



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
Orcutt Union School District	Janet Bertoldi Interim Assistant Superintendent	jbertoldi@orcutt-schools.net 805-938-8931

General Information

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

The Orcutt Union School District is located in the unincorporated area of Santa Barbara County, just south of the city of Santa Maria, and is a part of the Santa Maria Valley. It is within 15 miles of the Western Space Complex located at Vandenberg Air Force Base. Local industries include aerospace, farming, oil production, service related occupations, and a growing number of small and large commercial businesses. The Orcutt Union School District is comprised of six elementary schools and two junior high schools. On CBEDS day in the 2019-2020 school year, our student population was 4,581 transitional kindergarten through eighth grade students. Orcutt students attend Righetti High School, Delta High School (our local continuation school), St. Joseph High School (a private Catholic Los Angeles Archdiocese high school), or Orcutt Academy High School. The leadership at each Orcutt district school is facilitated by the utilization of site-based management. Students attending the Orcutt Union School District come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school district is approximately 39% Anglo, 51.1% Hispanic, 4.4% Asian, 2.1% American Indian/Alaskan, 1.4% African American, with the remaining 2% representing diverse ethnic groups or multiple ethnicities. The dominant language is English, with English language learners representing 13.78% of our student population.

This learning plan is informed by the impacts our LEA and community have experienced from the COVID19 pandemic. When we had to immediately go to a distance learning setting in the spring, we addressed the professional development needs of our teaching staff and the technology needs of our students. During distance learning in the spring, we learned many things that are assisting us to implement distance learning in a more rigorous, robust, and individualized manner this fall. We learned that equity is an area that we need to continue to have as a major focus. While we learned that many of our teachers were able to transition to distance learning, we also learned that many of our teachers need ongoing professional development and support. We learned that our principals would benefit from an understanding of Acceleration of Learning and best practices for distance learning. We learned that some of our families need more support in assisting their

students in the distance learning setting. We learned that targeting mental health and social emotional support for staff and students is crucial. We learned how important the ongoing free/reduced lunch distribution is for our families. And, we learned that the way teachers distribute instruction and assignments can be improved so that all students can be successful.

Stakeholder Engagement

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

The following groups were consulted: teacher representatives from each school, administrators, other school personnel, DELAC, local bargaining units, parents, and representative student groups to review the plan and solicit input.

August 24, 2020: A meeting was held via Zoom with district and school administrators.

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

August 25, 2020: A meeting was held via Zoom with parent representatives from around the district.

August 26, 2020: Two meetings were held via Zoom with groups of student representatives

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 28, 2020: A meeting was held via Zoom with teacher representatives from around the district.

August 30, 2020: A meeting was held via Zoom with teacher representatives from around the district.

The plan and its elements were shared with group members. Group members were invited to ask questions and make suggestions before the plan was finalized. Group members were invited to participate by email, and/or by telephone if they could not attend in person. Additional sessions were offered if requested. Translation services were available for parents/students who speak a language other than English. The plan was also 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.]

Remote participation was available for stakeholder information meetings via Zoom, email and/or telephone. Remote participation was available via the live broadcast of School Board Meetings. Individuals who wanted to make a public comment could send an email to the superintendent's assistant and the assistant would coordinate the inclusion of the individual's comment. Translation was available upon

request. Parents who do not have internet access and wanted to make a public comment were assisted in contacting the superintendent's assistant and making a comment.

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

Administrator Stakeholder Group:

- *It would be valuable to analyze the lunch schedules and Child Nutrition staffing. Perhaps noon duty assistants can assist with lunch distribution.

District English Learner Advisory Council Group:

- *It would be helpful to let all parents know that students will be able to continue using the technology given by the district when students are in a hybrid setting.

Parent Group:

- *It would be valuable to closely analyze recess time. Students need to be in different areas around campus. Would extra support be necessary if more than a couple groups of students are outside together?

- *Maybe PE teachers can help design activities for recess when we are in a blended setting. Having music outside and inviting students to dance is one idea.

- *It is nice to know that a distance learning setting option will be available through the school year.

- *Early conferences have been helpful to get distance learning started.

- *It would be nice if child care could be offered again for families if it could be safe for children when we are in a blended setting.

- *It would be nice if an after-work hour pick up time could be offered for working families if more materials/supplies need to be given to students.

