

# 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 Orcutt Academy is a public charter school that is chartered and operated by the Board of Trustees of the Orcutt Union School District, which is located in an unincorporated area of Santa Barbara County, just south of the city of Santa Maria. The Orcutt Academy operates under its own distinct County/District/School (CDS) number and designated charter number (#967). Students take the same statewide assessments and the school is subject to the same accountability measures as other public schools and districts, and the Orcutt Academy functions very much as an Orcutt Union School District school.

The Orcutt Academy includes classroom-based learning on two separate campuses, Orcutt Academy High School (OAHS) (grades 9-12) in Old Orcutt and the Orcutt Academy TK-8 campus (OAK-8) in Los Alamos, and an independent study program (non-classroom-based) in a third location, Orcutt Academy Independent Study (OAIS) in Casmalia. The school currently has 641 students enrolled at OAHS, 140 at OAK-8, and 118 at OAIS for a total of 899 students overall. In 2019-2020, the school's ethnic make-up was as follows: 49.6% White, 38.5% Hispanic, 3.7% Filipino, 1.3% American Indian or Alaskan Native, 1.1% Black or African American, 4.7% other groups, and 1.1% declined to state.

The learning plan articulated here is informed by the impacts our school, school district, and community have experienced from the COVID-19 pandemic and by our takeaways from a first run at distance learning this past spring. Key lessons from the spring include the following:

- Professional development for teachers, administrators, and support staff is integral for quality distance learning
- Equity needs to be addressed through equal access to technology, the internet, and school materials (virtual and tangible)
- Family situations during COVID-19 vary dramatically, and parents/guardians and families need a range of options within distance learning
- The focus for instruction from August 2020 on needs to be on acceleration, not remediation
- Screen time during distance learning needs to be monitored and students need to participate in a balance of online and textbook/print activities

- Parents/guardians need not just abundant communication from their children's school and teacher(s), but training in how to support their children in distance learning

With the experiences and insights gained from the spring, educators at the Orcutt Academy and the Orcutt Union School District are well positioned to present an improved, more engaging program of distance learning in 2020-2021.

## Stakeholder Engagement

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

The following stakeholder engagement activities were accomplished in association with the development of this plan:

August 24, 2020: A meeting was held via Zoom with representatives of the District English Learner Advisory Council.

August 26, 2020: A meeting was held via Zoom with representative members of the California School Employees Association

August 26, 2020: A meeting was held via Zoom with representative members of the Orcutt Educators Association. August 26, 2020: A special Orcutt Academy School Advisory Council (SAC) meeting was conducted via Zoom to review the plan and solicit input. The group includes administrators, teachers, Classified employees, parents/guardians, and high school students. An open invitation to the meeting was issued, and 28 people participated, including teachers, administrators, parents/guardians, and OAHS students.

August 26, 2020: A draft of the plan was shared with leaders of the Orcutt Educators Association and discussed at a Zoom meeting.

August 26, 2020: A draft of the plan and accompanying overview was distributed to all staff at all three campuses by email. Staff were invited to contribute input.

The following groups were consulted: teachers, administrators, Classified employees, parent/guardians, and students. Translation services were available for parents/students who speak a language other than English.

The plan was presented in a public hearing at the School Board Meeting on September 9, 2020. Stakeholder engagement was considered before finalizing the plan by evaluating how the input would support our students in a distance/hybrid teaching model.

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

Information about the Orcutt Academy School Advisory Council meeting was disseminated via Parent Square email post in English and Spanish. Details for attending the Zoom meeting were included. All attendees, including non-SAC members, were invited to ask questions and solicit input. Attendees also were invited to submit input by email

Concerns and input from stakeholders included the following:

District English Learner Advisory Council:

- Some parents/guardians said they hope students would be able to continue using the technology devices provided by the district when students return to a hybrid model.

California School Employees Association:

- Teachers who provide evening support should learn common questions so they can be ready.
- School counselors' web pages should be included in school newsletter.
- Meal information as well as information on local offerings for reduced-price internet access should be included in school newsletters.

Orcutt Educators Association:

- Teachers are feeling considerable stress and working long hours to deliver distance learning. Social/emotional support for staff is needed.
- Additional curriculum needs to be considered for students, especially students in the Resource Program, with special needs.
- Consistent communication from site administrators would be helpful for teachers.

Orcutt Academy School Advisory Council:

- Some parents/guardians were vocal in seeking a return to in-person instruction as soon as possible and to the fullest extent possible. Many parents/guardians are struggling with the demands of supporting their children in distance learning.
- Stakeholders felt that teachers and school staff need support as much as student and families need support during this challenging time.
- Some parents/guardians were interested in how academic intervention could/would be done in a virtual setting.
- One parent voiced a concern about student data being kept private and confidential on online systems and platforms such as Aeries and Google Classroom.
- Some parents/guardians stated that WiFi access was not consistent across areas served by the Orcutt Academy. They asked that the school and district provide support to ensure families have quality WiFi access.
- Parents/guardians largely were complimentary of OA teachers' efforts with distance learning to this point. They also complimented the school-home communication they have been receiving.
- OAHS students and some parents/guardians asked that students be given alternate forms of community service so as to meet the graduation requirement while complying with health guidelines.

