

# Learning Continuity and Attendance Plan *DRAFT*

*District Advisory Committee  
8/26/20*

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*Executive Director Accountability, Equity and School Support*



# Senate Bill 98

On June 29, 2020, Governor Newsom signed Senate Bill 98 in to law.

Includes requirements for distance learning and in-person instruction for 20 - 21 school year, postponed the 2020- 2023 Local Control and Accountability Plan (LCAP) and created a document for the 2020 - 2021 school year called the Learning Continuity and Attendance Plan (LCP).

# Overview

This plan (LCP) after Board approval is due by 9/30/20 to Orange County Department of Education

Components of the plan:

- General Information
  - Stakeholder Engagement
  - In-person Instructional Offerings
  - Distance Learning Plan
  - Pupil Learning Loss
  - Mental Health and SEL/Wellbeing
  - Pupil Engagement and Outreach
  - School Nutrition
  - Increased and Improved Services for English Learners, Low Income and Foster Youth
- 3 • Budget for Actions in plan



# Timeline to Completion

8/26/20 Share components of draft plan with District Advisory Committee

8/27/20 Share components of draft plan with District English Learners Advisory Committee

9/4/20 Post draft plan on website and invite community feedback

9/10/20 Hold public hearing for Learning Continuity and Attendance Plan

9/24/20 *Potential* Board adoption of Learning Continuity and Attendance Plan

9/25/20 Submit approved Learning Continuity and Attendance Plan to OCDE (pending Board approval)

9/25/20 Post Approved Learning Continuity and Attendance Plan on OUSD website (pending Board approval)

# General Information

- ▶ Overview of district demographics
- ▶ Summary of emergency distance learning in Spring
- ▶ Impact of COVID 19 on communities
- ▶ Summary of plans for instruction for Fall



# Stakeholder Engagement

## Surveys:

### \*Parents/guardians

1. Feedback on Spring distance learning
2. Input on preparation for new year
3. Desire for children's learning environment for new year
4. Messages sent to remind to take survey

### \*Staff and student survey

1. Feedback on spring distance learning and input on planning for new school year.

## Committee input:

\*Reimagining Schools Committee (40 members)

\*Principals

\*Educational Services

\*District Advisory Committee

\*District English Learners Advisory Committee

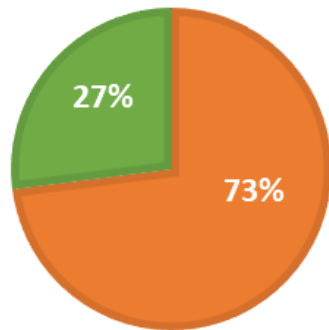


Elementary School Phase II Instructional Model  
Commitment/ Fase II Modelo de Instrucción  
Compromiso de Escuelas Primaria

Powerpoint Presentation Explaining the Facility Reopening Plans and Instructional Models:  
[https://docs.google.com/file/d/1eTxRiYIDBSWwIwCd\\_wXQh9RYF54jUj/edit?usp=doclist\\_api&filetype=mspresentation](https://docs.google.com/file/d/1eTxRiYIDBSWwIwCd_wXQh9RYF54jUj/edit?usp=doclist_api&filetype=mspresentation)

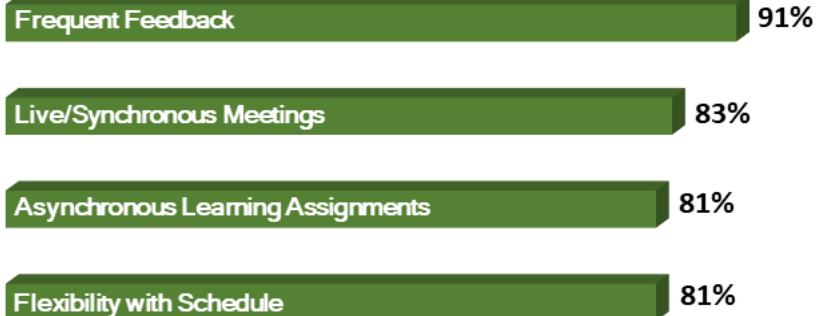
## PARENT SURVEY: PREFERENCE FOR LEARNING IN THE FALL (8401 RESPONSES)