Orcutt Educators Association Group:

- *Teachers are feeling much stress and working long hours to deliver distance learning. Social Emotional support for staff is needed and welcomed.

- *Additional curriculum needs to be considered for students with special needs - specifically in the resource program.

- *Consistent communication from site administrators would be helpful for teachers.

California School Employees Association Group:

- *It would be good to have the teachers doing the evening support call the office to learn the common questions so that they can be ready.

- *It would be good to share the school counselors' webpages in school newsletters.

- *It would be good to share meal information as well as the Comcast reduced internet cost flier in school newsletters.

Student Group:

- *Students greatly appreciate the availability of teachers inside and outside of Zoom lessons for academic support.

- *Students are enjoying the "flipped classroom" approach where they watch a video during an asynchronous time and discuss it during a synchronous time.

*Students in leadership classes are going to be working to find ways to build a social school community. Ideas include making videos featuring students in distance learning, creating a digital school newspaper, filming weekly announcements, and posting spirit day activities on social media.

*Posting reminders for students in Google Classroom is helpful.

*Taking notes during teacher Zoom time is helpful.

Teacher Group:

*Professional development offerings have been very helpful.

*The purchase of Simple K12 for on-demand professional development has been very helpful.

*TOSA support has been great! TOSAs are very supportive.

*The purchase of Seesaw for primary grades has been very well-received. The recording feature is quite valuable.

*The purchase of Imagine Learning is very valuable for our English Learners!

*The wifi in Los Alamos is very inconsistent. It would be helpful if that could be stabilized - for students and teachers.

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

The following sections were influenced by specific stakeholder input:

In Person Instructional Offerings:

The District will continue to explore the ability to offer safe child care during the blended setting. PE teachers will be consulted for activity ideas for recess when in a blended setting.

Distance Learning Program:

If material distribution is planned in the future, an after-work hour will be considered to assist working families. While in distance learning, utilize noon duty assistants to help with lunch distribution. The purchase of additional curriculum to support students with special needs will be discussed by the Executive Director of Special Education and special education teachers as necessary. Teachers will schedule times when students/parents may ask questions within and/or outside synchronous instruction. Our Executive Director of Technology is working with the Santa Barbara County Office of Education to improve Internet access in Los Alamos.

Mental Health and Social and Emotional Well-Being:

Staff mental health and social and emotional well-being is a major focus in distance and hybrid settings. Students in school leadership classes will develop activities to encourage a school community such as weekly messages, fun school spirit videos, and social media posts. School counselors' webpages will be shared in school communications.

Child Nutrition:

Meal pick up information as well as Comcast internet discount offerings will be communicated through school newsletters and/or Child Nutrition communications.

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.]

We are currently operating in a distance learning setting because we are on the state “watch list”. When we are off the “watch list” for 14 consecutive days or we have an approved waiver (elementary only), we will be able to operate school in a hybrid (20 students or less in a classroom) setting. We will also pursue the "Small Cohort" opportunity for our students in Special Day Classes presented by the Santa Barbara County Public Health Department. Distance learning is offered to all families throughout the entire school year. A hybrid setting will be offered to all families as the SB Public Health Dept. allows. The district Attestation documents, which list all procedures for students to safely return to school, can be viewed at the Orcutt School District Office (500 Dyer Street, Orcutt, CA) as well as at each school office.

Information on the Attestation Reports include procedures to monitor county and state COVID-19 information, cleaning procedures (including cleaning procedures in the event that students and staff move to and/or from distance/hybrid settings), handwashing (including the purchase of handwashing stations for each school site), face covering requirements, school entry points and paths of travel, capacity limits, communication to parents about drop off/pick up areas, health procedures, and more are contained in these Attestation Reports.

Face coverings were provided to all staff for use when on campus. Face coverings were provided to all students, as well for use when they return in a hybrid setting. Face shields will be provided to instructional staff as needed when students return. 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. When in a hybrid setting, all school supplies will be personal. There will not be sharing of classroom or office materials. Classroom and staff areas are cleaned 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 the related safety actions before the start of school. Parents received information regarding use and care of face masks and proper handwashing 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 is on our district webpage (www.orcutt-schools.net). The direct link is <https://bit.ly/2Yomj7M>. Procedures for sending students to the health office will be shared when moving to a hybrid setting. A flowchart of signs and symptoms and procedures for caring for an individual with COVID-19 symptoms will be distributed and is in the health office at each school site.

