

# 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.]

Orange Center School District closed its only campus to students and staff on March 13, 2020, in response to the State of California, the California Department of Public Health, and the California Department of Education's declaration of a pandemic and the need to mitigate the spread of COVID-19. The Orange Center community was vastly impacted due to the high number of students who fall within the low socioeconomic student sub group, the English Learner subgroup, and those who do not have access to the internet. In order to best support our families' needs and soften the impact that they were suffering, the District provided nutritious meals, mental health services, technology support, devices, and academic support daily in accordance with all guidelines set forth by the Department of Public Health and the State of California. Families struggled to provide internet access to students due to economic hardship and an inability to obtain reliable internet connection. Families struggled to support their students with school work packets and in logging on to sessions due to language barriers and educational backgrounds. State and federal funding will be used to bridge the digital divide in our area. The district will provide students with all materials and supplies necessary to include internet service, so that students can reliably access online instruction and supplementary materials necessary to successfully access instruction and support.

## Stakeholder Engagement

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

Orange Center School District engaged groups of stakeholders: students, staff, the teacher bargaining unit, parents, and community members, by offering various methods of communication, including public hearings, over the phone surveys, and through Google Meets and Zoom sessions, to discuss: the Districts' Reopening Plan, the instructional models that would be offered including Distance Learning, Hybrid, Modified Schedule and Traditional Model options, learning loss and mitigation strategies, technology, internet access, meal services,

intervention and the delivering of instruction. In addition, safety concerns, COVID-19 updates and community needs were discussed. Once information was collected, a draft plan was provided to stakeholders for review and to provide feedback regarding the plan. All parent advisory group meetings were held via Zoom, however parents who could not attend were called personally and given all information via live person to person interaction. Orange Center School District provided the opportunity to submit written comments. The District presented the Plan to the Parent Advisory Committee and the English Learner Parent Advisory Committee separately for review and comment. However no comments were made for Superintendent to respond to.

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

The OCSD board meetings began to be held remotely via Zoom on March 13th, in response to the Governor's Executive Order N-33-20 for COVID-19. All public meetings were made accessible remotely utilizing the online Zoom platform. The public seeking to observe the meeting and/or address the Board of Education were able to do so via a Zoom link which was published along with the Board agenda, on the district website. Hard copy postings were also available on the OCSD bulletin board in front of the school/district office. Parents who did not have technology access were provided access via phone. Meeting stations are also available on campus during the meeting time, that would allow them to safely join the meeting with assistance. Parents were also asked to call and give additional feedback to the plan via telephone. All parent advisory group meetings were held via Zoom, however parents who could not attend were called personally and given all information via live person to person interaction. A public hearing at a public meeting of the governing board was held on September 9, 2020. The governing board adopted the plan in a public meeting on September 29, 2020.

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

During July of 2020, Orange Center School District administered a parent survey via telephone to gain instructional models of choice for parents, transportation needs, and to provide information regarding internet and chromebook access information. Parents were also given the opportunity to express any additional concerns or needs at the conclusion of the survey. Approximately 50 percent of the families reported not having access to reliable internet. A number of families also indicated that, even with a hotspot, or personal internet service, the connectivity available is not reliable. In addition, many families indicated that their children would need chromebooks in order to access distance learning instruction. Parents have indicated a need for training and education in the area of navigating Google Classroom and the other district supported programs. Families expressed the need for live instruction and support for students due to learning loss and parents' inability to help students with their school work. Obtaining reliable and affordable childcare and the lack of adult supervision for students throughout the school day has created a hardship for many households in our community. Parents of students who have Individual Education Plans and students who are English Learners have expressed concern about being able to support their children's needs in a digital/remote learning format. The District presented the Plan to the Parent Advisory Committee and the English Learner Parent Advisory Committee separately for review and comment. However no comments were made.

Upon preparation of the Learning Continuity Plan, Orange Center teachers were given a survey to gauge areas of need in order to best serve the students and Orange Center Community in late August, 2020. Teachers indicated a need for: professional development in the areas of learning loss, mental health, distance learning instruction in core curricular areas, the implementation of district programs in a distance learning platform. Also, a need for preparation time, and education for staff and students regarding health, safety, and general hand hygiene

was mentioned. Various programs were recommended for district consideration and adoption including: NearPod, Pear Deck, Guardian, and GoodNotes.

Orange Center students were given the opportunity to respond to a survey, which highlighted various areas that would be deemed important for student success during distance learning and reopening, to include: health, academics, nutrition, learning loss, and curriculum access. Students were also encouraged to voice any concerns on any topic that they may be concerned about. Results of the survey identified that 100 percent of all students had access to state and district adopted textbooks and support materials. One student reported being confused about their schedule. Approximately 25 percent of the students who responded indicated they need help with their schoolwork after synchronous instruction is given. When the students' survey data was reviewed, it was determined that 75 percent of students indicated a need for leveled AR reading books. Technology support and education was requested by 68 percent of students who responded to the survey. Students who reported that their chromebooks were not working correctly (5) were contacted and a new chromebook was issued. Students who responded that additional hotspots, due to connectivity issues or general internet speed, were needed for their household (12) were contacted and issued additional hotspots. When asked if students would like supplemental support in the area of mindfulness and general emotional health, 24 students indicated interest in receiving support. Even though meals are being served and delivered both on site and at each individual bus stop, 12 students indicated that they did not live near a bus stop or that their parents could not pick up meals.

