

# 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.]

The Covid-19 pandemic resulted in the physical closure of schools on March 13, 2020. To address the needs of students and the community, we developed a plan to change our educational delivery model. Our primary concern was to limit the educational impact of physical school closure on students and families. Our district focused on building the capacity of our teachers and staff to support distance learning for our students. We developed supports and services to engage students and families in a connected and supported educational community that would support all students, especially our low income students, English Learners, and Homeless/Foster Youth. On March 18, 2020, Distance Learning started across the district. Paper packets were designed and distributed to families for their children's use. Teachers created digital classrooms. Staff developed lessons using online platforms like Google Classroom and video conferencing. Lessons were both synchronistic and a-synchronistic.

Families reported challenges with having devices to connect to digital classrooms and having internet connections. The district facilitated connecting families with reduced cost internet connections and the distribution of 5400+ devices to students. Professional learning and coaching was provided to teachers and staff around safe and effective Distance Learning. In order to understand the needs of our families, site leaders focused on contacting and connecting with all students. Through this process, surveys, and with the support of our teaching and classified staff we discovered challenges for families. These challenges included: learning new technology, managing student learning at home, managing the hours spent supporting student learning, limited content knowledge, job loss, managing multiple platforms for learning, and the quantity of communication. In order to address these concerns we provided student work schedules, access to a bilingual tech support hotline, parent and guardian educational support for students with special needs, social emotional learning, and tech safety.

# Stakeholder Engagement

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

Stakeholder engagement is a priority of the district. In order to ensure that diverse perspectives were gathered multiple opportunities for engagement with stakeholders were provided. The opportunities for engagement included online and paper surveys, virtual group meetings in Spanish and English, and daytime and evening meetings offered on multiple days. Virtual meetings were designed to be small and were facilitated by district office staff to ensure that all stakeholders who wanted to speak would be able to contribute to the discussion. Notes from all meetings were taken to record the process. Stakeholder feedback shaped the district's work and was shared with the Board of Education. This process resulted in updates to the Board of Education who provided direction for inquiry. Areas investigated in response to stakeholder inquiry were: child supervision, professional learning, grading, pacing guides, common online platforms, common communication platforms, time spent interacting with teachers, devices and connectivity, and services for students most likely to experience learning loss due to Covid-19.

## Stakeholder Meetings:

Staff Work Groups: 180 Classified, certificated and administrators met in Spring 2020 ( May 21 - 29, 2020) to discuss all aspects of our learning plan. ((The groups were comprised of Bargaining unit members from both the Oceanside Unified Teachers Association and Oceanside Chapter of the California School Employees Association. Recommendations from the teams were shared with the Steering Committee and Oceanside Unified School District Board of Education. The workgroups met over a period of four months to coordinate efforts and provide guidance on a recommendations for the the re-entry to schools.))

The committee topics were: Grade Levels - TK-2, 3 - 5, 6 - 8, 9 - 12, CTE, Electives/VAPA, PE, ELD, Student Support/Counseling, Special Education Related Services, Student Supervision, SpEd/State PreSchool, SpEd Elementary, SpEd Secondary, SpEd Adult Transition, Nurses, Nutritional Services, Instruction Technology, Fiscal Services, Human Resources, Maintenance and Operations, Transportation

Parent and Guardian Meetings: 600 participants in small groups met June 17, 18 and 19, 2020

Survey (English and Spanish) to Families on March 22, 2020: 1,975 participants responded. Every school was represented on the survey.

Survey (English and Spanish) to Families on July 22, 2020: 2,215 Family participants responded. Every school was represented on the survey.

Virtual Meetings with Staff and DPAC on July 23 and 24. Over 400 participants.

Board of Education Reports on: April 14, 2020, May 12, 2020, June 9, 2020, June 23, 2020, July 14, 2020, July 21, 2020

Board of Education Hearing: August 4, 2020

Board of Education Adoption of LCP: September 8, 2020

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

Paper surveys in Spanish and English were provided to stakeholders through our engagement with families at our meal distribution locations. The paper surveys were then returned to the meal distribution sites and the information was then tabulated. Small group virtual meetings were held at different times to address stakeholder needs. On-line surveys were distributed to all stakeholders.

