



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

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

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.]

Orland Joint Unified School District ceased normal operations on March 17, 2020. Initially, students were supplied with printed packets of work. When it became apparent that the closure would be a long-term event, students were given Chromebooks and teachers began to switch to virtual / distance learning. The pandemic has altered every facet of district operations. Student meals were delivered via drive-thru. Maintenance, operations and transportation nearly ceased operations except for essential functions. Business services maintained the necessary staffing to ensure payroll continued to be issued. However the accounts payable and receivable slowed as fewer supplies became necessary at the school sites.

As OUSD prepared for the 20/21 school year, all areas began to ramp up in anticipation of a normal opening of the schools. In response to the Governor's Executive Order limiting schools to distance learning, OUSD implemented plans to meet the needs of the students using virtual classrooms. Teachers attended professional development on virtual instruction, and creating lesson plans to be delivered via the internet. Training on Social / Emotional needs was also supplied. The District delayed opening for three weeks in order to give staff and families more time to prepare.

Our community has been impacted in ways similar to what is happening across the nation. Unemployment increased to near-record levels in April, and as of July, were holding near 13%. Reports locally indicate that a number of small businesses have been unable to continue operations, and closed permanently at some point during the crisis.

Our student, staff and families are all feeling the effects of stress related to concerns about the illness itself, and anxiety about how the economic changes have, or may, impact them.

Many students did not fully participate in the Spring 2020 Distance Learning. We expect the learning loss to be significant.

## Stakeholder Engagement

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

OUSD solicited stakeholder feedback via:  
Parent and staff surveys.  
Public comment at board meetings.  
Multiple virtual public meetings.  
Multiple site staff meetings including both certificated and classified staff  
Board meetings

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

Remote participation allowed:  
Voice messages shared via Zoom  
Written messages shared via Zoom  
Written messages shared via an email  
Voice messages left with staff over the phone.  
Emails and text messages to staff.

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

Generally, community members, parents and students have a wide variety of opinions about how and when the district should reopen. We have parents who wish to fully reopen immediately, and those who are not willing to send their child to school in the foreseeable future. Community members see the need for caution, but also understand that the longer district operations are altered, the greater the impact to our local economy.

Staff overwhelmingly wants to get back to in-person learning. However, they see the necessity of doing so in a safe manner. A number of the staff are in the "at risk" categories or child care issues which may prevent them from being able to serve during in-person instruction. There was great concern about the pressures of planning to deliver quality virtual instruction, and numerous technology issues to be addressed. Additionally, there was concern about staff training.

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

Every aspect of the Learning Continuity and Attendance Plan was impacted by stakeholder input. Some examples include:

- The district purchased enough Chromebooks to have 1:1 availability and spares in each classroom.
- 800 hotspots were purchased to ensure that every family had access to OUSD's computer network.
- Extensive training was offered to staff on using technology to deliver virtual instruction. That training leveraged GCOE offerings, and included numerous offerings created and delivered by OUSD's in-house Technology Team.
- Instructional schedules were created with teacher, union, parent, board and administrator input. Those schedules reflect the collective best thinking about the appropriate amount of asynchronous and synchronous instruction, as well as what support services to offer, and during what time of day they should be offered.
- Classified staff collaborated to re-task employees in efforts to maximize student support and engagement efforts.
- The entire yearly calendar was altered in response to the Executive Order mandating Distance Learning. The final calendar was a joint effort to ensure OUSD met mandated instructional days, and maximize in-person instructional time.
- Teacher's Lesson plans were altered to fit the modified schedules. Assessment schedules changed based on collaborative efforts to ensure safe and effective testing procedures.
- The daily instructional calendar evolved from conversations with parents about what did and did not work during the Spring closure.

# 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.]

The entire school year calendar was altered to maximize the days of in-person instruction. High needs and at-risk students will be brought back individually at first for assessment. Then small stable cohorts of highest needs students, followed by a hybrid program for all students. Potentially, laboratory classes will commence with the small stable cohort model, even before the hybrid approach is fully operational. Students at-risk of the greatest learning loss will be supported by practices embedded in their teachers curriculum. For example, grade level teachers modifying instructional calendars to include essential standards students missed during the Spring shutdown. Assessment and interventions for at risk students will be a top priority even during Distance Learning.