Information regarding working at home/at school was distributed to staff by the Human Resources Department. Accommodations were made

as needed based on specific criteria. No cost childcare is offered to staff members who are working on site.

Students were assigned Cohort A/B groups during distance as well as hybrid settings. Groups will not mix when in the hybrid setting on campus. In the hybrid setting, desks will be placed six feet apart. In the junior high schools, cohorts of students will remain in a classroom (as opposed to moving from classroom to classroom as they did before COVID-19). Teachers will move among rooms. They will use mobile laptop stands to transport their technology and teaching supplies. Cohorts of students will have a dedicated play space on the playground.

District administrators monitor state and local COVID-19 information. Students will return to school as immediately as possible after the 14th day off the Santa Barbara County “watch list” as soon as practicable. 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 and 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. Again, we will also pursue the "Small Cohort" opportunity for our students in Special Day Classes presented by the Santa Barbara County Public Health Department.

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, 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 Professional Learning Community (PLC) Meeting groups weekly. Individual student performance will be discussed. The PLC 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.

The District Acceleration Guides for Reading and Math (K-6), and Math, English, Social Studies Guides (7-8) will be consulted regularly to confirm that teachers are planned to deliver the year’s curriculum in a distance/hybrid setting. 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. This is through our Tier 1 and 2 MTSS plan. (The OUSD MTSS information can be found here: http://www.orcuttschools.net/departments/educational_services/m_t_s_s_plan.)

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

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. All students will receive at least one social-emotional lesson weekly. Sanford Harmony (<https://online.sanfordharmony.org/>) has lessons for TK-6 and SEE Learning (<https://seelearning.emory.edu/resources-research>) lessons are available TK-8. 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. Here is one example: <https://sites.google.com/orcutt-schools.net/counselorgallegos/home>. These websites include mental health, community, and social emotional resources. Specific resources for parents and teachers are also presented. A Mental Health and Wellness webpage (<https://sites.google.com/orcutt-schools.net/connectinghomeandschool/mental-health>) is also available on our Connecting Home and School webpage.

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 via the classroom teacher, an intervention teacher, and/or the school counselor. The principal-lead school support team (including counselor, teacher leadership team, support staff) will closely monitor progress of all non-duplicated students. Attendance/engagement (via 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, students experiencing homelessness, English Learners, and low-income students will be contacted via Parent Square to be sure that they know that these services are available. Any family who is not connected to Parent Square will be contacted personally.	65000	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.	20000	Yes

Description	Total Funds	Contributing
Hourly Support Teachers to provide reading 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.	410000	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.	5000	Yes
Teachers on Special Assignment 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. An emphasis will be placed on reading and math instruction.	400000	Yes
Consultants in Reading and Math will be providing professional development and support to elementary school teachers, TOSAs and principals to share strategies for delivering a robust and rigorous core curriculum to all students, including at-risk youth in both English Language Arts and Math in distance and blended learning settings.	75000	Yes
Personal Protective Equipment (PPE) for students and staff	35000	Yes
Additional hourly support teachers (beyond what is provided during a regular school year) were hired to support students with/potential learning loss.	150000	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.]

Teachers were surveyed in the spring to learn which curriculums, programs, and support options were successful/unsuccessful during spring school closure. Teachers on Special Assignment (TOSAs) analyzed this input as they created support opportunities in the fall. This summer, teacher grade level representatives and TOSAs analyzed ELA and math curriculum (as well as social studies for grades 7 & 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 are posted on our website:

http://www.orcuttschools.net/departments/educational_services/curriculum_and_instruction/academics (then choose English/Language Arts, Mathematics, or History/Social Studies. We had a Professional Development (PD) Day August 11th, where these guides were shared with all teachers. The PD Day also included training in PE, Music, SEL, supplementary programs, technology programs, and 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. This will ensure access to a full curriculum of substantially similar quality regardless of the distance or in-person setting. TK-5 uses McGraw Hill/Wonders for Reading, Houghton Mifflin/Expressions for Math and Studies Weekly for Science and Social Studies. Grades 6-8 use Houghton Mifflin/Collections for Reading, and CPM for Math. Grades 7-8 will use Amplify for science. Grade 6 will use Studies Weekly for Social Studies and Science. PE, Music, Art (and Electives in Grades 7-8) instruction will be delivered virtually whether we are in a blended or hybrid setting. Intervention will be offered for reading in the elementary schools via classroom teachers and/or hourly certificated teachers. Teachers will utilize Zearn (Grades K-5) and IXL (Grades 6-8) online programs to provide intervention as well as extra practice for students. Teachers in grades 7-8 will use a portion of their instructional time for targeted intervention in reading. Music First will be utilized by music teachers. Designated as well as Integrated Supports will be provided for all English Learners (ELs). Face-to-face instruction as well as participation in Imagine Learning will be provided as designated support. Teachers will utilize McGraw Hill Wonders (K-5) and Houghton Mifflin Collections (6-8) English Learner resources for designated and integrated support. We have a TOSA who focuses on English Learners. She assures that teachers have materials and training for delivering designated and integrated supports to students. She works with teachers to monitor student progress in Imagine Learning and provides support for teachers as needed for EL support.

All curriculum has online components. All students were given iPads (TK-2) or Chromebooks (3-12) devices at the beginning of the school year. If students do not have access to the internet, hotspots will be provided. Additional support for accessing online activities will be provided by technicians in our technology department during and after school hours. Translation will be provided as necessary.

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 8:00 – 12:30, this is the time they will be at school when we are in a hybrid setting.

Teachers will schedule times when students/parents may ask questions within and/or outside synchronous instruction.

All textbooks and workbooks, internet devices as well as school supplies were distributed to students at the beginning of the school year. Since books from our school libraries are not accessible during COVID, a partnership was created with our 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. Our media specialists are training teachers in how to utilize these resources so that they can give their students access.

If distribution of materials or supplies is needed in the future, an after-work hour will be considered to assist working parents.

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 received a technology device (iPad for grades TK - 2 and Chromebook for grades 3-8) for their own personal use. Every family in the district was surveyed about availability of wifi within our data confirmation process at the beginning of the school year. If families are in need of wifi access, hotspots will be disseminated. In addition, families are provided information about how to obtain low cost internet access if they needed it. Families residing in rural areas without reliable internet were provided with hotspots or access to a community hotspot. Technology support is available to all families through our technology department during and after school. Translation is provided to families as needed - this includes students with disabilities, foster youth, students experiencing homelessness, and students learning English.

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. Training is continuing through the 2020-2021 school year.

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

Our Executive Director of Technology is working with the Santa Barbara County Office of Education to improve Internet access in Los Alamos. In the meantime, the technology staff is disseminating hotspots as needed for wifi access.

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 4-8 will post grades in our Student Information System (Aeries) for parents 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.

Teachers will document synchronous and asynchronous participation in Aeries for each day. The students will need to participate in synchronous and asynchronous activities daily. If a student does not participate in synchronous/ 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/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-lead team (administrator, counselor, 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 will again 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.]

In March of 2020, 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 core curriculum resources, including ELD resources, online and how to use technology tools. All sessions were recorded and posted on our website: <https://bit.ly/2XjQfkN>. We added (and will continue to add) to this site as more sessions are offered this fall. A website we developed of online resources can be found here: <https://sites.google.com/orcutt-schools.net/connectinghomeandschool/home>. See buttons for elementary, junior high, and specific curricular areas.

We moved a later scheduled Professional Development Day to August 11, 2020 so that teachers could learn/review/share best practices in distance learning at the very beginning of the school year. Presentations were also available for PE, Music, Social Emotional Learning, supplementary programs, technology programs, and digital citizenship assistive technology, IEP development and process, curriculum

essentials for students with special needs, and more. Over 30 sessions were presented for teachers. August 12, 2020 was a scheduled Teacher (independent) Work Day. TOSAs offered sessions for consultation around online curriculum platforms as well as open Q & A time.

The online Professional Development Platform, Simple K12, was purchased so that all teachers can have access to professional development at any time on demand. Examples of Modules teachers completed in Simple K12 are 10 Things You Didn't Know You Could Do with Google Classroom, Using Zoom Video Conferencing Tools for Student Engagement, 5 Steps to Keeping Students Safe on Zoom Video Conferencing, Creating Choice Boards with Google Slides, Using Screencasting to Facilitate Learning from Home, Supporting Students with Autism During Remote Learning, and It Takes a Village - Working with Parents During Remote Learning.