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

Families: Parents and guardians expressed a desire for students to return to school as soon as possible. The families shared that safety for students was important. Families had different perspectives about what would be the lowest risk approach to returning students to school. Some families felt that school should resume in face-to-face models no matter what the health guidance. Other families expressed a desire for 100% virtual learning. Other families wanted to have a hybrid as soon as possible. Families expressed a desire for common times for online learning with teachers and aligned platforms for communication and instruction. Families also wanted to be sure that time on screens was not seven hours a day. Using paper and pencil materials in virtual learning was a priority. Services for English Learners and students with special needs was a priority. They wanted tech support and additional instructional support for students with teachers each day. Families expressed appreciation for more time with teachers leading learning with students. Families want grades and attendance taken so they can better monitor their children's progress.

Staff: (Collective Bargaining groups worked collaboratively with the district to identify what was needed to start in-person learning including PPE, professional learning, and procedures for contact tracing) Staff expressed a desire to return to school as soon as it was safe and that all health orders were followed. Staff wanted to be sure that PPE and increased cleaning were in place prior to returning to school with students. Staff requested aligned resources and the opportunity to use projects with students to demonstrate learning. Staff shared that they had increased their knowledge and skills in virtual learning since the Spring and wanted to share with their colleagues what they had learned. Professional learning, access to strong wifi and devices were also priorities for staff. Support for parents and guardians in navigating online learning and devices was shared.

Students: Students expressed the need for devices for all the students in the home so they did not have to share. The students also shared a need to find ways to connect socially with other students virtually. Consistent time for class meetings and face-to-face time with their teachers online were all priorities for students.

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

Stakeholders expressed a need to return to the traditional grading systems that were in place at Elementary and Secondary levels prior to Covid-19. There was a desire for further feedback of student work and on-going personal interactions with students. Therefore, specific guidance on grading and feedback to students is part of our instructional program. Stakeholders wanted to have in person instruction as

much as possible and increased safety procedures to reduce risk to the health of staff and students. Specific PPE, student grouping, and protocols for addressing students and staff who may become sick were included. Identified lower risk activities in classrooms were identified to replace higher risk activities. The need to provide a 100% virtual classroom program for families was brought forward. We have plans for a 100% virtual classroom environment for those families who request it. When virtual learning is in place parents want a consistent schedule of learning opportunities for their children with daily face-to-face interaction with teachers and peers. OUSD has plans for a hybrid return to school and a 100% in person learning with safety procedures in place for staff, students, and community.

## 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 first priority is to have students back at school as much as possible while still following safety guidelines. In order to do this we have a hybrid model of in person instruction that reduces class sizes to increase physical distancing for students. In this model increased cleaning, hand washing, sanitizing, and face coverings would be used. This model has 50% of students attending school each school day with their classroom teacher. In this model, students would participate in instructional activities with their teacher each day either in person or via virtual learning. Students who are at greater risk for experiencing learning loss would have small group instruction with teachers and paraprofessionals to support their learning in the afternoons after core instruction. In the 100% return model, students would all be on campus at the same time. Class sizes would range from 24 to 38 students inside and be larger in outdoor areas. In this model increased cleaning, hand washing, sanitizing, and face coverings would be in place, but social distancing would not be as large as in the hybrid model. If advised by health officials full return to school will occur within ten business days of the clearance to return to in-person instruction.