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

The aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input are:

The purchase of additional hotspots and chromebooks.

The addition of the implementation idea for Learning Cohorts for students with exceptional needs.

The integration of professional learning topics that were suggested by teachers.

The purchase of headphones and microphones for students, as having multiple students working in the same area is distracting to students.

The purchase of common digital assessments in English and Spanish to support the Dual Immersion and English Only programs from TK-8th grade.

The purchase of a program that allows students to access all district programs with a single login.

The purchase of a more comprehensive messaging system for parent and staff communication.

The addition of technology education for parents and students.

The addition of mindfulness activities and mental health awareness activities.

The purchase of new laptops and additional screens and equipment for teaching staff, in order to assure high quality sound and video for all Distance Learning and professional development engagements.

The integration of an education program regarding COVID-19 and returning to school so parents can make an informed decision of the benefits and risks of attending in person school.

# 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.]

Orange Center School District will offer classroom-based instruction when 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, by the establishment of Learning Cohorts:

Learning Cohorts will be established to serve our most vulnerable learners. This will include cohorts of no more than 14 students who may receive supervision and limited instruction in person and on campus. Students who will receive primary consideration are students who receive special education services, English Learners, foster youth and homeless students, or any child who is not able to receive instruction due to connectivity or who cannot access instruction for any reason. Students with special needs will be provided with the opportunity to receive in person services, as deemed appropriate and necessary, by the students IEP.

The District will also apply for a reopening waiver upon approval of the school board and the California Department of Public Health, giving elementary age students the ability to receive in person instruction.

The District Extended Learning Program will provide in person after school program services upon approval of in person instruction. Priority will be given to students who have demonstrated significant learning loss.

Orange Center Hybrid Model - If, based on the local COVID-19 situation, it is determined that the district cannot provide in person instruction for 100% of the students in the district, but smaller groups of students may attend school, in an in person setting, the district will provide the option of 100% Distance Learning (for parents who choose) and the option for in person instruction. If the number of students who wish to attend in person cannot be supported via Modified Schedule, all students who wish to attend, in person, will be provided the in person schedule listed in the Hybrid Model.

Students who choose to participate via in person instruction, would be split into two cohorts and attend school, in person, two days a week will receive instruction via Distance Learning for three days a week. Students who choose 100% DL would be required to join all lessons via digital platform.

This will include a combination of asynchronous and synchronous instruction five days a week. Synchronous instruction will be provided via Google Meets. All assignments and materials will be made accessible through Google Classroom. Students will be provided with opportunities to interact with their teacher and peers daily. Students will receive instruction and support in the areas of ELA, Math, Social Studies, and Science. Kindergarten students will receive at minimum 180 minutes of instruction and support. Students in 1st - 3rd grade will receive a minimum of 230 minutes of instruction and support. Students in 4th -8th grade will receive a minimum of 240 minutes of instruction

and support. All students who have Individual Education Plans will receive all services that are outlined in their plans via Distance Learning. If options for in person services are available, the district will work to provide in person support and testing. Interventions will be provided to mitigate learning loss through small group instruction via Google Meets.

Orange Center Modified Schedule Model - If, based on the local COVID-19 situation, it is determined that the district can provide in person instruction for 100% of the students in the district, following all social distancing guidelines, the district will provide the option of 100% Distance Learning (for parents who choose) and the option for in person instruction. If the number of students who wish to attend in person can be supported via Modified Schedule, all students who wish to attend will attend via the Modified Schedule Model.

Students who opt for in person instruction would attend in person learning five days a week and receive instruction live. Students who choose 100% DL would be required to join all lessons via digital platform.

This will include a combination of asynchronous and synchronous instruction five days a week. Synchronous instruction will be provided via Google Meets. All assignments and materials will be made accessible through Google Classroom. Students will be provided with opportunities to interact with their teacher and peers daily. Students will receive instruction and support in the areas of ELA, Math, Social Studies, and Science. TK/Kindergarten students will receive at minimum 180 minutes of instruction and support. Students in 1st - 3rd grade will receive a minimum of 230 minutes of instruction and support. Students in 4th -8th grade will receive a minimum of 240 minutes of instruction and support. All students who have Individual Education Plans will receive all services that are outlined in their plans via Distance Learning. If options for in person services are available, the district will work to provide in person support and testing. Interventions will be provided to mitigate learning loss through small group instruction via Google Meets.