Universal Design for Learning is an important topic for Professional Development. Professional Development sessions (including the following Simple K12 webinars: Reading and Writing Supports for All Learners using UDL and Google Tools, Enhance Reading Instruction for All Students with Universal Design for Learning, Empower and Engage Your Students in Math and Science through UDL, and Remove Barriers and Help All Students Learn with Universal Design for Learning) are available to teachers.

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, one hour is designated as professional development time for all staff. Also, each week, TOSAs share a "TOSA Tips" page that gives a few new pieces of information to help teachers. TOSAs also meet weekly to collaborate and share strategies and ideas so that all teachers in the district are supported.

One hour of professional development is built into teachers' Monday schedules. Professional development topics will be offered. Teachers may also review recordings of previous professional development sessions, watch a Simple K12 module, or research a topic on their own. Principals may also suggest professional development topics to teachers.

Staff Roles and Responsibilities

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

There have been changes to staff roles during COVID-19. Additional support was needed for dissemination of lunches in the spring. The following are examples:

* The director of charter programs has been asked to assist with district students services such as attendance, support for foster youth and students experiencing homelessness, and the English Learner Program.

- Office managers, media specialists, community liaison staff, school and district administrators, and more worked at lunch dissemination centers.
- District custodians, grounds, and maintenance staff members set up and took down canopies and tables each day.
- 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 dissemination.
- District office personnel assisted with device dissemination and collection.
- Office staff and school counselors work with the principal 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.
- ASES child care staff work to support students in distance learning in the afternoons instead of supervising students on campus.
- Community liaisons are working to assist teachers, students, and parents to provide curriculum and technology support in Spanish.
- Our bilingual secretary translates many IEP documents, many more than she would in a regular school year.

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 Teacher on Special Assignment (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 ELPAC information to teachers.

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/mtssplan.

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 School District will apply. We will also pursue the "Small Cohort" opportunity for our students in Special Day Classes presented by the Santa Barbara County Public Health Department. Distance learning is offered to all families throughout the entire school year. 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 and/or transcription services for students with hearing impairments and/or significant auditory processing deficits to assist during distance learning. Other examples are speech to text, text to speech, and FM systems (when in the hybrid setting).

Many of our students with significant special needs utilize the Attainment curriculum when in school. The "School to Home" companion to Attainment was purchased for use by students who have difficulty attending and participating in synchronous instruction (Zoom sessions).

The purchase of additional curriculum to support students with special need will be discussed by the Executive Director of Special Education and special education teachers as necessary.

A "Distance Learning Plan" is being included in students' IEPs that provide specific supports for distance learning.

When in a hybrid setting, bussing, according to the students' IEPs will resume. Extra sanitation will be provided between routes.

Face-to-face assessments are available for students. Protocols for sanitizing all areas and materials in use were distributed to staff members who assess students.

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.	3500	Yes
Purchase of Seesaw - Learning Managment System for elementary teachers/students. This organizes teachers' asynchronous teaching assignments and student responses for teachers and students.	17000	Yes
Purchase of chromebooks for home/school use for 1-1 access for students in grades 3-8 to assure equity and access for all students with particular attention to English learners, Students with Disabilities, students experiencing homelessness, and foster youth. Cases/sleeves were also purchased.	495400	Yes
Purchase of hotspots for wifi access for families/staff who do not have wifi access to assure equity and access for all students.	39565	Yes
Teachers/TOSAs were paid for summer work to align Priorty Standards and to pace the curriculum so that we can be assured a year's curriculum is delivered in distance/hybrid settings as similarly as possible to a regular school setting to assure equity and access for all students with particular attention to English learners, students with disabilities, students experiencing homelessness, and foster youth.	10000	Yes

Description	Total Funds	Contributing
District licenses for Zoom and Screencastify were purchased to enable teachers to have additional tools for online instruction (i.e. breakout rooms in Zoom and screen sharing video production with Screencastify).	32109	Yes
Purchase of Attainment "School to Home" Companion for students with significant special needs who cannot attend/participate in distance learning.	10000	Yes
Wise Music Licenses were purchased for music teachers to more effectively deliver music instruction in a distance setting.	2336	Yes
Imagine Learning licenses were purchased for all English Learners to provide additional Designated Support instruction.	46078	Yes
Studies Weekly Social Studies was purchased for Grade 6 students because of the ease of delivery in an online platform. Studies Weekly Science was purchased K-6 because we were not able to adopt a science curriculum in the 2019-2020 school year.	21564	Yes
Additional accommodations for students with special needs (i.e., transcription services for students with significant hearing/auditory processing challenges during distance learning)	53000	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.]