All workgroups focused on providing lower risk classroom-based instruction. Increased cleaning, hand washing, staff and student learning about Covid-19, the use of PPE for staff, and modification of the physical school setting were all discussed to ensure that students would be able to return to school as soon as health orders allowed. Students who have been traditionally underserved such as our English Learners, students living with foster families, students experiencing homelessness, students with economic challenges, and students with special needs will be evaluated individually to identify key actions to accelerate their learning and build skills to ensure future academic success. Additional instructional time and extended virtual learning opportunities were offered in the Summer of 2020 for students with special needs, migrant education, English Learners and students who are deficient graduation credits. To further support the SEL needs of students SEL lessons were designed by counselors and additional staff for implementation this Fall. Counselors will present these lessons to students at the Elementary level and this will be provided to students at the secondary level through their Advisory classes. Books were bought with a SEL focus for school sites that will be used to enhance the SEL lessons presented within the classroom.

In all our instructional models rigorous standards for instruction, effective pedagogy, planning, assessment, and feedback will be provided to students and families regularly. Students who have or are at greater risk for experiencing learning loss would be provided with supports such as online learning platforms, additional time for instruction, and targeted supports for learning. These supports would be implemented after assessment of students' learning.

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

Description	Total Funds	Contributing
Common assessment tools to identify areas of instructional need.	\$238, 500	Yes
Intersession Instruction to support secondary students with course completion.	\$150,000	Yes
On-line intervention curriculum to support areas of instructional need.	\$444,000	Yes
Materials to support social-emotional learning.	\$126,000	Yes
PPE	\$233,561	Yes
Cleaning	\$44,000	Yes
Sanitization Supplies	\$326,195	Yes
Instructional supplies for students	\$1,036,974	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.]

Oceanside Unified School District will provide a full curriculum to students, including courses in English Language Arts, Math, Science, Social Science, English Language Development, World Languages, Physical Education, CTE and Visual/Performing Arts taught by fully credentialed teachers in the subjects that they are teaching. Books, workbooks, tangible materials and online instructional resources will be provided to students to use during virtual and in-person instruction. Student grouping will be consistent during transitions between in-person instruction and virtual learning. Daily monitoring of all student log-ins for face-to-face meetings will be used to ascertain the needs of students. If students are not logging in our plan for ensuring and providing tech support includes a call-in phone number in English and Spanish for tech support and providing devices and connectivity to students who need them. In order to reach students who have not connected, our administrators and support staff are doing personal calls to families to check on their needs. If unable to connect with families through phone calls, home visits will be conducted to support those families who may not have access to devices and connectivity.

### **Access to Devices and Connectivity**

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

The district will identify students who need devices and distribute devices to support all students in the household. Students who do not have connectivity will be supported in identifying low cost or free services for connecting to the internet by district personnel.

### **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.]

Oceanside Unified School District believes that the time spent in face-to-face interaction between teachers, students, and their peers is essential to the educational and social emotional development of children. Teachers will provide daily face-to-face interaction with students via virtual contacts. Face-to-face interaction will be a part of all lessons for students. Attendance will be taken by teachers during this face-to-face instruction. Small group and one-on-one work with teachers face-to-face will also be used to assess pupil progress. Time in virtual contact with teachers will count towards the instructional minutes required by law at each grade level. Students also need the opportunity to practice skills on their own. Students need time away from screens working on paper and pencil assignments, reviewing materials, and studying. Time students spend working on assigned work from the teacher will count towards the instructional minutes. Teachers may assign and communicate to students an estimated time value for each assignment and activity to measure pupil participation. Grades and feedback will be measured by the quality of student work.

## 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.]

All staff will be provided with professional learning on key instructional methods that support virtual learning. The use of virtual and face-to-face learning methods for maximizing student learning will be shared with teachers, administrators and paraprofessionals. The district will provide online, self paced, and on-demand professional learning to staff. Teacher leaders at each school site will support teachers in the use of technology. District pacing guides will support the development of virtual instruction for students. By request tech support will be provided for staff and families in Spanish and English via telephone and email request. Hardware support will be provided via a drop off system.

## Staff Roles and Responsibilities

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

Staff will take on new roles and responsibilities to support student success. This includes providing online lessons, assessing students virtually, developing online classroom websites, to support virtual learning. Staff will meet virtually with students and peers online, in whole group, small group, and individually to provide instruction to students, especially students who may experience learning loss as a result of Covid-19. Staff that support students and cannot provide services virtually will be assigned work that can be performed to support students in light of Covid-19 school settings.