Orange Center Traditional Reopening - When the CDPH, CDE, FCDPH determine that it is deemed safe and appropriate for schools to open, either via waiver or in general, the district will return to in person instruction for five days a week and will follow a regular schedule. Distance Learning options will be offered if the state mandates that it must be offered. Upon reopening to in person instruction all students TK-2 will be assessed using Reading Results Phonics assessments and STAR Early Literacy online assessment; district writing assessment; take STAR Math assessment; take Go-Math grade level placement tests. TK-4 will receive Fountas-Pinnell reading inventory placement assessment. All upper grade students with complete STAR reading and math diagnostic assessments. They'll also be given grade level in person placement assessments for core curriculum. All district summative assessments are done at the end of each trimester. Teachers provide authentic formative assessments weekly to help guide instructions.

As the state allows, students who have active IEP's, or who are in need of testing for Special Education, will be provided with a safe testing environment on campus.

Students who receive RSP support may be offered up to 120 minutes weekly on campus, if Distance Learning support is not optimal for the student.

When students are allowed to return to campus, for any in person services and instruction, the following safety precautions will be followed:

- Active Health Screenings (to include temperature checks)
- Masks will be provided for anyone who is authorized to enter campus and does not have one

- Masks will be required for all staff and students 3rd-8th grade
- Masks will be encouraged for all TK-8th grade students
- Required hand washing/sanitizing upon entrance to school the building and before and after breaks and meals
- Scheduled disinfecting and cleaning of all rooms after student use
- Social distancing rules will be followed (ground markers placed on hallways and high traffic areas)
- Plexiglass corralls will be made available at each student desk
- Designated drop off and pick up areas for all students to avoid close contact of students during egress and ingress
- A designated area will be established for any person exhibiting COVID relate symptoms
- Increased opportunities for outdoor instruction will be encouraged

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

Description	Total Funds	Contributing
Our unduplicated students are experiencing lower than average standardized testing scores in math, ELD, and ELA. This gap has been intensified by the loss of learning due to the COVID-19 pandemic. Teachers will receive professional development opportunities that directly relate to in person instruction in all core areas relating to all district programs, guided reading, English Language development, mathematics, and learning loss after COVID-19. These services will be retained by the Fresno County Superintendent of Schools office. As a result, we expect to have increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	\$ 12,000.00	Yes
The district will provide each classroom with plexiglass corrals for each student in order to mitigate the spread of COVID-19.	\$ 10,000.00	No
The District will provide outdoor learning opportunities in order to mitigate the spread of COVID -19 This will include the purchase of outdoor seating, tables, benches, shade covers, and umbrellas.	\$ 20,000.00	No
The district will provide appropriate PPE such as face masks for staff and students and face shields for teachers, as deemed necessary and appropriate, in order to mitigate the spread of COVID-19.	\$ 8,200.00	No

Description	Total Funds	Contributing
<p>Our unduplicated students have limited opportunities to supplemental materials for use in an academic setting, use of technology to further learning, and STEAM experiences in and outside of the regular school day. Because of this need, our LEA will purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, students will have access to increased materials, supplies that enable them to be more engaged in learning and interactions with other students and teachers to improve their overall learning experience.</p>	<p>\$ 3,300.00</p>	<p>Yes</p>

## 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.]

Orange Center Distance Learning Model - If, based on the local COVID-19 situation, it is determined that the district can not provide in person instruction for 100% of the students, the district will provide 100% Distance Learning to all students. This will include a combination of asynchronous and synchronous instruction five days a week. Synchronous instruction will be provided via Google Meets. All assignments and materials will be made accessible through Google Classroom. Students will be provided with opportunities to interact with their teacher and peers daily. Students will receive instruction and support in the areas of ELA, Math, Social Studies, and Science. Kindergarten students will receive at minimum 180 minutes of instruction and support. Students in 1st - 3rd grade will receive a minimum of 230 minutes of instruction and support. Students in 4th -8th grade will receive a minimum of 240 minutes of instruction and support. All students who have Individual Education Plans will receive all services that are outlined in their plans via Distance Learning. If options for in person services are available, the district will work to provide in person support and testing. Interventions will be provided to mitigate learning loss through small group instruction via Google Meets.

Orange Center Hybrid Model - If, based on the local COVID-19 situation, it is determined that the district cannot provide in person instruction for 100% of the students in the district, but that smaller groups of students may attend school in an in person setting, the district will provide the option of 100% Distance Learning and the option for in person instruction. If the number of students who wish to attend in person cannot be supported via Modified Schedule, all students who wish to attend will be provided the In Person schedule listed in the Hybrid Model.

Students who opt for in person instruction would be split into two cohorts and attend in person two days a week and receive instruction via Distance Learning for three days a week. Students who choose 100% DL would be required to join all lessons via digital platform.

This will include a combination of asynchronous and synchronous instruction five days a week. Synchronous instruction will be provided via Google Meets. All assignments and materials will be made accessible through Google Classroom. Students will be provided with opportunities to interact with their teacher and peers daily. Students will receive instruction and support in the areas of ELA, Math, Social Studies, and Science. Kindergarten students will receive at minimum 180 minutes of instruction and support. Students in 1st - 3rd grade will receive a minimum of 230 minutes of instruction and support. Students in 4th -8th grade students will receive a minimum of 240 minutes of instruction and support. All students who have Individual Learning Plans will receive all services that are outlined in their plans via Distance Learning. If options for in person services are available, the district will work to provide in person support and testing. Interventions will be provided to mitigate learning loss through small group instruction via Google Meets.