NWEA results from March 2020, Quarter 3 and Trimester 3 grades as well as curriculum assessments and grade level formative assessment results data from March and from the end of the 2019-2020 school year was analyzed. Teachers took notes regarding student performance and engagement. Teachers were also asked to rate student engagement for spring of 2020. Principals shared this information with 2020-2021 teachers. Universal Screeners - the McGraw Hill Wonders Screening, the Beginning Inventory Assessment from Math Expressions and a pre-assessment from CPM Math will be used. Grade level teachers also administer formative assessments regularly to determine student performance and to note any learning loss. Transitional kindergarten and kindergarten teachers did a (social distancing) face-to-face meeting to screen students in letter names and sounds, number recognition, and fine motor skills.

After analysis of this performance data, teachers 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 also implement small group and/or individual instruction to guide these students through the essential learning concepts being presented.

Students will be assessed regularly on the priority standards through a common formative assessment established by the grade level teachers. In addition to small group instruction with the teacher, 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 (utilizing the SIPPS program). This small group instruction is designed to target each student's individual needs. 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. Our online Compass Learning/Odyssey program will also be used to remedy and/or prevent learning loss in reading.

After analyzing student math results, any students who are in need of small group and/or individual assistance will receive it from their teacher. Teachers will also utilize Zearn, IXL, and/or Compass Learning Odyssey to provide intervention for math.

One of our TOSA's focus is reading intervention. She will be working closely with principals, teachers, and intervention teachers to monitor students' performance in intervention so that any learning loss is remedied and no further learning loss takes place.

During the summer, after studying the TNTP Learning Acceleration Guide, a task force teams of teachers and TOSAs created a vigorous scope and sequence document using grade level content to ensure all standards and essential learnings will be covered in the year for all students. Within this plan, they provided time to scaffold concepts due to lost learning to the existing curriculum. Prior to the start of the school year, these teachers presented their document to all teachers at their grade level.

One of our TOSA's focus is English Learners. She is in personal contact with teachers, making sure that teachers know students' most recent ELPAC scores and have the materials they need to provide integrated as well as designated supports. These supports include McGraw Hill 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 support look like when they are doing classroom observations (whether in distance or hybrid settings).

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.

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

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.]

Performance of students with special exceptional needs will be monitored according to their IEPs, specifically according to the Distance Learning Plan that is part of the IEP. Performance of English Learners, low-income students, students experiencing homelessness, and foster youth will be monitored by teacher analysis of formative assessment results. The TOSA responsible for overseeing intervention will also monitor performance of these students.

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.]

Regular progress monitoring results will be analyzed for students. Grade level teams will analyze results of formative assessments. Acceleration plans will be developed to scaffold instruction to students experiencing learning loss. Analysis of progress within online academic support platforms (i.e., IXL, Zearn, Compass Learning, Imagine Learning) will be analyzed.

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	33580	Yes

Description	Total Funds	Contributing
Ongoing purchase of Odyssey/Compass Learning to accelerate, individualize and supplement reading and math instruction	29600	Yes
TOSAs provide instructional support and assist with identification of students needing support. TOSAs have focus areas- Reading, Math, ELD.	400000	Yes
TOSAs and teacher teams met in the summer to make plans at each grade level to accelerate learning and make sure priority standards are being taught. Teachers shared information on Professional Development Day so that all teachers are delivering the full curriculum in a year whether in a distance or hybrid setting.	10000	Yes
The Online Formative Program was purchased and is utilized by several 6th, 7th, and 8th grade teachers to be able to create online assessments which give students immediate feedback.	2935	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 staff and students is of utmost priority. When our schools closed in March of 2020, staff site staff was given two weeks to receive Professional Development, collaborate and organize for distance learning. Principals and counselors checked in with teachers and offered emotional support. Professional development consisted of over 40 Zoom sessions around online curriculum tools, technology tools, and best practices for distance learning. In addition, Teachers on Special Assignment (TOSAs) worked with teachers in groups and individually to fortify their distance learning skills and practices.

During the summer, principals received training from Jimmy Casas which targeted building of a positive school culture, especially in a difficult

time.