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

During- and after-school technology support and after-hours academic support have been planned to help families with distance learning. Parents/guardians who work during the day will be able to confer after hours with a teacher, and that teacher also can directly support students.

District and school administrators are emphasizing self-care and stress management in discussions and interactions with staff.

Students will be able to use the technology devices distributed by the district throughout the school year. Additionally, the district is working to make sure WiFi hot spots and Kajeet Smart Spots are available to help families with WiFi access and speed as needed.

Meal information, school counselors' web pages, and much more information pertinent to families is being included in school newsletters and communicated via Parent Square.

OAHS staff, including the ASB, will develop alternate forms of community service that can be available to students.

## 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 Orcutt Academy and Orcutt Union School District are currently operating in a distance learning setting because Santa Barbara County is on the state's monitoring list. When the county is off the monitoring list for 14 consecutive days, school operations can transition to a hybrid (20 students or less in a classroom) setting that is comprised of both in-person and distance learning. Distance learning is offered to all families throughout the entire school year. A hybrid setting will be implemented in accordance with guidelines from the Santa Barbara County Public Health Department (PHD).

District attestation documents filed with the PHD list all procedures for students to safely return to school. These documents can be viewed at each Orcutt Academy site as well as at the Orcutt Union School District Office (500 Dyer Street, Old Orcutt). The attestation documents for PHD include procedures for monitoring of county and state COVID-19 information, cleaning and sanitizing of school buildings and high-touch surfaces (including cleaning in the event that students and staff move to and/or from distance/hybrid settings), hand washing (including the purchase of hand washing stations for each school site), face covering, school entry points and paths of travel, capacity limits, communication to parents about drop off/pick up areas, handling student or staff illness, and more.

Face coverings have been provided to all staff and students, with face shields provided to instructional staff as needed. Plexiglass barriers are placed in all office areas and supplied as needed. All visitors are required to wear face masks in schools, school areas, district areas, and offices. In a hybrid setting, all school supplies will be personal and will not be shared. Classroom and staff areas are cleaned daily, with high-touch surfaces cleaned and sanitized multiple times daily. Buses will be cleaned between daily routes and at the end of the school day. Use of playground equipment is suspended until further notice. All staff were trained in COVID-19 safety guidelines before the start of school. Parents received information regarding use and care of face masks and proper hand washing procedures. Passive screenings are to be completed by staff and parents/students before coming on campus each day. A Report of Symptoms link for staff/parents/students has been posted on the district webpage ([www.orcutt-schools.net](http://www.orcutt-schools.net)). Procedures for sending students to the health office will be shared when schools move to a hybrid setting. A flowchart of signs and symptoms and procedures for caring for an individual with COVID-19 symptoms has been distributed and is posted in the health office at each school site.

Information regarding working at home/at school was distributed to staff by the OUSD Human Resources Department. Accommodations were made as needed on an individual basis. Free childcare is offered to staff members.

District administrators monitor state and local COVID-19 information. Once the county is off the monitoring list for three days, schools will begin to make preparations for students to come to school in a hybrid model. Students will return to school as immediately as possible after the 14th day off the list. When allowed by the state and the county, the district will apply for a waiver to offer classroom-based instruction as much as possible to students with special needs, students who have experienced significant learning loss due to school closure in 2019-2020, and students who are at a greater risk of experiencing learning loss due to future school closures.

School schedules at the Orcutt Academy's classroom-based campuses (OAHS and OAK-8) are based on two cohorts, Cohort A and Cohort B, during distance as well as hybrid settings. In the hybrid setting, cohorts will not mix, desks in classrooms will be placed six feet apart, and each cohort will be assigned its own dedicated play space on the playground. Aside from the cohorts, OAK-8 and OAHS schedules will vary as follows:

**OAK-8:** Mondays will be utilized for a whole-class virtual (Zoom) meeting for an overview of the week and a social/emotional lesson, a lesson in designated English Language Development (ELD) for English Learners, teacher meetings in Professional Learning Communities (PLCs), and professional development. Tuesdays and Thursdays, Cohort A participates in live instruction with the classroom teacher for the first 3 hours, 45 minutes of the school day while Cohort B participates in live instruction for the final 1 hour, 35 minutes. The schedule is reversed on Wednesdays and Fridays. When not participating in live instruction with the classroom teacher, students will participate in physical education, music (grades TK-6), and visual arts (grades TK-6).

**OAHS:** Mondays will be utilized for live Spartan Seminar virtual (Zoom) meetings, Specialized Instruction (SPIN) meetings, designated ELD for English Learners, PLCs, and professional development. Tuesdays and Thursdays, Cohort A participates in live instruction for three periods a day (Periods 1, 2, and 3 on Tuesdays; Periods 4, 5, and 6 on Thursdays) for 1 hour, 30 minutes a period, and teachers connect virtually with Cohort B at the beginning and/or end of the school day. Wednesdays and Thursdays, the schedule is reversed, with Cohort B participating in live instruction for three periods a day and Cohort A participating in virtual meeting at the start or end of the day.

For the 2020-2021 school year, several OAHS families have requested an iteration of distance learning that provides more flexibility for students and parents/guardians. In response to this demand, OAHS has developed a program that includes a daily touch-base meeting with a teacher and other students and a course of study that is entirely asynchronous and provided by Apex Learning.