Orange Center Modified Schedule Model - If, based on the local COVID-19 situation, it is determined that the District can provide in person instruction for 100% of the students in the district, but smaller groups of students may attend school in an in person setting, the district will provide the option of 100% Distance Learning and the option for in person instruction. If the number of students who wish to attend in person instruction can be supported via Modified Schedule. All students who wish to attend will attend via the Modified Schedule Model.

Students who opt for in person instruction would attend in person five days a week and receive instruction live. Students who choose 100% DL would be required to join all lessons via digital platform.

This will include a combination of asynchronous and synchronous instruction five days a week. Synchronous instruction will be provided via Google Meets. All assignments and materials will be made accessible through Google Classroom. Students will be provided with opportunities to interact with their teacher and peers daily. Students will receive instruction and support in the areas of ELA, Math, Social Studies, and Science. Kindergarten students will receive at minimum 180 minutes of instruction and support. Students in 1st - 3rd grade will receive a minimum of 230 minutes of instruction and support. Students in 4th -8th grade will receive a minimum of 240 minutes of instruction and support. All students who have Individual Education Plans will receive all services that are outlined in their plans via Distance Learning. If options for in person services are available, the District will work to provide in person support and testing. Interventions will be provided to mitigate learning loss through small group instruction via Google Meets.



## 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.]

Orange Center School District had one to one chromebook/ipad access before the school closure. At this time every enrolled student has been issued a chromebook. In addition, every family, who indicated a need, has been issued at the minimum one hotspot. Families with very limited connectivity have been issued one hotspot per student. The district will purchase more devices to ensure access in the event that devices are damaged or stop functioning appropriately. In addition, the district has purchased 105 hotspots (based on parent need analysis) with data plans that toggle between 3 separate providers to increase the ability for students in low connectivity areas to have the opportunity to have access. More hotspots and devices will be purchased as needed. We have a technology coordinator and a phone tech-line as well as text or email. Our tech troubleshoots with the family over the phone to address the issue remotely. If that is not successful, the District will work with the parent to replace the device or arrange for special accommodations for device pick up.

## 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.]

Orange Center certificated staff will conduct diagnostic, informal and formative assessments to monitor students' academic progress. Completed assignments and participation during synchronous instructional activities will inform the teacher of student progress. Students' asynchronously completed assignments will also be monitored to inform the teacher of student progress. Participation is defined by SB98 as (1) evidence of participation online activities (including completing assignments and assessments) or (2) contact between the LEA and the pupil or guardian,

Orange Center certificated staff will conduct daily attendance of students participating in the online education session, Telephone calls, using parent / Guardian completed emergency cards to current contact information, will be made to notify parents /guardians of their student's absence. Orange Center will ensure the students needs are being met during absence notification contact. Orange Center will complete a weekly engagement record for each pupil documenting synchronous and asynchronous instruction for each whole or partial day of Distance Learning, verifying daily participation, and tracking assignments as stated in SB98. Documentation for notification will be created and filed.

If a student teachers three unexcused absences, and once a Hybrid Model is allowable, if the student is attending Distance Learning, Orange Center will strongly encourage the student to attend in -person learning. If a student is absent three school days school week, Orange Center will reach out to parents or guardians to determine students needs including connection with health and social services, as necessary and, when feasible, transitioning the pupil to full -time in-person instruction as stated in SB98.

## 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 order to provide the best Distance Learning experience possible for students and staff, OCSD will provide a variety of professional development opportunities for teachers and staff members.

All Orange Center staff will be provided with custom designed instruction and coaching in the area of English Learner instruction via Distance Learning and Guided Reading via Distance Learning through our partnership with the Fresno County Superintendent of Schools Office.

All staff members were provided the opportunity to attend two days of professional development which focused on Distance Learning pedagogy, tips, examples, multiple topics and curricular areas, to include Social Emotional Learning lessons and specific program and application guidance. Over 50 sessions were designed to support leading and learning in a Distance Learning environment for both teachers and administration. All sessions have been recorded and will be available for staff to review as needed.

All staff have been given access to the Orange Center Technology Padlet, which holds a variety of videos and supports that range in topic from: district subscriptions, digital curriculum, Google Apps for Education, teleconferencing, and student engagement strategies.

## Staff Roles and Responsibilities

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

In March 2020, OCSD ordered an emergency school closure in order to mitigate the spread of the COVID-19 virus and the determination by state officials of a nationwide pandemic causing all district classes to be offered via the district emergency Distance Learning Model. This emergency closure has impacted the roles and responsibilities of all staff members. All district roles and responsibilities continue to be as fluid as possible and will continue to evolve as the district prepares to reopen the school for any of the models listed in the reopening plan and into traditional in-person instruction. All staff members have continued with their respective duties and have adopted duties to help support the current distance learning model.

