



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>.

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General Information

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

Ojai Unified School District made significant changes to program offerings in response to school closures to address the COVID-19 emergency. Obviously the closures had major impacts on students, families, and staff. These impacts were immediate but also might be long lasting as the situation continues to evolve. OUSD offered differentiated instruction and a multi-tiered system of supports for our English learners, low income students, and foster youth. Teachers tailored the instruction to meet individual needs in content, process, or products. This targeted assistance was accomplished by telephone, text, email or Zoom for those students who were struggling academically or for

small groups of students. Staff would do check-ins with students using the same technology. OUSD provided counseling for those students who had not made adequate progress on virtual assignments. Many students accessed the Help form when needed. OUSD also provided mental health support for unduplicated students. English learners continued to receive designated and integrated English Language Development delivered remotely often using programs with an oral component. Because oral language has a profound impact on children's preparedness for school and on their success throughout their academic career, the district will continue to look for ways to engage our English Learners orally. Methods of meeting the needs of English learners, low income students and foster youth was as varied as the students. The district used the spring shut-down to inform our practice for the 2020-21 School Year. Community members, parents, students and staff provided input on how the district could improve in the fall. OUSD offered engaging in-person learning opportunities for students during the summer, which included summer camps and classes for all grades. The two programs, elementary and secondary, served as a pilot for in-person learning.

Despite the district's best efforts in the spring, the impact the COVID-19 pandemic has had on OUSD has been significant. School closures and social isolation have affected all students, but particularly for low income, foster youth, emerging bilinguals, homeless students and students with disabilities. Adding to the disruption to their learning, a mental health crisis has emerged as many students have lost access to services that were previously offered by schools. Some families were frustrated, overwhelmed and concerned with amount of screen time during distance learning. Parents felt ill-equipped to help their children. Parents working from home often did not have the time to monitor classroom learning. Other parents may not have had the time or the skill set to be the "teacher." Finally in response to overwhelming need, the district created a Family Fund, managed by the district Public Information Officer. The fund began with ongoing physical and safety needs. However, currently the Family Fund is the central point to provide help with additional services and support:

- Bikes/transportation (trolley tokens from city),
- Clothing
- Health care and medical testing
- Meals and food
- After-school care funding
- Field trip funds and
- Sports/Athletic Team Funds.
- School supplies (backpacks, etc.)
- Devices with technical support during distance learning

At the time of the Public Hearing in mid-August concurrent with the CA Public Health mandate, OUSD is scheduled for distance learning until Ventura County is removed from the Watch List. Included in the Learning Continuity Plan, stakeholders will see models of in-person hybrid drafts and our efforts to support all student groups and families in the Ojai Unified School District. See link below for a full description of the OUSD reopening plan:

<https://www.ojaiusd.org/page/fall-reopening-plan>

Printed copies of the links provided throughout the document are available by contacting the district office at (805) 640-4300.

Stakeholder Engagement

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

Given the impacts of the COVID-19 pandemic on California's school communities, Ojai Unified School District developed an increased awareness of the importance and necessity for meaningful and timely stakeholder engagement. This included efforts to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English. During the health crisis that began in mid March, immediate engagement of parents, students, and other stakeholders was critical especially for those who had no internet and who spoke a language other than English. The various avenues to communicate with these groups began on Day One of the shut-down and included informal face-to-face input among teachers, parents, students, staff, and community. From March 16 through the summer months, district and site administration gathered input through surveys, meetings, one-on-one discussions, emails, text messages, and phone calls. Staff members were intentional about outreach to Spanish-speaking parents and those families who had no internet access. Virtual large and small meetings were held. Stakeholder engagement included teachers, classified staff, bargaining units, administration, parents, students and the community. The superintendent had three rounds of Town Hall meetings (ten town halls in July; ten more town halls focused on grade bands held the first week of August; and three more in late August with a focus on homeschool and independent study). The 23 Town Halls were in Spanish and English and often were geared toward student participation. The town halls were geared toward both grade bands or small subsets of parents such as TK and K. The meetings could be accessed by Zoom on the internet or on a mobile device. As the pandemic evolved, staff communicated with parents, students, families and staff at least once a week and sometimes daily through the ParentSquare platform in both Spanish and English. The surveys included the following areas: Parent's Preferred Learning Format in Fall; Fall Return Comfort Levels; Opinions on Masks.

The pandemic also resulted in thirteen school board meetings (as opposed to the usual four meetings) between April 1 and August 14, 2020. At each meeting, the superintendent provided board members with updates on the distance learning in the spring and potential plans for the fall.

In early May the superintendent initiated a call for volunteer staff members to serve on a Reopening Committee. This effort resulted in a committee of 75 staff members who were further broken down into five sub-committees: Bell Schedule, Distance Learning, Student Support, Safety, and Specialty Classes. These subgroups met 4-6 times beginning in May and continued through July. Each of the five sub-committees drafted a plan that included six guiding statements:

All OUSD staff should:

The District should:

Schools should:

Instructional Staff should:

Parents should:

Students should:

Concurrently, during the work of the Reopening Committee, district administration distributed parent and staff surveys through ParentSquare,

email, and hard copy. A draft of a reopening plan was then vetted through parents, staff, and the Parent Advisory Committee (PAC). The PAC included 1-2 representatives from each school. The superintendent presented both preliminary results of the parent and staff survey and an update on the reopening plans for the 2020-21 school year at a June 24, 2020 School Board meeting.

