning how to utilize our newly adopted Science curriculum, TWIG(GradesK-5 and TK pilot) and McGraw Hill (Grades 6-8).

We offered additional online and live training for tech tools like: Zoom, Webex, FlipGrid, Kahoot, Screencastomatic, Lexia, Dreambox, Imagine Math, Reading Plus, AR/STAR, Seesaw and other digital tools. As each teacher is in a different place in the terms of Technology knowledge and ability, creating a menu of different online module offerings provided the opportunity for our teachers to choose what they needed to learn, at their own pace and time.

Our district TOSAs provide on-going support to all teachers and grade levels during online collaboration, webinars and curriculum planning for addressing the needs of all students, including EL, Foster and Homeless Youth and our students with unique needs. Our EL Coordinator provides support to site admin, teachers and classified staff to address the needs of EL students and parents by hosting online training and individual meetings at the sites. Our EL Coordinator provides online videos and targeted training to admin on what to look for in quality EL instruction and engagement, etc. Teacher collaboration time is set aside during the modified instructional day on Wednesdays to provide Collaborative Learning Time(CLT) to support teachers with training and planning focused on student engagement and using data to inform instruction to help support our At-Risk Students, ELs, Homeless and Foster Youth and students with unique needs.

OUESD will continue to use the district-wide Collaborative Learning Time on Wednesdays to have teachers participate in ongoing professional development and teacher collaboration throughout the school year focused on English Language Arts, Math, Science, Social Science/History, Technology Platforms/Apps, Student Engagement, ELD Strategies, UDL/MTSS, Supporting students with special needs, Social Emotional Learning and RTi/Data Analysis. In addition, all staff will participate in the following required training: COVID-19 Safety Measures, Mandated Reporter, Bloodborne pathogens and Sexual Harassment plus additional trainings based on the role they serve in our district.

## **Staff Roles and Responsibilities**

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

The emergency school closure due to COVID-19 in Spring 2020 and the resulting transition to a 100% Remote Learning model in the 2020-2021 school year have impacted the roles and responsibilities of the OUESD staff. Roles and responsibilities are fluid and will continue to evolve as the district prepares to reopen the school for hybrid, in-person instruction when it is deemed safe for staff and students according to all state, county and local guidelines. The following are the changes to roles and responsibilities of staff, organized by area.

Special Education Staff: recognizing the potential learning loss due to the school closure and lack of in-person instruction and the need for the creation of new Individual Remote Learning Plans for Students with IEPs. Additional safety measures, materials and procedures were developed by the Contra Costa SELPA and used to design the OUESD one-on-one, in person assessment protocols. Special Education Teachers, Support Staff, Counselors, Speech and Language Pathologists, Occupational Therapists, Behaviorists, Counselors and School Psychologists are meeting with students and families in addition to providing services online through virtual platforms.

Food Service Staff are assigned to assist with meal preparation and distribution. In addition, Campus Supervisors assist with traffic flow during meal pick up times. Our custodial staff has overlapping hours to support the extra cleaning and sanitizing taking place multiple times per day at every site and at the district office.

Parent Community Liaisons and Bilingual Paras are providing support to parents in Spanish and English with the Parent Technology Hotline. They also support classroom teachers to ensure student engagement by making phone calls to communicate with parents when a student is not in attendance or missing assignments. They also support our school community by attending online parent meetings or assisting with trainings. Our Instructional paras will offer support during live virtual sessions and during small group intervention sessions. Bilingual paraprofessionals will be available for interpreting during IEP meetings and parent committee meetings.

Our Library Media Techs (LMTs) collect and distribute curriculum for Remote Learning, support the Parent Technology Hotline calls, maintain site websites for up to date information for parents, support virtual library sessions and read alouds to enhance the online learning experiences for students.