Administration and confidential employees continue to provide support to teachers, staff, students, parents, cafeteria and maintenance staff in any way possible in order to provide a safe and healthy learning environment for all through health checks, communications with parents, tech support, materials distribution, and organization with outside entities for services.

All Teachers will provide instruction in any of the models outlined in the district reopening plan as the district moves towards re-opening. This includes a pivot to provide Distance Learning to all students. Teachers will engage any students who have missed instruction via video conferencing and must supply intervention or support to all students daily, whether in person or online, as the program model dictates.

The District Special Education Teachers will provide all services outlined in a student's IEP via a digital platform. Some students may be invited to receive services in person if the online platform is not conducive to the students' needs. SPED teachers will also participate in the general education classroom Google Meets in order to provide support and instruction in core areas. All students requiring testing will be

offered in person testing. Special education teachers will meet with parents via a digital platform or will hold phone meetings as required by Federal Law.

The District Technology Coordinator has pivoted their duties to provide technology support for all staff members, parents, and students in the OC community and must work with the district superintendent to ensure accessibility of chromebooks and internet access to all students.

The District English Language Development Coordinator will provide support to level 1 and 2 students, who are English Learners, remotely. Students will also be provided on campus assessments (ELPAC) and will work with support staff to provide supplemental support to individual students, as needed. The EL Coordinator also hosts a Google Classroom to provide support materials and language rich materials. This also includes holding parent DELAC, SSC, and PAC meetings via Google Meets or via phone meetings.

Classified instructional support staff members are assisting with all aspects of family and student support, ranging from meal distribution, parent communication, materials distribution, and students contacts.

The District Licensed Vocational Nurse will: provide telephone support for families in need of information related to health, immunizations, COVID-19, nutrition, active screening for students, staff, and visitors, post signage and literature related to COVID -19 and general wellness information, will provide educational lessons to all students via Google Meets (hand washing, mask wearing, wellness, stress,nutrition,general health related issues).

The District Custodial/Transportation staff will: facilitate the distribution of: meals, PPE, supplies for disinfecting, school related academic materials, increase cleaning and disinfecting instances, and assist with active screening, if necessary.

The District Library Aide will provide books to students at students' AR ZPD in a mobile setting, in addition to providing story time and library time via Google Classroom to all TK-8th grade students.

## **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.]

Orange Center School District provides professional development to teachers on the English Language Proficiency Assessments for California (ELPAC), the components of the assessment, and how to give students this assessment yearly. The District EL Coordinator provides all teachers with a list of the students in their classroom that are classified as English Learners along with their assessment levels from the ELPAC at the beginning of the year (or upon registration). Parents of newly registered students are mailed letters of intent at the beginning of the school year from the district with notification that their Home language Survey (HLS) has indicated that their child may be an English Learner and will be assessed in the Initial English Language Proficiency Assessment for California (Initial ELPAC). Parent notification letters of their child's ELPAC results and services are provided from the District to parents each school year. English Learner students who are identified as scoring Level 1 and Level 2 on the ELPAC are identified by the district for Designated English Language

Development (ELD) and support from the English Language Coordinator, on a daily basis, and through weekly resources that are sent out to students via Google Classroom. The district provides an English Language Development Coordinator to support teachers in their curriculum and with any questions that arise concerning the English Learners in their classrooms.

Teachers use Journeys, ELA reading curriculum, to provide all students in grades K-5 with embedded Integrated ELD support daily. Teachers in grades 6-8 use Houghton Mifflin Harcourt Collections, ELA reading curriculum, to provide students with embedded Integrated ELD support daily. Teachers identify English Learners in their classrooms that are Level 1 and Level 2 to provide Designated ELD, a protected time to work with them on their English language skills. Teachers use standards based curriculum reading and math programs Lexia (reading), IXL (reading and math), Freckle ELA/Math, NEWSLA, Discovery Learning, and Brainpop to support English Learners with both Integrated and Designated ELD lessons. Teachers provide lessons in class using similar components from the ELPAC to familiarize students. Through assessments and assignments in class, teachers acquaint themselves with the needs of English Learners in their classrooms and structure lessons to better serve their students. Assessments that will assist teachers in guiding instruction will be STAR Reading and STAR Math & Early Literacy Assessments.

Currently Orange Center School District has a low number of foster students and/or students who are experiencing homelessness, that have been reported. However, the District supports any students who experience homelessness or foster students with materials and supplies for academic support, preferential access to the district provided After School/Expanded Learning Program, immediate access to mental health referrals to the All4Youth Program, Student Study Team support will be offered without teacher referral. Access to delivered meals and supplemental grocery programs.

Learning Cohorts may be established to serve our most vulnerable learners. This will include cohorts of no more than 14 students who may receive supervision and limited instruction on campus. Students for consideration would be those who receive Special Education services, English Learners, foster youth, homeless youth, or any child who cannot access instruction at home for various reasons. The total number of students who participate in cohorts will not exceed 25 percent of the entire student population. All students, whether they participate in cohorts or not, will receive communication and support individually from the content specialist in said area.