■ In-Person Learning ■ Distance Learning



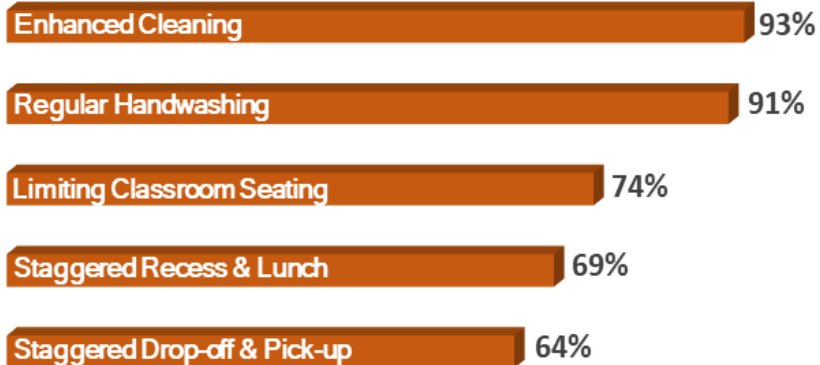
*Input from  
surveys:*

### Percent of Families who Found these Aspects of Distance Learning Important

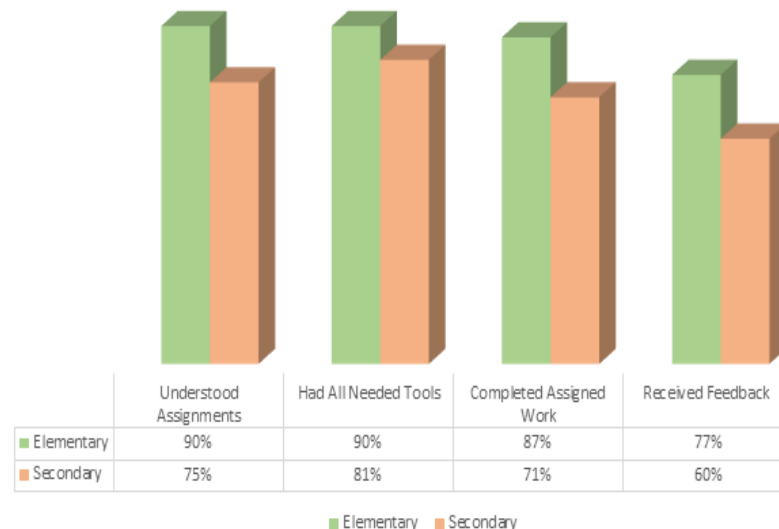




## Percent of Families Finding these Health & Safety Precautions Important

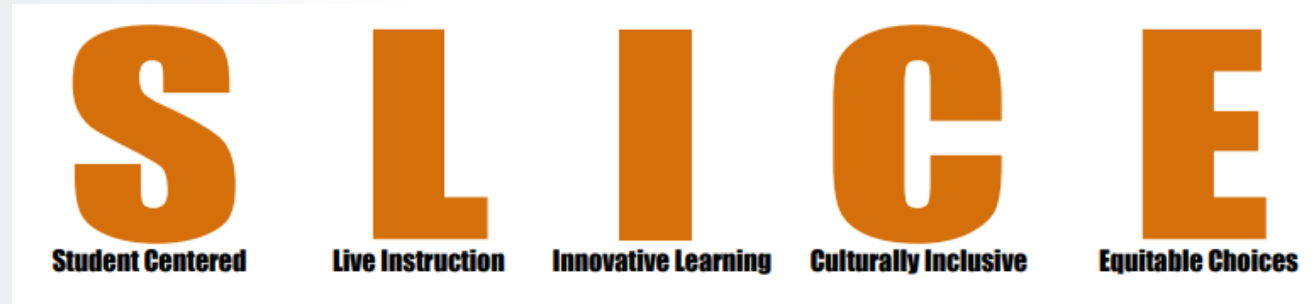


## Student Feedback on Distance Learning





# Orange Unified Instructional Programming for All Phases



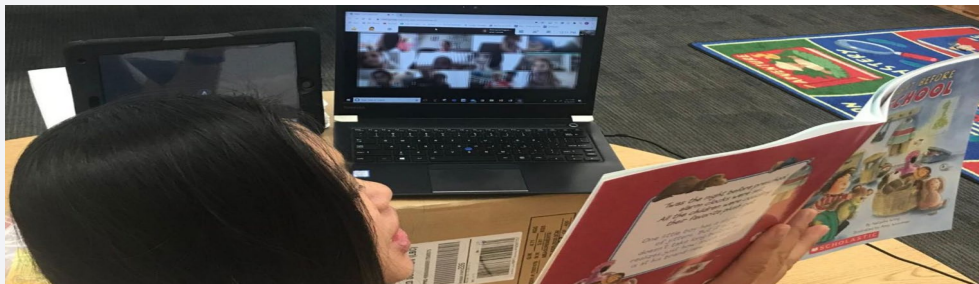
# In-person Instructional Offerings

- ▶ OUSD has developed an in-person instructional model which includes multiple options: **full day, blended and distance learning with live instruction.**
- ▶ Elementary classes will offer **three options** : full day, half day (AM or PM) and continue distance learning all options are **five days a week** . Master schedules will include staggered pick up, drop off, recess, and lunch and instructional blocks for daily student in person classroom-based learning with a certificated teacher and instructional support staff.
- ▶ The number of days per week for middle school and high school students will depend on how many families choose to return to in-person instruction. **Trimesters (middle school) and quarters (high school)** will be split in half, with **students taking half their course load at a time** .
- ▶ Secondary schedules to **maximize student in-person seat time while minimizing student transitions.** Secondary 4 SLICE and 3 SLICE Blocks to assist with students to have **more frequent interactions with the secondary teachers** (with fewer transitions). This will give the ability to pivot back to a normal school day once we enter phase 3.
- ▶ **Independent tasks provided to extend in-person learning** to be completed at home or in an after school program in order to fulfill the minimum daily instructional minutes.
- ▶ **Schedules prioritize English Language Arts/ELD and Mathematics and include Wellness and time for collaboration.**
- ▶ **Provide personal protective equipment, plexiglass barriers, signage on campuses and physical distancing instituted in all spaces.**
- ▶ **Increase frequency of cleaning and provide ample sanitation supplies.**
- ▶ **Provide additional hours for employees to support safety guidelines (sanitation and supervision).**



# Distance Learning Plan

- ▶ Utilize core standards aligned adopted materials
- ▶ **Daily live instruction and interaction** with teacher and peers
- ▶ Personalized **tutoring** supports for students
- ▶ **Access to technology** for any student in need (laptops and hotspots)
- ▶ Additional **supports for students** with unique needs, i.e., Homeless, Foster Youth, Students with Disabilities
- ▶ Weekly **engagement record** for all students (begins August 31st)
- ▶ **Regular feedback** and **formative assessments** during synchronous instructional minutes