OAIS: This non-classroom-based program has gone to an all-home study mode during COVID-19. In accordance with state independent study guidelines, students are assigned a teacher and students and parents/guardians given curriculum and assignments for home study. Parents/guardians meet with teachers every two weeks, and teachers are available in the interim to field questions and offer support. The program has grown considerably in 2020-2021, as many parents have sought the format of independent study over classroom-based learning as long as their neighborhood schools are in distance learning or hybrid mode. It is expected that when schools return to 100% in-person learning, many OAIS students will return to neighborhood schools.

School schedules can be found by at the following site: <https://sites.google.com/orcutt-schools.net/faqs/school-schedules>.

Most recent test results/assessments/grades (Winter NWEA, Fall 2019 PSAT, teacher curriculum assessments/observations, and Tri. 2/Qtr. 3 grades), as well as the level of engagement during school closure were analyzed at the beginning of the school year. Screening in reading and math (via Acadience, McGraw Hill Wonders Screening, and/or teacher developed screening tools) identify students with learning loss or who are at risk of learning loss. Teachers will meet in PLCs weekly to discuss individual students' performance. PLC teams will create/identify Common Formative Assessments in core academic areas, analyze student results on the assessment, create/implement a plan of action to target needs of students who did not learn desired skills and create/implement a plan of action for students who did learn desired skills. Multiple measures (i.e., teacher observation, teacher made assessments, curriculum assessment, and analysis of student daily performance) will be utilized to monitor student success.

For grades K-8, the District Acceleration Guides for Reading and Math (K-6), and Math, English, and Social Studies Guides (7-8) will be consulted regularly to confirm that teachers are focusing on essential skills and following the prescribed pace. Science teachers in grades 7-8 are implementing a pilot curriculum and are working together to implement this new curriculum. Guidance from Amplify, the publisher, will help to assure that priority learning targets are taught. Small group/individual instruction is available to identified students. Students will receive targeted support through remote or on-site interventions provided by the classroom teacher, the grade level team, and/or trained hourly certificated teachers.

For grades 9-12, teachers collaborate in PLCs to identify essential learning and appropriate pacing in their subject areas. For 2020-2021, the OAHS master schedule has no "singleton" teachers in core academic areas in the ninth and 10th grades, so teachers have more opportunities to collaborate and calibrate. Small group/individual instruction is available through the school's SPIN (Specialized Instruction) period on Mondays. Teachers can draft students for SPIN, and students also can self-select for extra help. A peer tutoring program is planned, but how services will be provided in a virtual setting still needs to be worked out.

School administrators closely monitor the quality of teacher instruction through walk through observations (in distance and hybrid settings), meeting with teachers, and attending PLCs.



Parents may schedule a call for technology support during or after school hours. If parents are not available during the school day for communication to clarify instruction, they can schedule a time with an hourly support teacher to assist them after work hours. Translation services will be available.

Students' social-emotional well-being is of great importance as always and especially now, during distance and hybrid learning. TK-8 students will receive at least one social/emotional lesson weekly. Sanford Harmony (<https://online.sanfordharmony.org/>), SEE Learning (<https://seelearning.emory.edu/resources-research>) are available as social/emotional curriculum. OAHS in Monday meetings of Spartan Seminar will focus on building connections between students and fostering a sense of community and care. OAHS also is planning to make time on Mondays for virtual meetings of clubs and organizations, so students can connect with each other socially.

Teachers will be connecting with students daily and closely monitoring their engagement. Teachers will reach out to students individually if they are not engaging in distance/hybrid activities. School counselors are available for short term individual/group support and parent consultation. Referrals to community agencies for additional support will be made as needed. Counseling Corner websites are linked to the district and school webpages. These websites include mental health, community, and social/emotional resources. Specific resources for parents and teachers also are available.

School/district staff will reach out personally to all foster youth and students experiencing homelessness to see that they have materials, internet access, and anything else that they need. Academic and social/emotional support will be available as needed. The principal-led school support team (including counselor, teacher leadership team, support staff) will closely monitor progress of all non-duplicated students. Attendance/engagement (via Aeries student information system) and student academic progress (via teacher gradebooks) will be monitored by this team as needed for specific students. Principals will be in close communication with teachers about the attendance/performance of all students.

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

Description	Total Funds	Contributing
Hourly support teachers available after parent work hours to provide support for parents/students in understanding assignments and participating in instruction - Parents of foster youth, homeless, English Learners, or low-income students will be contacted personally to be sure that they know that this service is available.	10,000	Yes
A district technician from the district Technology Department will be available during and after school hours to assist in technology needs. - Parents of foster youth and students experiencing homelessness will be contacted personally to be sure that they know that this service is available.	2,500	Yes

Description	Total Funds	Contributing
Hourly support teachers to provide reading and math intervention during the school day. Students who are foster youth, homeless, or low income will be monitored closely to make sure that they are successful in the district/hybrid setting.	135,000	Yes
Translation services will be available to families if they need to communicate with a technician and/or an hourly support teacher after school hours.	1,000	Yes
Teachers on Special Assignment (TOSAs) are continuing to identify and provide training in effective, research-based interventions for all students, including at-risk youth, in both English/language arts and math, including interventions utilizing technology.	32,000	Yes
Consultants in reading and math will be providing professional development and support to K-8 teachers, TOSAs and principals will share strategies for delivering a robust and rigorous core curriculum in distance and hybrid settings to all students, including at-risk youth, in English/language arts and math.	40,000	Yes
Addition of two hourly support teachers in OA Independent Study Program to meet increased parent/family demand for an independent study option	82,000	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.]