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

Description	Total Funds	Contributing
Our unduplicated students have the least access to materials and supplies in the home due to their home circumstances. The District will provide students with materials to support distance learning instruction that is grade level appropriate ie, crayons, color pencils, pencils, paper, notebooks, erasers, scissors, rulers, protractors, and backpacks. As a result, the District expects to see overall increases in student test scores including formative, summative, and state level assessments.	\$ 11,000.00	Yes

Description	Total Funds	Contributing
The district will purchase 200 chromebooks to ensure that students have access to technology that will reliably connect to the internet and that have working microphones, speakers, and cameras.	\$ 54,250.00	No
The district will purchase hotspots and data plans to assure that all students are able to participate in daily distance learning instruction.	\$ 50,400.00	No
The district will purchase headphones with microphones for all staff and students, in order to improve with student engagement and focus.	\$ 6,000.00	No
The District will provide staff with professional development opportunities that focus on distance learning and student engagement specifically geared towards low income, english learners, foster youth and homeless students.	\$ 15,000.00	No
The District will purchase laptops and additional screens and equipment for teaching staff, in order to assure high quality sound and video for teaching distance learning and participation in professional development engagements.	\$ 18,000.00	No
The District will purchase a subscription to Clever, in order to make the login process easier, with a single log in, for students at home who have limited experience with technology or limited assistance in academics.	\$ 5,000.00	No

## **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.]

Orange Center School District will address pupil learning loss that results from the COVID-19 school closure during the 2019-2020 and 2020-2021 school years in the areas of English Language Arts, English Language Development and mathematics through the use of online and in person authentic assessments. All students in grades TK-2 will be assessed using the early literacy online assessment Star Early Literacy each trimester, which will quickly identify every learner's strengths and weaknesses, set personalized goals, and track progress as students transition from non-readers to readers. All students who are in 3rd-8th grade will be assessed through the STAR Reading Assessment each trimester, a comprehensive assessment that provides insights needed to guide literacy growth for emergent readers, struggling readers, English Learners, and high achievers. All students in TK-8th grade will be assessed in the area of mathematics through the means of the STAR Math Assessment, which provides essential insights to help all students get on track for math success by identifying which students are struggling, the specific skills and subskills they're struggling with, and provides resources and practice activities to remedy those skill gaps. In addition to these assessments, TK-3rd grade teachers will track basic phonics skills via the Reading Results assessments each trimester. Also, IXL assessment tools will be used in ELA and math each trimester to guide instruction and remediation for students in 4th-8th grade.

## **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.]

In the 2020-2021 school year, teachers participated in three professional development days in which they had the opportunity to learn strategies to address learning loss. Also, teachers were provided with two additional planning days and three pre-service days which provided time to focus on the Orange Center Distance Learning program, assessment schedule, planning interventions, time to collaborate with colleagues, and time to attend various professional development trainings.

Teachers worked to develop weekly and daily schedules which include small group and individual academic tutoring, plan grade level distance learning plans, build ELD groups and plan designated and integrated ELD for all respective levels, and time to review and revise the grade level pacing guides. A major focus was given to foster students, English learners, and low-income students and how to specifically meet their needs through distance learning. Teachers will assess students daily utilizing various forms including exit tickets and random selection strategies that ensure engagement. Progress monitoring will be done by intervention programs Lexia, IXL, and Freckle which provide updated student outcomes in the areas of reading and math.

The District will provide supplemental extensive and comprehensive writing instruction, through a district adopted writing program, in order to meet writing standards, as a result of learning loss due to COVID-19 for English Learners.

Americorp Tutors have been contracted to assist with remediation of skills, in ELA, for students in grades TK-2nd grade in order to directly target students who have suffered learning loss directly related to the school closure.

### Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include diagnostic assessments utilizing district benchmarks each trimester. Students will be assessed when they return to school in August to determine their needs in the areas of reading, math and writing. STAR reading, STAR Math, Early Literacy Assessments, and IXL will be used to assess learning loss and monitor progress throughout the school year.

Teachers will review student progress during PLC meetings. Interventions will be developed for students experiencing learning loss. Instructional aides are available every day for small group and/or one-on-one intervention. Americorps tutors will be working with students one-on-one in grades TK-2 in both English only classrooms as well as in our Dual Immersion program. Teachers will focus on English Language Arts, mathematics, and ELD based on grade level standards and district approved content adoptions. Science and Social Science instruction and support will be provided daily through the district adopted curriculum. The District will use Google Platform Google Classroom which will be the means by which teachers communicate to parents and students. It is there that they will communicate lesson information, curriculum, instruction, meeting links, and any instructional support.