Our teachers engage weekly in collaboration and planning with peers and our Math, ELA and Special Ed TOSAs and our EL and Intervention Coordinator and across department planning in other academic departments. Specific time to collaborate with staff to support planning for lessons with a focus on the 20-21 Priority Standards and Considerations for each grade level and department.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Students with exceptional needs will receive additional online curriculum based on their individual levels. In conjunction with in-class, live streaming from the teachers, the teacher and support staff will additionally connect with students virtually either individually or in small groups, to deliver instruction to address students' learning losses. Students with IEP or 504 plans will participate in the virtual classrooms with supports, additional paper/pencil materials may also be provided. School counselors will check-in on students requiring behavior support strategies with an IEP or 504 plan. We are also using the Unique to You curriculum to differentiate for students with exceptional needs who are having difficulty with technology and Remote Learning. Parents are provided paper copies of the materials for use at home.

Differentiated curriculum based on IEP goals is pushed out to students with exceptional needs to special education teachers' Google Classrooms. Additional support time will be scheduled in the afternoon after gen ed instructional time to provide instruction based on the IEP goals. Assisted technology will be provided to students as needed.

All OUESD Teachers will receive additional guidance and training on supporting ELs students during Remote Learning. Newcomer students are receiving extra help from teachers and paras during Office Hours. At times, they are being provided additional one-on-one or small group opportunities by their teacher.

In addition to the support all students receive with our Computer Adaptive Programs with Spanish and other languages as support and scaffolding, Newcomers get an extra support with access to *Imagine Learning*, an online computer adaptive program that supports their language development. Our Long Term EL students receive help from their teachers and our Bilingual Paras during Office Hours and Advisory classes.

All OUESD Elementary EL students receive an additional 20 minutes of Designated ELD on top of the integrated ELD during Core Subjects. All Middle School EL students are part of an extra English Learner Support Class with a particular focus on Language Development.

Both services use our EL Board Approved Curriculum. In terms of our Integrated ELD, all teachers have access to an ELD/Distance Learning framework provided by WestEd in combination with our district approved curriculum.

Students in foster care and those who are experiencing homelessness will receive extra support from the District Liaison and site personnel. The liaison will monitor attendance, make sure students have access to site meal distribution and access to school supplies needed for distance learning. The District liaison will communicate with site admin and ensure they have current lists of students. Sites will collaborate with our district and site mental health professionals to provide direct assistance to students experiencing homelessness or those in the foster care system. These students will also be given priority to participate in additional intervention or tutoring programs. Site admin will be in contact with the district liaison to monitor the students, attend parent conferences, provide staff training and to help support the needs of the students. The district liaison will also make sure that the students have access to district provided technology and will provide a hotspot for connectivity if needed.

The group, “Parents in Education,” meets every Wednesday, starting on September 2, 2020, and ending on May 12, 2021, from 9:00 a.m. to 10:00 a.m. This group is facilitated by a psychologist and other guests to inform our Spanish speaking parents about school/social-emotional topics. This year, all of our topics will be related to Distance Learning targeting the Hispanic Community. Our district Parent Community Liaisons target all of our Spanish-speaking families who receive special education services to invite them to attend these events.

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

Description	Total Funds	Contributing
Staff Development and curriculum instructional planning time: Additional dedicated staff collaboration and planning time, allocation of time to develop student connections/engagement.	625,279	Yes
Online tools, apps and learning resources for students and intervention including: Webex, SLP Boomcards, Scholastic Storyworks, Newsela, Brainpop, Learn 360, Discovery Streaming, Learning Ally and Screencastomatic.	66,373	Yes
Additional technology equipment including Chromebooks, document cameras, headphones and wireless access/hotspots to be used by staff and students.	1,294,304	Yes
Monthly subscription to Wi-Fi Hotspots	59,400	Yes

**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.]

All students will participate in initial placement assessments using the district computer adaptive programs. Each student is expected to complete daily time online using the district provided computer adaptive programs for both ELA and Math. These programs will current data and information on student progress. The use of this ongoing data and progress monitoring assists classroom teachers with creating individualized and differentiated instruction for students. In addition to these district wide placement tests, teachers will use formative

assessments throughout the year within their instructional time giving teachers the information needed in order for them to provide just in time support so that all students can access grade level content. District wide assessments, aligned to the grade level priority standards, will be administered throughout the course of the year to glean information needed by the district, site and most importantly the teachers. This data will guide the decisions making process when determining targeted focus, instructional strategies and small groups to support the needs of the students.