Orcutt Union School District teachers were surveyed in the spring to learn which curricula, programs, and support options were most successful during spring school closure. Teachers on Special Assignment (TOSAs) analyzed this input as they created support opportunities in the fall. Over the summer, teacher grade level representatives and TOSAs analyzed English/language arts (E/LA) and math curricula for grades K-8 (as well as social studies for grades 7 and 8) and created Accelerated Learning Guides with priority standards and suggestions for reaching these standards in a year in a distance and/or blended setting. These guides are posted on the OUSD website: [http://www.orcuttschools.net/departments/educational\\_services/curriculum\\_and\\_instruction/academics](http://www.orcuttschools.net/departments/educational_services/curriculum_and_instruction/academics) (then choose English/Language Arts, Mathematics, or History/Social Studies). At the district's professional development day on August 11, these guides were shared with all K-8 teachers. The PD day also included training in physical education, music, social/emotional learning, supplementary programs, technology programs, digital citizenship, assistive technology, IEP development and process, curriculum essentials for students with special needs, and more. Over 30 sessions were presented for teachers. A website was created, <https://bit.ly/2ECvKsY>, which shares resources for distance learning for parents, students, and teachers.

State/district adopted curriculum will be presented in distance as well as blended settings. In all Orcutt Academy programs, textbooks were distributed to students at the beginning of the year so teachers could base assignments in them. In the case of OA Independent Study, teacher's editions also were distributed so parents could fulfill their role as home teachers in an independent study setting. The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math. Designated as well as integrated ELD will be provided to English Learners. For designated ELD, a teacher-directed lesson on Monday will be followed by Imagine Learning lessons Tuesday through Friday.

To facilitate distance learning, teachers and instructional staff (including instructional assistants) have been given Chromebooks for their use. If staff have no or slow access to the internet, WiFi hot spots have been issued.

Schedules will remain the same for distance and hybrid settings. Days/times when students are scheduled to be available to their teachers to have face-to-face instruction during distance learning will remain the same for hybrid instruction. Students will report to school during these same cohort times. For example, if in first grade, students are to be available for synchronous and asynchronous instruction from 8:40-1:10, this is the time they will be at school when school is in a hybrid setting.

Since books from school libraries are not accessible during COVID-19, a partnership has been established with local and state libraries to access SORA and Hoopla, library media streaming platforms for e-books, audio books, comics, movies, and music. Additional resources such as recorded interviews with authors and vocabulary supports for books are available to teachers to supplement their instruction. District librarian/media specialists are training teachers in how to utilize these resources so that they can give their students access.

## 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.]

All students at OAK-8 and OAHS were given iPads (TK-2) or Chromebooks (3-12) at the beginning of the school year. (OAH families have the ability to request devices if needed.) If students do not have access to the internet, WiFi hotspots or Kajeet Smart Spots are being provided. Additional support for accessing online activities will be given by technicians from our Technology Department during and after school hours. Translation will be provided as necessary. In addition, families are provided information about how to obtain low-cost internet access if they need it.

During the school closure in the 2019-2020 school year, devices were disseminated to students who needed them. If wifi access was not available, hotspots were given to families. Devices and hotspots were disseminated to teachers and instructional staff who needed them as well. Training in utilizing technology tools as well as online curriculum was made available to teachers and staff beginning in March of 2020 as the school closure occurred.

A webpage of support sites and documents (accessing curriculum sites, troubleshooting, etc.) was developed for parents in March 2020. It can be accessed here: <https://sites.google.com/orcutt-schools.net/connectinghomeandschool/home>. Information is offered in English and Spanish.

## 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.]

A daily schedule of participation expected of students will be shared with parents weekly. This schedule will include the times and amount of time students are expected to be engaged in synchronous learning for instruction as well as a list of assignments for asynchronous activities for the week. The amount of time the teacher expects each assignment to take the student will also be on this document. This document will be produced during distance as well as hybrid learning settings. Participation (synchronous + asynchronous) will total at least 180 minutes per day for students in grades TK/K, 230 minutes per day for students in grades 1-3 and 240 minutes per day for students in grades 4-8. These documents will be on file in the school office as well.

Instructions for asynchronous activities will be available within the teachers' Learning Management System (Seesaw or Google Classroom).

Each teacher will keep an up-to-date gradebook. Teachers in grades 4-12 post grades in the Aeries student information system for parents (and high school students) to access. Teachers in grades TK-3 who do not post grades in Aeries will keep a paper gradebook and give parents an update regarding student performance every two weeks. As always, teachers are available to discuss student performance with parents by appointment.