- ▶ Consistent **checking for understanding**
- ▶ **Regular communication** between teacher and student/family
- ▶ Continued **ASES** participation via virtual platform
- ▶ Continued **professional development** for staff
- ▶ **CARES** being offered at 14 sites to support families that are essential workers by supervising their child's distance learning time.



# Pupil Learning Loss



- OUSD will assess Pupil Learning Loss in three different ways: formal, informal and anecdotally. Some assessments can be compared to assessment results from the previous year to identify the students with the most significant learning loss
- **Formal** diagnostic assessments such as Reading Inventory, Math Inventory, I-Ready, Curriculum Assessments, ELPAC scores (when available)
- **Informal** Assessments include parent and teacher surveys, mental health check-ins, and quick writes
- **Anecdotal** Assessments can be noticed via student behavior, quality of student work, and student affect

# Pupil Learning Loss

## Strategies To Address Learning Loss:

- Purchase diagnostic software
- Purchase learning acceleration software
- Small group instruction provided with the teacher focused on prerequisite skills and grade level standards
- Coaching - independent work support provided by leveraging support staff throughout the district
- Provide online tutoring services for all students
- Utilize expanded learning programs (CARES and ASES) as a resource that not only complement academic skill-building, but more importantly, specialize in building positive relationships with students and their families.



# Mental Health and Social Emotional Wellbeing

- ▶ Social Emotional Learning online program for K12 teachers to implement in classrooms
- ▶ Virtual counseling available for middle and high school students
- ▶ Google Classroom sites available for elementary students and parents to reach out to counselors
- ▶ Additional professional development for all school counselors
- ▶ Multiple resources accessible through Google Classrooms, school and district websites, and school counseling social media





# Pupil Engagement and Outreach

- ▶ Tiered re-engagement strategies for students absent >3 days from distance learning
- ▶ Identify barriers and challenges facing students and family
- ▶ School Student Study Team will develop interventions
- ▶ Student Community Services (SCS) and other support staff will review attendance and provide support as needed
- ▶ Regular contact between teachers and parents/guardians
- ▶ School/district nurses address medical issues that may prevent student engagement
- ▶ Language Assessment Center and English Learner Instructional Specialists will provide targeted support for English Language Learners with special attention to our newcomers.