## **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.]

OUESD will evaluate all students using multiple district measures including District Computer Adaptive Programs(Lexia, Dreambox, Imagine Math, Reading Plus) and the STAR Reading Assessment. We will address student learning by meeting the needs of all students through a Multi-tiered System of Support(MTSS). This system will incorporate Rtl methodology to address learning gaps, based on student needs and then employ grouping strategies to address similar areas of needs. Classroom teachers will provide intervention strategies and small group supports. Additional classified staff will be utilized to support the classroom teacher with small group instruction.

We will compare and contrast the assessments from last year to this year's initial placement assessment. We will separate students in 3 tiers based on their level of loss, with a special focus on the performing below grade level. Our ELs, Foster Youth, and students experiencing homelessness will also be supported with additional social and emotional support by our Behavior Specialist and Site Counselors. Teachers will use weekly student data available from our computer programs; teachers have within their daily schedule time to work with selected students in small groups. Also, we have implemented a district Rti plan that will support teachers and sites with monitoring the data and creating student learning goals. During the 6-8 week RTi data cycles, each site will create an intervention plan to support struggling students based on data. Some examples might include, having additional Interventions for targeted learning groups during two-week breaks and possibly conducting a summer program at the end of the year if it is deemed safe to schedule in-person teaching with small learning cohorts.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

During the closure last spring due to COVID 19, all schools had to transition from traditional in-person instruction to distance learning. This transition from our traditional model to the new models of remote learning, hybrid and in-school cohorts has necessitated the need to rely heavily on online reports and online assessment results. The ability to rely on summative assessments (CAASPP, CAA and ELPAC) results from the past spring to drive who immediately gets placed into various classes for support and enrichment will not be happening this year nor will we be able to create our strategic plans based on dashboard data. As a result, alternative metrics will be used along with traditional data points in order to monitor and evaluate the effectiveness of our programs and services. Alternative data metrics will include some of the following: student engagement in learning, support for family and student wellbeing, access to technology, and teacher self reports.

We will use multiple measures to monitor program effectiveness and evaluate student learning including the use of teacher formative assessments, district developed assessments, curriculum embedded assessments, and computer adaptive reports from programs such as

Lexia, Dreambox, Imagine Math and Reading Plus assessments (including the use of STAR/AR for monitoring progress in reading fundamentals with elementary students). Once our district is able to compare and contrast the data, our Intervention Coordinator will meet with each site Admin Team to analyze student, grade level and site data.

Results from these assessments will allow teachers, counselors and site administrators to evaluate the effectiveness of interventions provided to mitigate learning loss. Modifications to these interventions will be made if they are found to be ineffective at accelerating learning. Counselors and site administrators will work together with teachers to create learning goals and action for students.

Going into this school year, master schedules for this school year at all schools, whether in person, hybrid or in distance learning, have the ability to address learning loss and accelerate learning through our Multi-Tiered System of Support (MTSS) for academics. Differentiated instruction will occur in all classrooms during Tier 1 with small groupings. During distance learning, small group times have been purposely built into the daily schedule at grades TK-5 to address student learning needs. Student engagement logs demonstrating active student engagement during distance learning will be reviewed weekly, and daily attendance through Powerschool will be tracked by administration and attendance support staff.

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

Description	Total Funds	Contributing
Additional online tools described in previous section also provides resources for students and intervention		Yes
Docusign Subscription for IEP meetings and District required Documents	2,400	Yes

**Mental Health and Social and Emotional Well-Being**

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Our counselors developed a Parent Needs Survey and a Student Needs Survey to help inform the site counselors of the needs of the families and students to provide the authentic information needed so counselors can offer targeted support on topics relevant to the families at the sites. Classroom teachers are using daily or weekly check-ins via google docs for student wellness checks and to help build student/teacher connections.

The Ed Services Department Team provided curriculum materials for all students for the start of the school year emphasizing building relationships, character traits and community connections.