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

Description	Total Funds	Contributing
Additional air filtration system for each space: increases the indoor air quality and helps decrease potential for exposure to viruses.	\$120,000	No
PPE Supplies: Masks, gloves, face shields, partitions, cleaning supplies, etc.	\$61,266	No

## 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.]

Instructional Operations

1. Teachers will follow the site's adopted Digital Instructional model schedule .
2. Teachers will stay on the normal grade level / classroom pacing guide as much as possible.
3. Teachers will utilize only the following Software for delivery of distance learning: (The intent of these restrictions is to ensure parents have a easily implemented and consistent program from all OUSD schools.)
  - a. Aeries – all communication with parents including text, and emails for all groups. Also use the normal Aeries attendance module. (Attendance credit will be given to students when they login to any lesson, or complete an assignment associated with a lesson.)
  - i. For purposes of meeting state requirements regarding parent and student contacts, Teachers will enter notes regarding student contacts and behavior / participation in Aeries.
  - b. Gmail – for contacts with students, parents and all school business. (This is because of student confidentiality and safety/security concerns).
  - c. Google Classroom – for instructional needs. Teachers should be prepared to explain to parents how they or their student will access content.
  - d. Potentially Google Voice – for 2-way texting, or calling parents or students from a staff member's personal phone.
  - e. Potentially GoGuardian – the “classroom management” software for distance learning
  - f. Software utilized to create DL content.
4. Teachers will be cautious of overloading students with work. The teacher's professional judgement will guide thinking in terms of age appropriate workload.
5. Instruction should be substantially equivalent in Distance Learning as to in-person instruction. Meaning that, the time value of Distance Learning instruction should be equal to the in-person instruction for the same topic.
6. Teachers will cooperate / assist Interventionists and / or Instructional aides with organizing interventions. Example: time for instructional aides to go online as homework help.
7. Time for delivery of required supplemental instruction (for example: Special Education, English Language Development, Interventions, etc.) will be mutually agreed upon between the site teachers and administration, but must occur during the regular school hours.

Elementary Students will have:

- a) Up to 75-minutes of live (live) lessons and peer interaction with their homeroom teacher and classmates daily.
- b) Up to 60-minutes of each ELA/SLA and math/matematicas live lesson instruction daily.
  - i. (Intervention support provided by aide or specialist based on individual need).
- c) Up to 60-minutes of social studies, science, art, PE, writing, or other enrichment delivered through pre-recorded lessons.
- d) Participate in additional supports such as focused interventions, English Language Development (ELD), or Special Education
- e) Outreach for additional support through personal communication with teacher during teacher office hours or other designated times.
- f) Time required during which they should complete homework, work in groups, or request assistance.

Secondary Students will have:

- a) Up to 30 minutes of live interaction with each teacher daily (e.g., Socratic seminars for humanities classes, math workshops, collaborative learning time), including:
- b) Academic instruction, assessments, assignments.
- c) Additional Learning Block time (Up to 120 minutes for middle school or up to 180 minutes for high school) of pre-recorded, recorded lessons and online assignments daily, including:

- 1) Intervention support provided by aide or specialist based on individual need
- 2) Independent work study groups, assignment completion, and clubs, depending on school schedules and individual student course load
- 3) Interventions, support and English Language Development
- 4) Wellness checks, small group instruction, or learning supports during teacher Office Hours

## **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.]

Each student will receive a District Chromebook.

Each family will, at their request, be supplied with a district hotspot. Families with multiple children will be given hotspots sufficient to ensure fast reliable access to every student in the family. (Generally that means one hotspot for every 3-4 Chromebooks.)

As Distance Learning rolls out in the community, the District is prepared to give out additional hotspots to families who discover their home internet service cannot keep up with the demands of the student's schedule, or devices.

Also, should a family realize the virtual learning is consuming their personal data allotment, they will be given a district hotspot.

## **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.]

Pupil progress will be measure by:

Attendance during live lessons.

Attendance during recorded lessons.

Completion of assignments from both live and recorded lessons.

Ability to demonstrate mastery of the curriculum content.