At the first management meeting, before school started, Dr. Holly Edds, Superintendent, asked the team to focus on taking care of themselves in these challenging times. Roni Habib, of EQSchools, an organization that empowers schools through Emotional Intelligence Training, presented information about focusing on and monitoring our own social and emotional well-being. At our convocation/welcome back meeting to all staff, Dr. Edds again asked all staff to focus on taking emotional and social care of themselves in these challenging times. She included a video from Roni Habib that focused on emotional care. Our teachers' union president also reminded everyone to take time to do what they enjoy.

School administrators check in with teachers to see how they are feeling emotionally. School counselors and school psychologists are available for support. Principals will refer staff to school counselors for personal social emotional resources as needed. Our Employee Assistance Program which is available through the district's health benefits package allows free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related issues. Mental health benefits, also associated with the district's health benefits package allows employees to speak with a counselor for the cost of a co-pay. All staff was informed that Allan Hancock College is offering a Stress Management Class (focusing on Stress due to COVID-19). Staff mental health and social and emotional well-being is a major focus during distance and blended settings.

School counselors have developed webpages listing resources. These are available on the district and school webpages. Here is an example: <https://sites.google.com/orcutt-schools.net/counselorgallegos/home>. School counselors' webpages will be shared in school communications. Elementary teachers are starting the year with Back-to-School Night videos and individual parent conferences. A major component of video and individual sessions will be the social emotional well-being of students. Teachers will share signs of stress to watch for with parents which include behavior changes, sleeplessness and sadness/despair. Parents will be invited to share any signs with teachers so that teachers and parents can work together to help the child feel successful. Parents will be made aware of their school counselor's resource page (for example: <https://sites.google.com/orcutt-schools.net/counselorgallegos/home>). Referral to the school counselor can be made for short term support. Referrals to community agencies for additional support will be made as needed.

All students will receive at least one social-emotional lesson weekly. Sanford Harmony (<https://online.sanfordharmony.org/>) presents lessons for pre-6th grade students. SEE Learning (<https://seelearning.emory.edu/resources-research>) lessons are available for TK-8 students. 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 will also send out general surveys about how students are feeling to monitor social emotional health. For example, a Google Form could be created to just ask how students are feeling about math class, their own personal emotional health, etc. Teachers would reach out to students who indicate that they are having difficulty. Referrals to the school counselor and/or community resources would be made as necessary.

School Climate and Culture resources are available on our MTSS webpage:
http://www.orcuttschools.net/departments/educational_services/m_t_s_s_plan.

A goal of developing a sense of school and classroom community is set at each of our schools. Adding pictures to a school wide Padlet for Wear School Colors Day, Student Council Message Videos, Zoom rallies, and Book Talks with Media Specialists are examples of ways

schools will be working to connect students as a community. Students in school leadership classes will develop activities to encourage a school community such as weekly messages, fun school spirit videos, and social media posts. These and other activities will be initiated in distance learning and continue through the hybrid setting.

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 regular 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 a video lesson of instruction for viewing at a more convenient time, to give additional 1-1 teacher time to help the student organize his/her day, refer to the school counselor for emotional support, assign a “study buddy” as a role model, and/or to provide hourly teacher support in the evening.

If the teacher experiences three unsuccessful attempts to contact the parent (in at least two ways – phone/email/Parent Square) over two days, or the teacher and parent are not able to create a plan for success, the student will be referred to the principal. The principal-lead team (administrator, counselor, 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 will again work to create a plan to engage the student. If these efforts are unsuccessful, truancy procedures will be implemented.

Language translation will be provided as needed. If students/parents are not able to participate in synchronous activities during the day, an hourly support teacher will assist the family in the evenings as needed.

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.]

As soon as the closure went into effect on Monday March 16, 2020, the Child Nutrition Department provided opportunities for all families to pick up, at no cost, breakfast and lunch meals in a walk-up or drive-thru pick up service at four strategic school locations for children 18 and under, regardless of what school they attend or if they are on the meal program. 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 health department food service protocols were immediately implemented. This support continued through Friday June 5, 2020, after which, the Santa Barbara County Food Bank continued to provide similar meal services to the community during the summer months.

Beginning the first day of school, Fall 2020 in our distance learning setting, meals are available at all school sites in a walk-up or drive-thru pick up for all OUSD families. Our regular prices are in place for meals. In addition, free/reduced prices are in place for qualifying families. If the state authorizes free meals to all students (as they did in the spring), we will offer free meals to all of our students.