At OAK-8 and OAHS, teachers will document on Aeries their students' synchronous and asynchronous participation for each day. Students will be required to participate in synchronous and asynchronous activities daily. If a student does not participate in synchronous and asynchronous activities as assigned, the parent will be contacted and a plan will be created to successfully engage the student. If the teacher experiences three unsuccessful attempts to contact the parent (in at least two ways: phone, email, or Parent Square), or the teacher and

parent are not able to create a plan for success, the student will be referred to the principal. The principal and other site leaders (dean, counselor, or other staff) will reach out to the parent and work to engage the student. If this is unsuccessful, the student will be referred to the district attendance officer, who again will work to create a plan to engage the student. If these efforts are unsuccessful, truancy procedures will be implemented.

## **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.]

Starting on March 23, 2020, and continuing for a week, the district provided professional development to prepare instructional staff to implement distance learning in the wake of school closure the previous week. Teachers on Special Assignment (TOSAs), teacher curriculum leaders, and administrators created and delivered over 40 Zoom sessions of professional development. Sessions included how to use online curriculum resources, how to utilize technology tools, and how to hold virtual meetings with students. All sessions were recorded and posted on the district website: <https://sites.google.com/orcutt-schools.net/connectinghomeandschool/teachers-professional-development/ousd-online-professional-development-links>. The district's Educational Services Department has added (and will continue to add) to this site as more sessions are offered this fall.

On August 11, 2020, a district professional development day focused on enabling instructional staff to learn, review, and share best practices in distance learning at the outset of the school year. Presentations also were available for physical education, music, social/emotional learning, and more. On the following day, August 12, 2020, TOSAs offered voluntary sessions for consultation around online curriculum platforms as well as open Q & A time. These sessions were well attended.

The online Professional Development Platform, Simple K12, has been purchased so all teachers can have access to professional development at any time on demand. Examples of Simple K12 webinars include Game-Based Learning with Google, Create Self-Checking Quizzes with Google Forms and Spreadsheets, and Using Zoom Video Conferencing Tools for Student Engagement.

TOSAs are assigned schools and curricular areas for support. They attend Professional Learning Community meetings and are available to teachers by appointment for support. TOSAs also plan and offer professional development. Every Monday during distance and hybrid learning, one hour is designated as professional development time for all staff.

## **Staff Roles and Responsibilities**

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

Several Orcutt Academy staff have experienced changes in their roles and responsibilities as a result of COVID-19. Changes have included the following:

- The director of charter programs has been asked to assist with district student services such as attendance, support for foster youth and homeless students, and the English Learners Program.

- The high school's dean of students has taken on a support role with OA Independent Study in response to heavy family demand for an independent study option.
- The high school has rotated section assignments to free up a teacher to be the point person for Apex Learning.
- Office managers, media specialists, community liaisons, school and district administrators, and other staff have helped with daily meal distribution.
- Custodians, grounds, and maintenance staff members have helped with set-up and take-down of daily meal distribution areas.
- Teachers, custodians, staff members assisted in returning materials from the classroom to students at the end of the school year and disseminated supplies, textbooks and technology at the beginning of the 2020-2021 school year.
- Technology staff members have moved from supporting staff with classroom devices to supporting staff remotely. They also directly support parents and students with their district technology. Staff schedules have shifted so that working parents can receive support in the evening. Teachers on Special Assignment (TOSAs) also now assist parents in curriculum access and technology.
- While in distance learning, noon duty supervisors assist with lunch distribution.
- District office personnel assisted with technology device distribution and collection.
- Office staff and school counselors work with principals in contacting and assisting students to be engaged in distance learning.
- Former art teachers as well as other hourly support teachers provide support for working parents after work hours.
- Community liaisons are working to assist teachers, students, and parents to provide curriculum and technology support in Spanish.

## 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 unique needs, including English learners, pupils with exceptional needs, students in foster care, and students who are experiencing homelessness are a major focus in distance/hybrid settings. Students who are in foster care and who are experiencing homelessness will be contacted individually to assure that they have access to the curriculum, are able to participate, and are successful. Teachers will be in direct contact with community liaisons to assist in translation and provide support.

A TOSA will be monitoring English Learner time and performance in the Imagine Learning program. She will be consulting with teachers to make sure that they know how to progress in Imagine Learning. She will assist teachers in delivering rich designated and integrated support to students learning English. She will also communicate English Language Proficiency Assessments for California (ELPAC) results and information to teachers.

Resource Specialists, speech therapists, occupational therapists, and other Special Education personnel have transitioned to virtual platforms for provision of services. Resource Specialists are working with classroom teachers to coordinate scheduling of specialized instruction and support for Resource students. At OAHS, Study Skills classes remain as important venues for students to receive individualized instruction and support from Resource Specialists and instructional assistants. Resource Specialists, psychologists, and others involved in psychoeducational assessments and other assessments of students are prepared to implement in-person testing provided that health guidelines are followed.

Instruction in the use of Universal Design for Learning (UDL) strategies will be provided to teachers. UDL strategies will assist all learners the option of providing evidence that they are able/unable to meet standards. UDL strategies are references on our district MTSS webpage: [http://www.orcuttschools.net/departments/educational\\_services/m\\_t\\_s\\_s\\_plan](http://www.orcuttschools.net/departments/educational_services/m_t_s_s_plan).

At this time, school districts in Santa Barbara County are not allowed to apply for a waiver that would allow students with unique needs to attend school or to be in school more often when a hybrid setting is implemented. If/when districts in our county are able to apply for a waiver, the Orcutt Academy and Orcutt Union School District will apply. It would be beneficial for students with special needs to have as much “in person” instruction as possible.