# School Nutrition



- Nutritious school meals protect our most vulnerable students from going hungry
- When the schools closed in March our district transitioned from serving breakfast and lunch at schools to delivering grab and go meals in our most high need neighborhoods. Over 225,000 meals were served.
- Transportation worked collaboratively with Nutrition Services to deliver food while following COVID guidelines.
- To ensure that our community is informed we use a variety of communication methods to deliver the news of meal distributions such as social media, newsletters via email, and district/school websites.
- Currently- Our breakfast & lunch take home packs are available and being distributed at 40 sites. Parents may pick up meals without their children present but must present ID cards so student eligibility is accounted for. Roughly 20,000 meals are distributed every week.
- When students return to campus, Nutrition Services will serve prepackaged meals for students.
- Students are to eat lunch in designated lunch areas outside of the classroom and mealtimes are staggered to allow for cleaning between meal services and will be serving students in smaller groups.

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



- English Learner Proficiency Progress English Learner Advisors will examine the English Learner data for all English Learners at their site. Through data analysis teachers can develop a comprehensive plan to assist English Learner students with learning gaps that may have occurred during distance learning.
- Students will be assessed for learning loss using metrics such as reading lexile, DIBELS, and curriculum embedded assessments in all subject areas.
- Instructional support in reading and math will be achieved by providing students with small group instruction based on the results of their assessments. Students will be supported with tutoring opportunities, extended day lessons and extended school year offerings.
- Foster Youth, English learners and low-income students that are in need of internet hot spots and devices such as laptops have access to these through the district. School sites have created technology support teams to assist both students and parents to navigate the learning management systems.
- Parent education opportunities to support online learning at home.
- Instructional specialists provide ongoing support to teachers to target the unique needs of our English Learners, Low Income and Foster Youth students throughout the year.



# COVID 19 Relief Funds

## SB 117

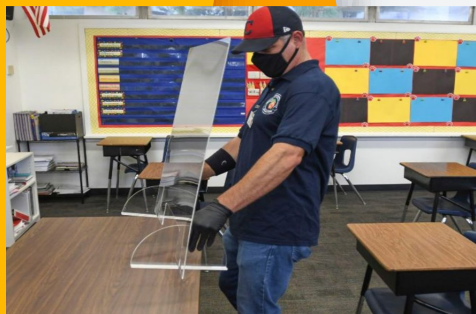
- State Funding for COVID 19 Response
- \$421,084

## ESSER (Elementary and Secondary School Emergency Response)

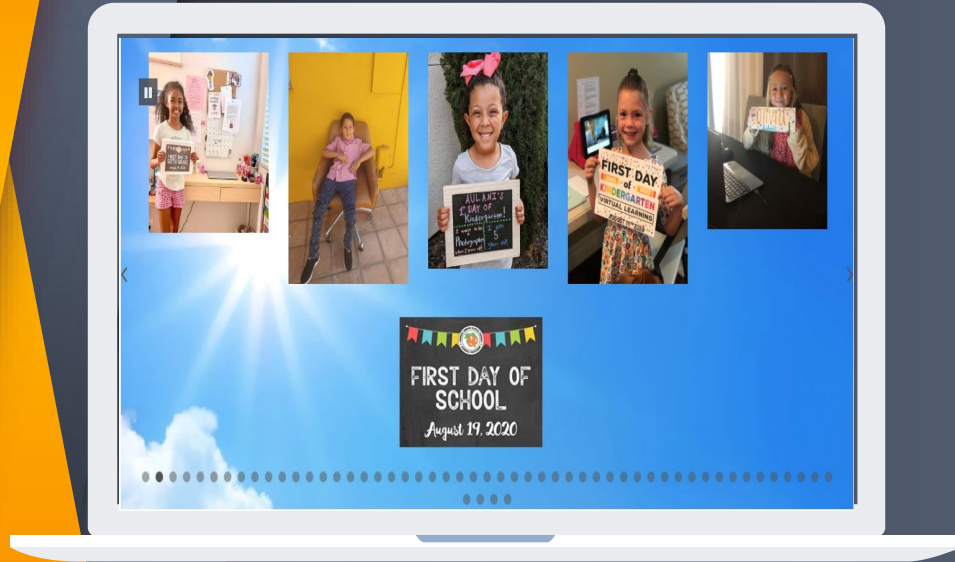
- Federal Funding - part of the CARES Act
- \$4,243,690
- District application has been submitted

## LLMF (Learning Loss Mitigation Funds)

- State and Federal Funding - part of the CARES Act
- \$16,547,517
- District application has been submitted
- Contingent upon the adoption of the Continuity and Attendance Plan



<https://seattle.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?SectionId=1986929&DefId=104168>



# Thank you!

Any Questions or Input?

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