## 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.]

Pupils with unique needs, including English learners, pupils with special needs, pupils in foster care, and pupils who are experiencing homelessness will be served by fully credentialed teachers in the general education classroom to the greatest extent possible using modifications and accommodations to support learning. Additional certificated personnel including virtual learning support teachers will provide additional small group support for students in virtual learning. Instructional resources developed for virtual learning will be evaluated by certificated staff to provide modifications and accommodations to ensure that students have supports for success. English learners will receive designated and integrated English Language Development lessons daily.

As we transitioned to virtual learning, our students in foster care and those experiencing homelessness were the first students we contacted to ensure they had a device, wifi connectivity, directions on how to get food, and understanding of how to access their classes. Additionally, as we opened Expanded Enrichment programs, to serve small groups of at-promise students, our students in foster care and those experiencing homelessness were the first to be offered spots in these daylong enrichment programs.

Specific Actions to Support Students with Unique Learning Needs:

Training will be provided for teachers instructing ELD, students with special needs, and reading and math intervention in a virtual setting. The training will provide support for core content as well as address specific instructional practices. Training is developed and provided by vendors of core adoption materials.



To ensure access to instruction for all students in the virtual environment, additional devices are required. A lease option with a 3-year refresh will support 1:1 devices for students in grades K-12. Each student having their individual device will ensure access to instruction should we need to pivot from an in-person to virtual learning environment with no interruption in instruction.

Six teachers are providing virtual support for students between the hours of 1:00 - 7:30pm. The support is for drop-in assistance in core subject matter or instruction by appointment for any student and family needing help. The after school hours option ensures working families have access to a teacher later in the day. Two of the teachers have math credentials which is a core content area where students have shown learning loss.

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

Description	Total Funds	Contributing
Call in tech support personnel (Spanish and English Speakers)	\$120,000 Estimated	Yes
Professional Learning	\$100,000 Estimated	Yes
Online Learning Platforms (Google Classroom/SeeSaw)	\$14,600	Yes
Devices	\$1,646,642.28	Yes
Virtual Learning Support Teachers	\$575,000	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.]

Oceanside Unified School District is dedicated to addressing potential learning loss experienced by students due to Covid-19. In order to best address students needs, assessments of students skills in English language arts, English language development, math and social emotional competency will be conducted at the start of the school year and periodically over the school year. Assessment results will be shared with students and families with an emphasis on a strengths based approach. Areas of growth will also be identified. Instructional staff will use the results of the assessments to design instruction that improves students' skills and to guide instruction. All students will receive instruction at grade level and supports that increase to meet their needs as identified by assessments and teacher evaluation. The following assessments have been identified to be used in Oceanside Unified to evaluate pupil learning loss.

iReady provides student assessments in English Language Arts and Math for students in grades K-8.

Panorama provides student assessments in the areas of social emotional competencies.

Teacher assessments provide teachers with formative assessment data that helps to guide instruction.

SEL self-assessments

Attendance

Grades

## 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.]

English Learners will have intersession opportunities for increased instruction to build skills and access core content through specially designed instructional supports. Intervention teachers/virtual learning support teachers will be assigned particular students to provide additional instruction and support to students. Low-income students will be provided with support in accessing wifi, connectivity, materials for learning and differentiated instruction that accelerates their progress.

To determine the specific areas of potential learning loss English language learners will be assessed using a universal screener for both academic and social emotional needs. The assessment data will be analyzed by the site instructional team and specific skills will be targeted to support from both the classroom teacher and intervention teachers. Students will be monitored over time and individual learning plans will be developed to support on-going intervention.