OUESD uses the Mindup program to support the SEL needs of all students in our district. Zones of Regulation is also being used as a tier 1 support in gen ed classes and a tier 2 push-in support through behaviorist lessons, parent education nights and teacher training. We have Second Step lessons incorporated into counseling groups, advisory in middle school and SEL blocks in the elementary general education classrooms. Currently, Kimochis is used during live instruction in the preschool-transitional kindergarten grade level to support students with understanding emotions and to help foster student and family connections at home. Teachers can request additional support from Student Services and Educational Services to support units/lessons that incorporate social and emotional Learning during class meetings online.

There is a counseling tab on the District Website with parent and student social emotional resources for both elementary and middle school students and parents. We also offer a Social Emotional Google classroom open for special education students with mental health and behavior needs. Weekly social emotional newsletters created by our district behaviorists are sent to parents of students with behavior needs at sites to support remote learning. This is sent to parents of students with "behavior impedes learning" marked on their IEP, students with BIPs, behavior goals, or students who are needing extra support emotionally, socially or behaviorally. Additionally, the behaviorists and counselors are creating virtual wellness rooms focusing on mindfulness and growth mindset, as well as pushing out pre-recorded lessons for teacher use focusing on social emotional needs.

The group, "Parents in Education," meets every Wednesday, from September 2, 2020, to May 12, 2021 from 9:00 a.m. to 10:00 a.m. This group is facilitated by a psychologist and other guests to inform our Spanish speaking parents about school/social-emotional topics. This year, all of our topics will be related to Distance Learning targeting the Hispanic Community. Our Parent Community Liaisons personally invite all of our Spanish-speaking families who receive special education services to attend. Spanish Speaking Parents learn the same coping skills that the students are learning at home.

OUESD participates in the FACT Grant with Care Parent Network to host 3 Family Night Events and 4 Family Academies related to Remote Learning/Social-Emotional Learning/Positive Behavior Supports. Our first FACT Social Night event is scheduled for September 24, 2020. This event is open to all of our families—Spanish and English, with topics selected by our parents. The three family night events are in the evening intending to invite all families to participate together. This is an event in which Parents and Students in tandem, participate in several activities and chats about social-emotional topics that the students learn during the day in their classrooms. The four family academies are targeted for 6 to 8 families that need additional support related to the topics covered at the FACT Social Night Events. The social night event is our Tier Two support for families, and our Family Academies become our tier 3 support for our families that need additional help.

## **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.]

Prior to school starting there were several district wide and site based robocalls and emails sent to families regarding the start of the school year including Remote Learning information and schedules, material/device pick-ups and teacher information. During the first two weeks of school, teachers and principals reached out to all families either by phone, email, Class Dojo/Remind text, or through an online platform information meeting to start to establish a virtual relationship. Parents also attended Back to School Night online to learn about their child's teachers and school plan for Remote Learning.

We use social media and computer programs to update information and reach parents, using simultaneous translations: Remind and Class Dojo, Facebook, Twitter and District and/or School Website.

At the start of school, teachers, support staff, administrators contacted each family to check in with families to review the start of the year plan and remote learning information. We have access to designated home language personal and mechanisms (including translation apps

for teachers and parents ) to support two way communication. With the leadership of the EL Coordinator, Bilingual Aides and Parent community Liaisons communicated with families of students who were minimally engaged in distance learning (Spring), the phone call provided description of online learning, review parent/student expectations, inform about resources available and methods of communication. These phone calls and outreach will continue for the 20-21 school year.

There are on-going opportunities for online webinars and parent training provided by our Technology Teachers, Ed Services Team and Student Services Team on supporting students academically, behaviorally and emotionally during remote learning. In addition, we created a Parent Padlet for online support for our families with technology, curriculum and social-emotional resources located on OUESD website.