During the hybrid setting when students are on campus, meals will be available for Transitional Kindergarten and Kindergarten students before or after their in-school time based on their Cohort Schedule (AM or PM kindergarten). Students in grades 1-6 will be offered a meal to go after their in-class instruction. Students in grades 7/8 will be offered lunch during their school day. Families whose students are in the distance learning cohort or who choose to remain in distance learning may walk-up drive-through to pick up meals at their school site.

Meal pick up times coordinate with school schedules. If students are needing to go to the school site during distance learning to pick up a meal, they will not miss instruction time.

Meal pick up information as well as Comcast internet discount offerings will be communicated through school newsletters and/or Child Nutrition communications.

Bethany Markee, our Director of Child Nutrition, coordinates the Food Service Department. She insures health/hygiene, cleaning and sanitization, safe service and COVID-19 procedures (i.e., social distancing, glove wearing, mask wearing, etc.) are being followed at all sites.

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

Section	Description	Total Funds	Contributing
School Nutrition	20 canopies were purchased for meal distribution and were utilized for technology, textbook, and supply distribution as well.	3382	Yes
In-Person Instructional Offerings	Water stations, six foot pipe markers, gloves, hand sanitizer, cleaning solution, masking tape for marking areas, signs and other COVID-19 safety related items.	45000	Yes
In-Person Instructional Offerings	Child care services for staff	175000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.38%	2,894,423

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, teacher leadership teams and Teachers on Special Assignment analyzed performance (achievement and participation in distance learning) of unduplicated students from the fall. Administrators are collaborating with 2020-2021 assigned teachers, grade level groups and school leadership teams to make sure unduplicated students' participation and performance is

monitored closely. School administrators will make sure these families have access to meals, technology, and academic supports including additional assistance from the classroom teacher and/or intervention. Effectiveness of actions will be measured by performance on curriculum assessments as well as analysis of grade level formative assessment results. Participation in synchronous activities will also be analyzed.

Participation in online acceleration programs such as Compass Learning/Odyssey, Zearn, and IXL as needed. Effectiveness of participation in these supplemental programs will be measured by performance on curriculum assessments, grade level formative assessments as well as results within the specific online program.

All English Learners will have access to designated and integrated supports provided by their teacher. All English Learners will be enrolled in the online Imagine Learning program. Classroom teachers and our English Learner TOSA will monitor student performance within Imagine Learning. Classroom teachers will also measure student performance through performance on curriculum assessments and grade level formative assessments.

The EL TOSA will see that all teachers have and understand individual student ELPAC levels. Designated support will be given to students based on their ELPAC level. Resources will include Wonders ELD (grades K-5) and Collections ELD (grades 7-8) supports. Student performance will be measured and monitored by analysis of performance in above programs as well as online curriculum assessments and grade level formative assessment results.

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: Did they receive their technology device? Is the device receiving wifi? Does the student need headphones in their learning environment? Does the student have all the supplies that they need? Is the student able to Zoom when their teacher requests? Can the student access their teacher's Learning Management System (Sessaw or Google Classroom)? Does the student/parent understand how to navigate the Learning Management System?

The administrator/staff/student will brainstorm any other resources needed. All efforts will be made to provide the students supports they need to be successful. Success will be measured by student attendance in synchronous activities and performance in asynchronous activities. Student performance will also be measured by analysis of results on curriculum assessments and grade level formative assessments.

Community Liaisons are available for translation services for teachers, parents and students as needed. Success will be measured by student attendance in synchronous activities and performance in asynchronous activities. Student performance will also be measured by analysis of results on curriculum assessments and grade level formative assessments.

Foster youth can access up to six hours of tutoring over the course of a year. The administrator, teacher, student, and family can brainstorm any other resources needed. Student performance will also be measured by analysis of results on curriculum assessments and grade level 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 foster youth, low income students, and English learners. These include Teachers on Special Assignment (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/hotspots as needed), counseling, intervention, close monitoring of student engagement, and the free/reduced lunch program. A focus on professional development in the area of Universal Design for Learning (UDL) will focus on support for our unduplicated pupils. There is dedicated collaboration time for teachers each Monday. During this time, teachers will focus on the needs of all students, specifically including the needs of unduplicated pupils.