Children in foster care and pupils experiencing homelessness will have targeted outreach to them by employees to identify and address needs that impact accessing learning. This includes referrals to community supports, mental health supports, and increased access to

instructional supports. Students with exceptional needs will receive specialized instruction from certificated Education Specialists, modifications and accommodations to access instruction, virtual therapies, and intersessions as defined in their individual education plan.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of services and supports provided to address learning loss will be evaluated using multiple measures. Performance on common assessments over time will be one way to evaluate the effectiveness of the supports. Engagement rates and number of hours of services provided and used will be another measure of effectiveness. Student grades, attendance and teacher evaluation of student progress will also be used to evaluate the effectiveness of services and supports to students. Adjustments to services and supports will occur as identified to improve supports to students.

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

Description	Total Funds	Contributing
IReady provides student assessments in English Language Arts and Math for students in grades K-12.	\$350,000	Yes
Panorama provides student assessments in the areas of social emotional competencies.	\$35,000 annually estimated	Yes
Assessment and data review professional development.	\$150,000 Estimated	Yes
Intersession/Summer School	\$150,000 Estimated	Yes
Secondary Expanded Learning Centers	\$600,000	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.]

In 2020-21, Oceanside Unified School District is projecting it will receive monies based on the enrollment of foster youth, English learner, and low-income students. Oceanside Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Oceanside Unified School District plans to spend these monies on actions to meet this requirement.

**Panorama Social Emotional Learning Platform:** The Panorama platform will enable educators, administrators, counselors, and staff to use a universal screener to support Oceanside USD's CASEL-aligned framework across K-8 schools. The program will allow us to gather feedback on SEL topics that address: students' perceptions of their social-emotional skills; the school and classroom environment; and teachers' perceptions of their students' SEL skills. Additionally, we will be able to explore data and trends at the district, school, classroom, and individual student level.

**Contacted, Connected and Wellness Process:** Through daily classroom and school-level checks, district and school administration will support contacting and connecting with every student to ensure engagement and success. Through targeted, daily data collection of contacts with the support of teachers and staff, admin will use targeted outreach to address barriers to connecting to online learning experienced by families.

**Counseling:** Tele-counseling, delivery of social emotional guidance lessons, advisory/homeroom practices focused on morning meetings and community building circles, will all be components of our OUSD TK-12 counseling approach. Additionally, our partnerships with Palomar Family Counseling, Vista Community Clinic and their support of Licensed Clinical Social Workers and Wellness Together Mental Health Specialists - both of whom provide Cognitive Behavioral Therapy - will enable OUSD schools to respond to student mental health and social emotional needs through a tiered and targeted approach.

Professional learning about our Panorama Social Emotional Learning Platform will be provided to all certificated staff. Consultation and support of mental health providers is available to students by request of parents, administrators, and teachers. Staff is also given access to mental health services for themselves through their district funded health providers.

## **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.]

**Contacted, Connected and Wellness Process:** Through daily classroom and school-level checks, district and school administration will support contacting and connecting with every student to ensure engagement and success. Through targeted, daily data collection of contacts with the support of teachers and staff, admin will use targeted outreach to address barriers to connecting to online learning experienced by families. While OUSD will utilize the Aeries Student Information System to track and monitor daily attendance, we will also employ the support of administrators, mentors, School Community Advisors and other bilingual office support staff, as well as mental health and counseling partners to support in outreach to families who are either not consistently (daily) connecting to online learning and virtual classrooms; or those who have disconnected broadly. Our efforts will be daily and debriefed weekly in order to provide a filtered and targeted support model for those families and students who are experiencing barriers to connecting.

**Counseling:** Tele-counseling, delivery of social emotional guidance lessons, advisory/homeroom practices focused on morning meetings and community building circles, will all be components of our OUSD TK-12 counseling approach. Additionally, our partnerships with Palomar Family Counseling, Vista Community Clinic and their support of Licensed Clinical Social Workers and Wellness Together Mental Health Specialists - both of whom provide Cognitive Behavioral Therapy - will enable OUSD schools to respond to student mental health and social emotional needs through a tiered and targeted approach.