It is the expectation that students are engaged in learning every day. Throughout the COVID-19 closure much of the instruction will be synchronous (live) online and some will be asynchronous (not live). OUESD teachers will tag attendance daily during the synchronous classes. Attendance will be taken for daily participation in school and also student engagement per subject at the middle school level. Should a student not be engaged in a class for one to two times, teachers will reach out to the family of the student via text, email or phone to find out what is happening. On the third time of non-engagement of the student within any class, an email from the teacher will be sent to the designated student re-engagement site admin, determined at each school site. This person will reach out to the families to find out what is going on and how we can assist them to get the student back engaged in daily learning. Should the re-engagement staff admin not have any success contacting the family or student, this will trigger the next level of re-engagement outreach, a wellness home visit by a site admin or local support agency. Once the re-engagement admin or staff designee connects with the student, he or she will document this information in our (SIS) Powerschool. Lastly, if the student shows up again on the re-engagement sheet, the teacher will alert the site administrator and/or counselor to schedule an online re-engagement meeting with parents and students to develop a plan for online daily engagement in learning. This will be documented on a student re-engagement tracking sheet and in our SIS (Powerschool). For regular daily participation, a parent will need to call the main school office designee if a student will not be in school for a day or one period, this will be the same whether we are in person or on the distance learning schedule. All attendance rules apply to school and students are expected to attend all classes on any given day.

## 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.]

OUESD Food Services Department continues to provide Grab and Go Meals to all students during distance learning. OUESD provides lunch for the day and breakfast for the following morning. Meals may be picked up Mondays and Wednesdays Friday from 10:00am-12:00pm at all of our school sites or from 4:30-6:30pm at Gehringer Elementary and Delta Vista Elementary. All our meals follow the required nutritional guidelines. All meals are prepared in a manner that is consistent with Federal nutritional guidelines and safe handling procedures. When students return to campus, the OUESD Food Services Department will provide breakfast and lunch to the students on campus. They will continue to serve Grab and Go Meals for students not on campus, or leaving campus directly after instruction.

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.45%	\$89,180

## 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.]

One of the first things OUESD created/organized was a Student Tech Needs survey to determine which families needed devices and Wi-Fi for Remote Learning Implementation.- Having our Bilingual Aides and Parent Community Liaisons reach out to the families by phone to get additional information from some of our Spanish speaking families that didn't complete the survey was part of the implementation plan.

Both Elementary and Middle School teachers have time allocated in their daily schedule to host office hours for support and to provide small group Interventions for our Title 1 and Foster Students. OUESD Teachers/Admin/Staff will be provided with information, resources, and professional development on how COVID-19 will differently impact various demographic groups. For example, some of the challenges for our Immigrant Families, Foster Care students, and low-socioeconomic students.

All OUESD Parents will be invited to site Admin's Virtual Second Cup of Coffee meetings, PTA Meetings, ELAC and School Site Council gatherings to keep our community informed. Foster Care Families, EL, and Title 1 parents will receive a phone call and/or a special invite by email from the Admin to make sure our most in need parents get the Resources, Information, and support during distance Learning.

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

OUESD continues to commit funds to support teaching and learning across the district with specific attention to English Language Learners, Long-Term English Learners, Foster Youth, students experiencing homelessness and Low-Income Youth. The District has determined that expending funds in a district-wide manner is the most effective way to meet the District's goal for unduplicated pupils in the State and local priority areas. Funds will be spent district-wide to support educational offerings and support services for students in the identified subgroups. Anyone and/or a combination of sub-groups place these students at-risk academically due to language barriers and environmental obstacles.

Services that increase the quantity of actions within the district for the unduplicated pupils include:

Our teachers will continue to plan a multi-tiered system of support (MTSS) in all grades especially around trauma informed practices and classrooms. In addition to the daily minutes for all students, ELs will receive 20 to 30 minutes of additional support for Designated ELD. Teachers will use Lexia and Dreambox to provide additional support/lessons to target learning and provide strategic small group instructions.

Foster, ELs and Title 1 students will be the key groups to receive small groups interventions based on their specific needs. Access to additional tutoring services to accelerate learning will also be provided based on academic needs of the student. After School tutoring will be offered when we are back to in-person instruction and all unduplicated pupils will have first priority for services.