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

Description	Total Funds	Contributing
Our English Learners, low-income, and foster youth are at a significantly increased risk of learning loss due to COVID-19. Additionally, they are already the group of students with the least access to opportunities and activities that enrich their core learning. The District will utilize programs designed to help students remediate lessons, accelerate past grade level expectations, or provide current grade level content. These programs focus on ELA (Lexia, Freckle and IXL) and Math (IXL and Freckle) but also include lessons in Science and History (IXL). As a result, we expect to have increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	\$ 10,000.00	Yes
Our unduplicated students, the EL, Foster, and low-income students, are most in need of access to supplemental instructional support and fluency building in the areas of math, reading and Early Literacy Skills due to having less access because of their current conditions and circumstances. The District will provide Renaissance Learning assessments in STAR Reading, STAR Math and Early Literacy, in order to provide a common assessment for all	\$ 15,000.00	Yes

Description	Total Funds	Contributing
English Only and Dual Immersion classrooms. As a result, we expect to have increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. The District will utilize programs designed to help students remediate.		
Our unduplicated students have historically underperformed on standardized testing. COVID-19 has further exacerbated this learning and achievement gap. Because of this need, the District will provide library books to support the Accelerated reader program, focusing on independent reading at students instructional level. As a result, we expect to have increased academic achievement for all unduplicated students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC.	\$ 4,000.00	Yes
The District has contracted Americorp Tutors to assist with remediation as a response to learning loss directly related tot he COVID-19 pandemic school closure.	\$ 10,000.00	No

## 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.]

Mental health and wellness are a top priority for our Orange Center community due to the stress that the COVID-19 pandemic and the need to begin the school year in a Distance Learning model has placed on students, staff, families and the Orange Center community. All students, regardless of the learning program, will have access to mental health support via meetings with our school psychologist. In addition, parents, teachers, and staff will continue to make referrals to the ALL4Youth licensed child and family therapist services.

When needed, Orange Center Administration will examine the current availability and accessibility of mental health resources and supports for students, families, and staff members by seeking assistance from county and state entities. OCSD will continue to support mental health and social and emotional well-being of all students throughout the 2020-2021 school year by providing staff with professional learning



opportunities focused on social emotional well-being. In addition, incorporating resources in either traditional or distance learning settings for students to access such as online surveys and applications will be provided.

The OCSD has a designated school psychologist who will be the contact person who will address concerns regarding trauma and other impacts of COVID-19 on the school community and who will reach out to families who are identified as needing assistance and will provide appropriate resources. Teachers will also incorporate Morning Meetings into their daily schedules during distance learning, which will provide accountability through attendance and provide time for students to interact as a class community to ensure engagement and interaction.

Teachers will incorporate Socio Emotional Learning activities to their daily schedules in order to increase the amount of social interaction between peers and in order to gauge student connectedness and mental health well being. The Zones of Regulation, Emotional ABC's, NewsELA and Brainpop offer SEL activities that teachers may use to integrate into their lessons.

The Orange Center ASP/Extended Learning Program offers a daily mental health check in for all students. This gives students an opportunity to express how they are feeling and to ask for assistance or guidance. In addition, ASP staff provide daily teambuilding, mindfulness, and stress relieving activities and games into their daily calendar for students to participate in .

OCSD will integrate a school-wide activities calendar with activities such as Spirit Days and Character Education recognition. This will be an opportunity to build school community and inclusion.

Staff will receive training on managing stress and anxiety and Youth Suicide Prevention and Postvention which is provided by Keenan online. Teachers will participate in weekly stress relieving activities during their weekly meeting. Staff members will be encouraged to take time throughout the day to practice relaxation strategies and exercise, in addition to incorporating relaxation and breathing exercises during class time with students.

## **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.]

Orange Center certificated staff will conduct daily attendance of students engaged in the distance learning program. If a student engages during their video conferencing via Google Meets, they are considered "Engaged". If a student does not engage in Google Meets, provides work samples, or communicates with the teacher to receive instruction by 10:00 a.m. a student will be deemed "Unengaged". An automated

phone message will be sent to parents to inform them of their child's "Unengaged" status. This will serve as a reminder/alert to parents to have their students log in to their next online Google Meet session, or as soon as possible.

Teachers will make contact with families whose students did not engage in any aspect of distance learning for the day, in order to provide daily live interaction, provide instruction, and discuss student progress (Engagement) .

For those families who speak Hmong or Spanish, Orange Center Spanish and Hmong Liaisons will work directly with the teacher to translate parent contact via telephone call. At this time, assurances that the needs of the student and family are being met will be made (technology, understanding of schedules, socio emotional support). Families will be urged to ensure their students log on to their scheduled Google meet on Google Classroom the following day.

If a student fails to: Log into their online classroom meetings for synchronous learning, to submit assignments which would exhibit asynchronous learning, and if the homeroom teacher is unable to speak to the child/parents or guardians, they will be marked "Unengaged".

Orange Center will complete a weekly engagement record for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments as stated in SB98. SchoolWise Daily Attendance Reports and Weekly Engagement Logs will be attached to each teacher's weekly lesson plan, verified and turned in by the teacher.

Site Administrators will review engagement reports by 3:45 daily. If a student has been "Unengaged" for 3 consecutive days, administration will communicate with the homeroom teacher to collect information regarding communication that they might have had with the family. The Site administrator will contact the family and will work with the family to reiterate expectations for participation in school. Administration will collect any information that would help students to engage. Resources will be provided to each family, as necessary.

If there is a need for an Individual Engagement Plan, for a specific child, the site administrator will work to coordinate with the teacher and parent, in order to re-engage the student in distance learning.