OUSD has a tiered system to engage/re-engage students during distance learning. Ensuring students have a device and connectivity is the first step in the process. School Community Advisors and teachers make personal connection with families to determine if the lack of engagement is due to connectivity concerns. On-going monitoring of engagement includes participation in face-to-face instruction, completion of assignments and assessments, and communication with families to support a student's needs while learning at home. Personal connections are the key to ensuring students re-engage in the learning process. For those students who need encouragement to continue in the virtual learning model, a Family Engagement Study team is convened. The team strives to: work to build a partnership with the family, document current challenges for the family, provide services to overcome challenges, set goals for engagement with the student and family, offer strategies to support continued engagement, meet regularly to celebrate successes. The team is comprised of: Administration from site, Student Services team, Support Providers and the Family.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Morning food and lunch for students participating in-person both hybrid and full onsite will be modified to a partial outside, partial in-classroom model to avoid large groupings and mixing of students. Classes/Grades designated for outside eating will be escorted to the lunch

tables or other areas of the campus to be seated in designated locations to keep 6 feet of distance between cohort groups. Classes/Grades designated for inside eating will eat in their classrooms. Students will eat for 30 minutes while their teacher is given a 30-minute duty free lunch. Campus Aides and neighboring teachers not at lunch, if any, will provide supervision in those classrooms where teachers are at lunch.

## FOOD SERVICE

General Procedures: The following general procedures will apply to all meal periods

Child Nutrition Services employees serving food to students will wear a face shield.

Social distancing markers will be positioned along the wait line area and students will be expected to socially distance while in line.

Students are expected to wear facial coverings over their nose and mouth while waiting in line and obtaining their meal. They can remove their facial covering while they are eating.

Students must use hand sanitizer before entering the cafeteria or upon approaching the mobile cart serving line.

Salad bar and stainless tables will be removed from the cafeteria to provide more space for queuing with social distance.

All meals will be pre-plated or prepackaged. There will be no salad bars or share tables. All condiments will be in individual packages or packets.

PIN entry pads will be removed and cashiers will enter student numbers into the POS system.

Child Nutrition Services employees will sanitize all contact services in the wait line before and after each meal period.

Campus Aides and/or Custodians will clean and sanitize lunch tables before the first meal period and after each meal period.

## Before School Breakfast

Students participating in the before school breakfast program will be allowed into the campus to go to the cafeteria prior to the entry time for other students. They will be temperature and symptom checked by staff before being served. Students with a temperature greater than 100.0F or any symptoms will be sent to the Health Office for additional appraisal. Students at schools offering a second chance breakfast at recess will be released from their classroom to obtain their meal and return to the classroom or other location where their class is located at that time.

## Lunch for in-person learning

Lunch will be modified to a partial outside, partial in-classroom model to avoid large groupings and mixing of students. Classes/Grades designated for outside eating will be escorted to the lunch tables or other areas of the campus to be seated in designated locations to keep 6 feet of distance between cohort groups. Classes/Grades designated for inside eating will eat in their classrooms. Students will eat for 30 minutes while their teacher is given a 30-minute duty free lunch. Campus Aides and neighboring teachers not at lunch, if any, will provide supervision in those classrooms where teachers are at lunch. Students in the Child Nutrition Program will be released to obtain their meal on a staggered, by classroom schedule.

## Meals for Virtual Learning

Students participating in the distance learning program may be provided breakfast and/or lunch in accordance with their eligibility. These meals will be available at a designated school for pickup during a specific timeframe.

## 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
17.69%	\$24,795,222

## 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.]

In order to meet the needs of our English Learners, foster youth and low-income students a variety of actions were taken. OUSD provided training for Secondary Designated and Intervention ELD teachers about a multi-sensory approach to teaching reading. EL Services were evaluated using an "ELD Standards Checklist" to capture a snapshot of EL Services provided during distance learning. Virtual DELAC and DPAC meetings took place to gather feedback from families. Professional learning and resources were available online for staff and families to support the English Language Development of our students. Internet devices were prioritized for distribution to our English learners, foster youth and low-income students. Foster Youth (approximately 40 students) were contacted individually by Site Coordinators upon school closure to ensure they had a device. 100% of Foster Youth were contacted and provided with a device if requested. Foster Youth who did not have internet access, were provided with regular distribution of work packets, delivered to their homes. We provided service referrals, meal services, and other resource vouchers to Foster Youth and Low Income Students. We also continued with food service, distributing EBT cards, and providing access to food banks and careful monitoring of students through individual check-ins with students.