Measuring the time value of pupil work will be a responsibility of the instructional staff. Teachers will attest that the time value of instruction met or exceeded state mandated minimums on a district approved form suggested by the District's auditor.

## **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.]

Teachers were offered training and refresher courses on the following Software for delivery of distance learning:

a. Aeries – all communication with parents including text, and emails for all groups. Also use the normal Aeries attendance module.

- b. Gmail – for contacts with students, parents and all school business. (This is because of student confidentiality and safety/security concerns).
  - c. Google Classroom – for instructional needs.
  - d. Google Voice – for 2-way texting, or calling parents or students from a staff member’s personal phone.
  - e. GoGuardian – the “classroom management” software for distance learning
  - f. Software utilized to create DL content.
- Additional training topics included: General creation and delivery of Distance Learning Lessons; identifying and supporting English Learner students; the Social and Emotional needs during Distance Learning; Maintaining vigilance for signs of abuse or neglect during Distance Learning.

### Staff Roles and Responsibilities

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

All staff roles have been altered in response to the pandemic. Teachers have new responsibilities in terms of instructional delivery, aides have been tasked to new support roles, playground supervisors are assisting with meal preparation.

### Supports for Pupils with Unique Needs

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

The district will continue to provide direct services to meet the needs of students with special needs, students in foster care or who are experiencing homelessness or who are English Learners. Direct services will include individual and small group, scheduled appointments for academic, social/emotional supports and Designated Instructional Supports. Indirect support for these students will include consultation between teachers, direct providers, instructional assistants and parents. Outreach with all student groups will be provided by teachers, school psychologists, counselors, social worker, foster/homeless youth liaisons, and administration in connecting with families and students in order to determine what individual needs they have and provide support in meeting those needs. The district has also created a website that will be sent to parents and community partners with a variety of resources and links to outside supports related to academic, technical and social/emotional areas.

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

Description	Total Funds	Contributing
Purchased 800 hotspots to close the digital divide and allow access to DL for all students	\$500,000	Yes
Purchased Chromebooks to ensure every student had a reliable and functional device.	\$284,436	Yes

Description	Total Funds	Contributing
Purchased laptops for every teacher to ensure they had the capability to produce high quality distance learning lessons.	\$180,200	Yes
Other technology supplies, sleeves, cables, monitors, etc.necessary to run virtual lessons and classrooms.	\$41,000	Yes
Network servers, firewalls, and associated hardware to ensure a reliable, safe network.	\$128,000	Yes
Instructional software for use in DL.	\$22,876	Yes
Network software, for safety, security, and reliability.	\$142,820	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.]

OUSD uses a variety of assessments to measure learning. Those include; standardized state tests, norm referenced assessments, curriculum based assessments, and teacher created assessments. These same measures will help teachers quantify learning loss, and guide intervention plans. The schools have a well-practiced team consisting of classroom teachers, service providers, support staff, and administrators who will determine how students should be grouped for interventions, and which students might need individualized interventions.

## 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.]

To address learning loss, OUSD will:

Assess all students during Distance Learning and use the results to structure both virtual and in-person supports and interventions.

Utilize assessment results to modify curriculum (focusing on essential standards only) and changing instructional calendars to allow sufficient time to cover the necessary standards.

Use technology to supplement instruction. For example, the students may be asked to utilize Chromebooks to "catch up" at home through use of online instructional software - iReady, iStation, Monkey Math, etc.

Pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness will be among the first to be assessed and offered interventions in small stable cohort groups.

Use existing intervention and supports embedded in regular school days when students return to in-person learning.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The staff will use rapid cycles of assessment, data analysis, and regrouping students to appropriate interventions. This will ensure that students are always served at their individual zone of proximal development, which in turn, speeds learning gains.