Assistive technology will be available to students with special needs based on their IEPs. Examples include closed captioning, text to speech, text magnification, FM systems, etc.

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

Description	Total Funds	Contributing
Purchase of Simple K12 online professional development to provide a professional development resource at any time.	3,190	Yes
Purchase of the Seesaw learning management system for elementary teachers/students. This organizes teachers' asynchronous teaching assignments and student responses for teachers and students.	0	Yes
Purchase of Chromebooks for home/school use by students in grades 3-8 and to ensure equity and access for all students.	183,373	Yes
Purchase of hot spots for WiFi access for families/staff to ensure equity and access for all students and staff.	0	Yes
Teachers/TOSAs were paid for summer work to identify essential/priority standards and to pace the curriculum in order to ensure that a year's curriculum will be delivered in distance/hybrid settings as similarly as possible to a regular school setting.	1,500	Yes

Description	Total Funds	Contributing
Purchase of Apex Learning licenses to provide an additional option for distance learning at OAHS.	4,375	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.]

In preparation for the 2020-2021 school year, Orcutt Academy administrators and teachers have reviewed an array of data points regarding students' academic progress and learning levels. Data have included Fall 2019 PSAT results (grades 10-12), course completion (grades 10-12), NWEA results from March 2020 (grades 2-9), Quarter 3 and Trimester 3 grades from 2019-2020, Reading Focus Folder status as of school closure (grades 2-8), ELPAC results, results of curriculum assessments and grade-level formative assessments administered in January-March 2020, and ratings by teachers of student engagement during distance learning from March-June 2020. With help from the Educational Services Department, OA campuses will administer some universal screening tools, including the McGraw Hill Wonders Screening (grades TK-5), the Beginning Inventory Assessment from Math Expressions (grades TK-5), and a pre-assessment from CPM Math (grades 6-12). The OAK-8 TK/K teacher conducted in-person meetings to screen students in letter names and sounds, number recognition, and fine motor skills.

During the school year, students will be assessed weekly on the priority standards through a common formative assessment established by grade-level or departmental teaching teams. At-risk students will also be monitored every two weeks on the skill areas in which they are receiving instruction to ensure they are making adequate progress.

## 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.]

After reviewing and analyzing data cited above, teachers will differentiate the instructional plan according to student skill levels while maintaining rigor and exposure to grade level content. For students who are identified as experiencing learning loss or being at risk for not meeting academic goals, scaffolds will be built into the instructional plan. Teachers will implement small group and/or individual instruction to guide these students through the essential learning concepts being presented. At OAHS, the student can be scheduled into support courses.



OAHS also has a SPIN (Specialized Instruction) Program on Mondays whereby teachers can "draft" students for extra help or students can seek out help themselves.

English/language arts intervention is a priority. In addition to small-group instruction with the teacher, OAK-8 students identified as being at risk for meeting academic goals will also be provided an additional 30 minutes of Strategic Reading Intervention, four times a week, with a trained Intervention teacher implementing the Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Program. This instruction is designed to target each student's individual needs. OAIS students identified as being at risk for meeting academic goals will be provided SIPPS by their classroom teacher. OAHS students who are having difficulty in English can seek help, or be selected to receive help, in the school's Monday SPIN Program.

In math, students who are in need of small group and/or individual assistance will receive it from their teacher. OAK-8 teachers will utilize Zearn and IXL to provide intervention for math. OAHS has scheduled support classes in Algebra I and Geometry for students who may need extra scaffolding and support in those courses. SPIN is available as a support, and OAHS will implement a virtual peer tutoring program by October.

Another focus is English Learners. A TOSA specializes in supporting these students, and she works to make sure teachers know students' most recent ELPAC scores and have the materials they need to provide integrated as well as designated ELD supports. These supports include McGraw Hill Wonders and Houghton Mifflin ELD components as well as Imagine Learning. She supports teachers by making sure that they can monitor students' progress in Imagine Learning. She offers support for teachers in delivering integrated supports as well. She works closely with principals to be sure that they know what effective designated and integrated ELD lessons look like, whether in distance or hybrid settings.

Acceleration, not remediation, is the focus for instructional planning. Over the summer, grade-level teams of teachers and TOSAs studied the TNTP Learning Acceleration Guide and identified "must learn" skills and concepts in core areas, and developed a timetable for lesson/unit pacing. The result of their work is a collection of scope and sequence documents that communicate how essential standards and learning can be accomplished by students in a distance or hybrid setting. Within the yearlong timetable the teams allocated time to scaffold concepts due to learning gaps that occurred in the spring. Prior to the start of the school year, these teams presented their documents to all teachers at their grade levels or departments at a district professional development.

## **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.]

As students are being taught the grade-level materials, teachers will be continually assessing for any learning loss that may have resulted by administering frequent formative assessments. For grades 7 and 8, and possibly for some additional grade levels as the school year progresses, the district Educational Services Department has purchased the Go Formative quiz-making program for teachers.

School administrators will monitor the quality of teacher instruction through "walk through" observations (in distance and hybrid settings), meeting with teachers, and attending Professional Learning Community meetings.