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

Identified expenditures that will support students with unique learning needs include:

Call in Tech Support Personnel (Spanish and English Speakers);

Staff members are on-call for phone in support to families and students needing assistance with technology and connectivity concerns.

Common Assessments:

iReady will be used to determine initial proficiency levels in Math and English at grades 1-12 and ESGi will be used for the Kindergarten grade level. A plan for students academic and SEL needs will be developed through the use of Panorama software that will pull multiple datasources to create a viable plan of support for students. In addition MAPS testing will be used to support the extended academic needs of students at the Secondary level.

Intersession:

Expanded Academic Learning Centers will provide access to core curriculum support for secondary students. Twenty-two certificated substitute teachers will be available for 6 hours a day offering in-person learning opportunities. Students will be recommended based on need as indicated by common assessments. Space will be limited in accordance with health and safety guidelines. Priority will be give to our students who are foster youth, English learners, and low-income. Virtual learning teachers will be assigned to foster youth, English learners, and low-income students in grades K-12 to provide additional support in meeting identified areas of learning loss. All actions are designed to meet the needs of foster youth, English learners, and low-income students first, and will be evaluated for effectiveness in meeting the academic goals for at promise students.

Online Intervention Curriculum:



Student who upon receiving initial assessment in grades 1-8 through iReady then are provided a comprehensive curriculum support that provides teachers with a specific guide to support the learning needs of students. At the secondary level students have access to online learning through APEX. Students have access to remediate courses, receive tutoring in course content where they have difficulty and are assessed and provided tutorial sessions to strengthen their academic needs in order to support the needs of students who have fallen behind in meeting grade level requirements.

#### Academic Universal Screener

In order to assess learning loss and to create a plan of support to place students back on track we will use the assessments of iReady to determine initial proficiency levels in Math and English at grades 1-12. Curriculum can be assigned based on assessment results or the teacher to support skill and concept development. The on-going assessment and monitoring of student achievement on assigned lessons will inform both the teacher and family as to the student's progress.

#### Social Emotional Universal Screener

A plan for students' academic and SEL needs will be developed through the use of Panorama software that will pull multiple data sources to create a viable plan of support. An individualized learning plan will be created through the Panorama dashboard.

#### Assessment and Data Professional Learning

Support for teachers instructing ELD, students with special needs, and reading and math intervention in a virtual setting will be provided. Core content as well as specific instructional practices will be addressed. Training is developed and provided by vendors of core adoption materials.

#### Intersession Summer School

Students will engage in secondary credit recovery opportunities offered both during the school year and during the summer to remediate credits for students. This will help to mitigate learning loss and lower the rate at which a student would fall from graduating with their class. analysis of data. School sites will receive 3 customized trainings from each vendor annually.

#### Secondary Expanded Learning Centers

The centers will provide access to core curriculum support for secondary students. Twenty-two certificated substitute teachers will be available for 6 hours a day offering in-person learning opportunities. Students will be recommended based on need as indicated by common assessments. Space will be limited in accordance with health and safety guidelines. Priority will be given to our students who are homeless or foster youth, English language learners ,and/or students with disabilities.

#### Materials to Support Social Emotional Learning:

To support students who need Social Emotional Learning we are using Panorama a program that provides us with an individual learning plan that supports the SEL needs of students. In addition students receive information through site leaders who use Project Wisdom to provide students with motivating exercises and words of encouragement that enhance the SEL lessons created for students.

#### Student Supplies for At Home Learning:

In order to ensure that students have successful experiences while engaging virtually we have provided students with essential learning materials that they will need to further engage in the curriculum or learning experiences successfully. This includes additional devices for students, writing materials, art supplies and additional materials needed by content.