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

Description	Total Funds	Contributing
Utilized funding to pay for instructional staff and support providers; School Nurse, School Psychologist, Counselor, Interventionist, Social & Emotional Learning Coach, English Language Development Interventionist and Speech Therapist. This provides integrated supports to overcome learning barriers and mitigate the learning loss experienced by students.	\$446,282	Yes
Created Site Technology Leader positions to assist colleagues with minor hardware or software questions. This will allow a short turn-around time for fixing issues related to instruction.	\$6,300	Yes
Paid staff for additional work days to train and prepare for meeting both the academic and Social / Emotional needs of students during DL.	\$665,116	Yes

Description	Total Funds	Contributing

## 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.]

The district currently uses a Coordination of Support team process to identify students who are struggling with academic, social/emotional or attendance at school. Teachers refer students for which they have concerns and this team determines what supports are necessary depending upon the concern. During DL, this process will continue to be utilized but will meet weekly at each school. Each team will gather information about students that were referred and then determine who will provide outreach to the student and their parents/guardians. Student support service providers have been identified and their time on campus reallocated to provide this outreach, beyond what the classroom teacher(s) has already tried. The team will continue to meet throughout the year and additional supports, services and referrals to community providers will be made if outreach and/or interventions have not shown to be successful in supporting the learning, engagement or social/emotional needs for students. Outreach efforts will include phone calls, text messages, letters and emails to reach parents. If those efforts are unsuccessful, home visits through community partners will be used to reach parents.

## 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.]

When students have not been actively involved with their classes for three days their parents will be contacted via phone. At that point OUSD will determine what barriers are preventing the child from engaging, and on a case-by-case basis determine how best to overcome those obstacles.

Strategies to re-engage students might include:

Assisting parents with understanding the Distance Learning process.

Offering additional training to parents unfamiliar with Distance Learning hardware or software.  
 Offering live support at a different time.  
 Pointing parents or the student to support materials available on the district web site or elsewhere.  
 Virtual counseling sessions to help the student or parents understand the expectations, grading procedures, and / or graduation requirements.  
 Virtual counseling sessions to support student's Social and Emotional health.  
 Other services deemed necessary and practicable.

## 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.]

Student meals will be distributed in accordance with the Federal Meal Programs guidelines. OUSD operates under Community Eligibility Program rules which allow every student in the system to get free meals regardless of parent income level. When students return for in-person instruction, meals will be served following guidance and recommendations from the Glenn County Department of Health. That may include staggered lunch times, or lunch delivered to students in their classroom. We will use every reasonable precaution possible to keep our students safe.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

# 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
28.20%	\$5,316,086

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of foster youth, English learners, and low income students were considered first in every decision - making process. From the determination of which students needed devices, to which students would be first on the list of small stable cohorts.

The effects of these actions remains to be seen and measured. The district moved ahead with processes and plans presuming that these at-risk groups were the ones which needed the most support, and in - person contact.

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

Due to the COVID-19 pandemic, the focus to support foster youth, English learners, and low-income students has shifted to support distance learning. OUSD's goal is to mitigate learning loss to these students due the the school closures. Because services cannot be offered on campus at this time, significant outreach is being conducted.

1. One-on-one devices have been purchased and deployed as well as internet hotspots to provide connectivity for distance learning. The hotspots were distributed based on requests, and every family in the district was called.
2. Teacher outreach to students not engaged during the day provide daily contact with students and parents. In the event students did not engage for three days, home visits are being conducted by the Director of Student Services and a re-engagement plan is implemented.

3. Extensive staff development was implemented, preparing teaching and support staff for distance learning. Included in those trainings were strategies specific to engaging students in these groups while distance learning.
4. A robust daily schedule was developed to keep students engaged, provide structure to their day off campus, and provide resources to mitigate learning loss.
5. At Risk students, including SPED, English Learners, students in Foster care or Homeless are the groups targeted for in-person supports first.
6. Because of the school closure, food insecurity has effected our most vulnerable students. Nutrition Services has improved and broadened their ability to identify foster youth, English learners, and low-income students to ensure these groups are being offered meals during the school closure. By doing so, we have met their food insecurity needs by providing breakfast, lunch and snacks under the Seamless Summer Option. In some cases, door to door delivery of meals is being conducted. Further, by operating under Seamless Summer Option, OUSD is serving eligible community members under the age of 18. Nutrition Services is also in the process of implementing a CACSP Child and Adult Care Food Program to provide supper as well.
7. Because many of these students and families also have high Social/Emotional Learning needs, the trainings provided strategies for SEL interventions as well.
8. The network was improved to provide optimal function and higher levels of security. This benefits our foster/EL/homeless students significantly as they often only have access to open/unsecure networks.