Once guidelines from state and local agencies allow schools to open with a hybrid or modified operating model. Any student displaying an inability to participate in distance learning successfully, or who is deemed chronically absent or truant will be strongly encouraged to attend in-person learning.

## 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.]

Orange Center School is providing free breakfast, lunch, and supper during school closure, due to the COVID-19 pandemic. Meals are provided for all students, while we are providing Distance Learning and when in person instruction begins. All students enrolled in Orange Center School District (TK- 8th grade) are eligible to receive meals regardless of the instructional model that the child is participating in. The District will provide breakfast, lunch, and supper for five days a week. Meals will be dispersed once a week. Meals will be available for pick up at the site from 7:30-9:30 am and again from 3:00-5:00 pm or by appointment. Meals may also be available for pick up at designated bus stops for students who cannot pick meals up at the school. Due to the pandemic, parents are allowed to pick up meals on site or at the bus stops for their registered students. Parents must give the name of their children for whom they are picking up meals. In order to prevent the duplication of meals being served to students, school staff uses pre-designed check off sheets with barcodes that include students' names. Once a student name is checked off, they will not be served meals again for that week. When students are able to attend school in person, meals will be served in the classroom, with social distancing and safety precautions in place.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	The District will coordinate activities to bring families on campus to pick up materials, meals, and technology. Signage and traffic cones will be used to assure safe passages of travel and expectations.	\$ 2,000.00	No
In-Person Instructional Offerings	The District will provide an air quality filter, in each room, in order to maximize the quality of clean air (free of toxins, allergens, viruses, and bacteria) flowing through the classroom.	\$ 30,000.00	No
Pupil Engagement and Outreach	The district will provide all teachers with Google Voice, in order for teachers to communicate with parents and to increase pupil engagement.	\$ 5,000.00	No

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	The district will provide increased technology planning, services, and support to all staff, students, and parents. This will increase the need for technology support days.	\$ 3,000.00	No
School Nutrition	The District will assure that students have access to nutritious meals. This will require supplies such as: ice chests, bags for meals, clip boards, ice/cooling packs.	\$ 2,000.00	No
Mental Health and Social and Emotional Well-Being	Our unduplicated students have the least opportunities to engage in person and online socio emotional learning activities through the use of technology to further socio emotional experience and understanding in and outside of the regular school day. Because of this need, the District will provide teachers and students with access to Programs such as the Zones of Regulation, BrainPop and NewsELA, in order to provide digital SEL lessons. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population. As a result, we expect to have more students feeling connected to school as measured by the end of year connectedness survey and fewer referrals to SEL supports.	\$ 15,000.00	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
40.83%	\$1,073,615.00

## Required Descriptions

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

The supporting details required in this prompt are unique to each action/service included in this plan. Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group's needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

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

The "contributing" actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help Orange Center School District balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 40.83% using the dollar amount of \$ 1,073,615.00. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$ 1,073,615.00 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans such as the LCAP.

In addition to the actions/services described in this plan as "contributing", the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement:

- English Learner intervention and support through supplemental services provided by an English Learner Coordinator and Instructional Aide(s). The District will also provide professional learning opportunities to staff members who work with EL students.
- Continued professional development will be provided to TK-8th grade teachers in the areas of: Student Engagement (Kagan), ELA, Math, Science, and History with a strong emphasis in Writing and Mathematics.
- Continued implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and creation of Mathematics intervention program, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data.
- Preventative healthcare measures through a site LVN
- Positive Behavior Intervention and Support Program
- Supplemental services through district psychology services in providing social skills and counseling services (Tiger Talks and Behavior Academies). Providing referrals and communicating with parents in regards to socio-emotional issues in order to improve attendance and loss of instructional time.
- Purchase of materials and supplies to support lessons to implement CC standards and offer a rigorous broad course of study requires supplemental instructional materials and supplies
- Administration and support staff will increase steps to involve parents in the educational process by increasing communication through incorporation: monthly newsletters, bi monthly staff/parent communication experiences, education related participation incentives, child care / educational activities made available during all evening parent meetings digital Marquee.
- District will increase parental involvement sessions. These sessions will be provided by the district parent involvement team, to parents on Common Core standards and topics that are determined by parents and community input.
- District will provide instructional assistants to students and outreach and support to identified subgroups and Hmong/ Spanish speaking parents in regards to attendance, school events and student progress.
- Provide HQT with technology support in integration of technology into their lessons and provide technical support for technology equipment. OC will maintain an Instructional Technology Coordinator and Contract a FCSS Technology Technician.
- Purchase materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allow students to extend their learning past the school day through Chromebook checkout system (6-8th grade) that will increase appropriate exposure to communication, collaboration and technology instruction for all students and staff. 1:1 technology purchases.

- Provide real-life learning experiences to students in many fields of study, in the form of field trips, elective course offerings in 5th-8th grade, specialized presentations, portfolio day, college visits, and out of district competitions.
- District will provide a research based program that gives students the opportunity to learn a second target language (Spanish/English), in the form of Dual Immersion Program.