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

Description	Total Funds	Contributing
Purchase of Zearn and IXL to assess, accelerate, individualize and supplement math instruction	720	Yes
Purchase of Go Formative quiz-making program for teachers to develop formative assessments	363	Yes
TOSAs provide instructional support and assist with identification of students needing support. Each TOSA has a focus area: reading, math, English Language Development (ELD), and academic intervention.	22,000	Yes
TOSAs and teacher teams met in the summer to make plans at each grade level to accelerate learning and make sure essential/priority standards are being taught. Teachers shared information at the August 11, 2020, district professional development day. The goal is for all teachers to deliver the full grade-level or course curriculum in a year whether in a distance or hybrid setting.	1,500	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.]

The social/emotional well-being of students and staff is of utmost priority for the Orcutt Academy and the Orcutt Union School District. Maintaining quality relationships and social/emotional wellness were emphasized by administrators and teachers during the school closure period of March-June 2020, and they again will be emphasized this school year.

The district superintendent, Dr. Holly Edds, has set the stage by inviting an expert to work with staff on social/emotional wellness. At the first management team meeting prior to the start of the school year, Roni Habib of EQSchools, an organization that empowers schools through emotional intelligence training, presented information about how managers can manage stress and guided the team through an assortment of stress reduction activities. At the annual district convocation/welcome back meeting for all staff, Dr. Edds asked all staff to focus on taking emotional and social care of themselves in these challenging times. She included a video from Habib that focused on emotional care. At the Orcutt Academy, school administrators have followed suit by talking to staff about taking care of themselves and coping with stress in productive, positive ways. Throughout the year, administrators will check in with teachers and other staff to make sure they are emotionally healthy. If needed, school counselors and district psychologists are available for support. Staff also have access to mental health benefits such as the Anthem Employee Assistance Program that are associated with the district's health benefits plan.

As for students, teachers at OA have begun the year with the goal of connecting with students and establishing positive rapport. Class activities for the first two days of school have revolved around team building and fostering a sense of community in each classroom. At OAHS, students helped with this, as the Freshman Connect Crew provided a virtual welcome to incoming ninth graders and ASB officers have been reaching out to classmates to catch up and talk about the coming school year.

OA also is working to enlist parents/guardians in its efforts for social/emotional wellness. OAIS started the year with a Zoom meeting attended by over 60 parents/guardians that provided numerous tips for developing a positive, healthy, empowering home study learning environment for children. OAIS teachers have followed up with individual meetings with parents/guardians to discuss their children's current state, learning levels, and preferences. OAK-8 started the year with Back to School Night videos by the principal and teaching team, then individual parent-teacher conferences the following week. In his video, the principal offered home study tips and detailed supports that are available to families. OAHS held a virtual meeting for parents/guardians of incoming ninth graders and also held a Back to School Night with video messages from the principal, dean of students, and individual teachers. After the Back to School Night videos, teachers were available by email to answer questions. In all of these events parents were invited to monitor their children for signs of stress such as behavior changes, sleeplessness, and sadness/despair. Parents have been invited to share any of these signs with teachers so teachers and parents can work together to address social/emotional issues and help the child feel more successful. School counselors have posted their contact information and appropriate resources on Parent Square and on web pages.

All students will receive at least one social/emotional lesson weekly. Sanford Harmony (<https://online.sanfordharmony.org/>) and SEE (Social, Emotional, and Ethical) Learning (<https://seelearning.emory.edu/resources-research>) are available for grades TK-8. OAHS Spartan Seminar meetings on Mondays will focus on social/emotional topics such as stress management and mindfulness. In all classes, teachers will be connecting with students daily and closely monitoring their engagement. Teachers will reach out to students individually if they are not engaging in distance/hybrid activities. Teachers also will send out general surveys about how students are feeling to monitor social/emotional health. For example, a Google Form could be created to ask how students are feeling about math class, their own personal emotional health, etc. Teachers can follow up with students who are having difficulty, and referrals to the school counselor and/or community resources can be made as needed. School Climate and Culture resources are available on the district's MTSS webpage: [http://www.orcuttschools.net/departments/educational\\_services/m\\_t\\_s\\_s\\_plan](http://www.orcuttschools.net/departments/educational_services/m_t_s_s_plan).

Through a difficult time, staff and students are working to help our schools have fun and show school spirit. ASBs at OAK-8 and OAHS are planning spirit days that can be observed virtually. Zoom rallies are being planned. OAHS is planning time for clubs and organizations to meet virtually on Mondays. A huge component of social/emotional wellness is being able to laugh and smile! Finally, OAHS staff and the OAHS ASB are working to develop alternate forms of community service that will enable students to meet this graduation requirement while also observing all health guidelines. An early thought is to schedule some drive-through donation drives for people and organizations in need during COVID-19. Other community service opportunities will be designed.

## **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.]

A tiered system of analysis of student engagement and outreach is in place. Teachers document synchronous as well as asynchronous participation in Aeries for each day. The goal is for each student to participate in synchronous and asynchronous activities daily. If a student does not participate in synchronous and/or asynchronous activities, the parent will be contacted and a plan will be created to successfully engage the student. Examples of an intervention could be to provide synchronous instruction at a more convenient time, to give additional one-on-one teacher support to help the student organize his/her day, to refer the student to the school counselor for emotional support, to assign a “study buddy” as a role model, and/or to provide hourly teacher support in the evening hours.

If the teacher experiences three unsuccessful attempts to contact the parent (in at least two ways from phone, email, and Parent Square) over two days, or the teacher and parent/guardian are not able to create a plan for success, the student will be referred to the principal. The principal and other staff (dean of students, assistant principal, counselor, and/or others) will reach out to the parent/guardian and work to engage the student. If this is unsuccessful, the student will be referred to the District Attendance Officer, who again will work to create a plan to engage the student. If these efforts are unsuccessful, truancy procedures will be implemented.

## **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.]

During school closure from mid-March through June 2020, the district's Child Nutrition Department provided free grab-and-go breakfast/lunch meals for children to be picked up by families on a drive-through or walk-up basis at four locations in the district, including at the OAK-8 campus. The meal service, serving on average 1,600 meals a day, was offered Monday through Friday and included Spring Break. Information about meal distribution was communicated in English and Spanish through multiple avenues including email, social media, Parent Square, and by telephone if needed. Social distancing protocols and County Public Health Department food service protocols were implemented. This support continued until the summer, during which the Santa Barbara County Food Bank provided similar meal services to families.

Meal service has continued in 2020-2021. Meal distribution is occurring at OAK-8 and OAHS on a drive-through or walk-up basis. The program began with regular prices (free/reduced/standard) applied based on a family's status in the district's meal program, but effective September 3 all meals now are free for youth of ages 18 and under. Meals are grab-and-go and are designed to remain in that format when campuses transition from distance learning to a hybrid model. Meal pick-up times coordinate with school schedules. If students need to go to their school site to pick up a meal, they will not miss instructional time.

## 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
5.69%	374,098

### 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.]

School administrators, 2019-2020 teachers, school/campus leadership teams and Teachers on Special Assignment analyzed performance (achievement and participation in distance learning) of unduplicated students from the past school year, with an emphasis on the period of

March-June affected by school closure. Administrators are collaborating with 2020-2021 assigned teachers, grade-level and departmental Professional Learning Communities, and school/campus leadership teams to make sure unduplicated students' participation and performance is monitored closely this school year. School administrators will make sure these families have access to meals, technology, and academic supports, including additional assistance from the classroom teacher and/or hourly support teachers. The effectiveness of these actions will be measured by these students' performance on curriculum assessments as well as grade-level and departmental formative assessments. Participation in synchronous activities also will be analyzed.

Participation in online acceleration programs such as Zearn and IXL can be assigned by teachers as needed. Effectiveness of participation in these supplemental programs will be measured by performance on curriculum assessments, grade-level and departmental formative assessments, and assessments embedded in each online program.

English Learners will have access to designated and integrated supports provided by their teachers. All English Learners will be enrolled in the online Imagine Learning program. Classroom teachers and the TOSA who focuses on English Learners will monitor student performance within Imagine Learning. Classroom teachers also will measure student performance through performance on curriculum assessments and grade-level and departmental formative assessments. This same TOSA will see that all teachers have and understand individual students' levels on the English Language Proficiency Assessments for California (ELPAC). Designated support will be provided to students based on their ELPAC level. Resources will include Wonders ELD (grades TK-5), Collections ELD (grades 7 and 8), and English 3D (grades 9-12). Student performance will be measured and monitored by analysis of performance in above programs as well as online curriculum assessments and grade level and department formative assessments.

District/school administrators will reach out personally to foster youth and students experiencing homelessness to make sure that they are able to be successful. A checklist of questions will be asked, including whether they have received their technology device, whether they have WiFi access, whether the student needs headphones in their learning environment, whether the student has all the supplies needed, whether the student is able to attend Zoom meetings when the teacher requests, whether the student can access the teacher's learning management system (Seesaw or Google Classroom), and whether the student and parent understand the learning management system. Additionally, families of foster youth and homeless students can access up to six hours of tutoring for their student over the course of the year. The tutoring can be done in six one-hour segments or 12 half-hour segments. The administrator, staff, and student can brainstorm any other resources needed. Success will be measured by student attendance in synchronous activities, student performance in asynchronous activities, and student performance in curriculum assessments and grade-level or departmental formative assessments.

Community liaisons are available for translation services for teachers, parents, and students as needed. Community liaisons also can connect families to community resources. Success will be measured by student attendance in synchronous activities and performance in asynchronous activities. Student performance also will be measured by analysis of results on curriculum assessments and grade-level or departmental formative assessments.

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

The district is offering a variety of programs and supports specifically for English Learners, foster youth, and low-income students. These include TOSAs who will focus on content instruction, including English Language Development. Additional support for English Learners includes bilingual community liaisons/support staff. Other programs and supports include technology (1:1 devices/hot spots as needed), counseling, intervention, close monitoring of student engagement, and the free/reduced lunch program. Teachers have dedicated time in PLCs each Monday to focus on the needs of all students, including students in the unduplicated category.

Additional services include the closer monitoring of student performance by administrators, TOSAs, and school/campus leadership teams; individual communication with foster youth and students experiencing homelessness; additional personal check-in contact with students/families; the purchase of additional curricular materials such as Zearn, IXL, and Imagine Learning; and additional time for translation.