https://drive.google.com/file/d/1ITEy0BaIDG0um8HzGehpRoXF46_gwyQL/view

Based on all stakeholder input, Ojai Unified School District made the decision as to what instructional models were possible in the 2020-2021 school year and determined the greatest extent of that possibility in light of OUSD's individual circumstances, subject to some legal limitations, the Department of Public Health, and the Governor's orders. This was an incredibly complex decision, which required the balancing of educational needs against health and safety concerns, all within the context of an ongoing public health and economic calamity. This balancing act clearly involved an exercise of discretion. OUSD made a decision to have a summer school/summer camp option for all students. It served as a pilot program especially for safety protocols that might inform the reopening process in August. However, after new guidance from the governor's office on July 17, district administration learned that Ojai Unified School District is located in a county (Ventura) that is on the Monitoring List. Because of that new guidance, OUSD will not physically open for in-person instruction until Ventura County has come off the Monitoring List for 14 consecutive days. At the July 22, Board meeting, school board members and administration discussed in more detail the distance learning plan for OUSD. During the meeting approximately 60 parents, staff, and community members submitted public comments regarding distance learning. This began the process for more targeted stakeholder input, which included meeting several times with a 15 member distance learning committee and the August Town Halls. During the last week of July, three meetings were held with Site and District Administration to gather input as it related to distance learning and SB 98 compliance. As with all reopening considerations, three domains were considered: families, staff, and regulations. The series of three meetings was followed by more meetings with teacher groups in grade level bands. Meetings with district administration continued into August.

The district stakeholder engagement was an important component of school planning and improvement. The district consulted with teachers, principals, administrators, other school staff, bargaining units, parents, and students while developing the Learning Continuity Plan. Also the district solicited recommendations and comments from members of the public regarding the Plan. The district took care to notify members of the public regarding opportunities to provide written comments to the Plan. This meaningful stakeholder was linked to more informed decision-making and greater trust among various groups. The superintendent presented the Plan to the PAC for input, discussion, review and comment. The PAC suggested meeting monthly or at least quarterly to address any parent concerns during the pandemic. The Learning Continuity Plan was presented at a public hearing for review and comment on August 12, 2020, at a regularly scheduled School Board meeting. No comments were made at the public hearing. Finally, OUSD considered all stakeholder engagement before finalizing the Learning Continuity Plan. The Plan was approved by the Governing Board on September 9, 2020.

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

The District promoted stakeholder engagement with several options that allowed remote participation in public hearings and local governing board meetings. Once again this included efforts to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English. All virtual meetings were held via teleconferencing and accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body. Meetings were accessed by Zoom, on the internet, on social media (Facebook), or on a mobile device. The agenda for all board meetings was published 72 hours in advance of the meeting, and the notes were on the website several days after the meeting was held.

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

The survey results from both staff and families showed that more than 50% of parents preferred a full return to campus. When asked about fall return comfort levels (1=comfortable; 2=OK with it; 3=uncomfortable), no staff or parent average was above 2.47; about half of the six hundred parents were uncomfortable with full distance learning; the response to masks ranged from 1.78 to 2.24. No matter what vehicle was used to engage stakeholders, the response was significant. They gave suggestions and creative ideas. They shared concerns and had questions. Administration and staff were always open to receiving verbal and written requests for information about OUSD's reopening options and/or suggested changes. As a result of some of the feedback, the district set up a Help form dedicated to family needs. The Help form can be used to request technology needs, mental health support, curricular needs, meals, or other needs. The Parent Advisory Committee's input regarding the first two weeks of school was valuable in making decisions about distance learning. Discussion centered around amount of work assigned; the ease of using Canvas and the parent's Canvas view versus the student view; the distance learning schedule including brain breaks; solutions for late work or for students who missed orientation.

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

The district collected input, analyzed surveys, and gathered data. All stakeholder groups participated in discussions that resulted in a comprehensive Learning Continuity Plan. Information received indicated that stakeholder groups were in agreement with the priorities, goals, actions, services and expenditures of the plan. Each section of the Learning Continuity Plan was well vetted by all stakeholder groups. For example stakeholder feedback from all groups suggested a new and improved understanding of current needs and possible solutions:

Spring: Crisis Response

Teacher check-ins

Reactive

Limited training for teachers

Focused on review, less new material

Flexible daily requirement

Modified grades

No attendance

Computer-based programs in Elementary

No training for parents

Multiple learning platforms

No assessments in place

Fall: Planned Distance Learning

Teacher-led Instruction

Purposeful

Thorough training for instructional staff

Focused on grade-level standards

Scheduled school day, with flexibility

Traditional grades

Daily attendance

Teacher-Led Instruction

Purposeful training for parents

District-wide platform (Canvas)

Grade level assessments in place

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.]

Because Ojai Unified School District is located in a county (Ventura) that is on the Monitoring List, OUSD will not physically open for in-person instruction until Ventura County has come off the Monitoring List for 14 consecutive days. At such time, the district will be poised to pivot to a hybrid of classroom-based instruction with distance learning when the guidelines and metrics are met. All three levels, elementary, middle, and high school have created a draft of an A/B model, which will be used when or if the district moves to a hybrid. This will be based on CA Public Health guidance.

As of the end of June, the following links show the beginnings of the hybrid model:

<https://drive.google.com/file/d/1i4FxJwFZehK9C-aN3UKGYxl2WTC1VHF1/view?ts=5f31b5c4>

<https://drive.google.com/file/d/1IbIKLSCFiU9h1O91vaaiyJP7Ud6h8UMM/view?ts=5f31b5ed>

https://drive.google.com/file/d/1x02zSOU3dHmSKdybBBDd-Ds9rY_8rjOh/view?ts=5f31b60a

All stakeholders (staff, administration, parents, PAC, union) agree that transportation will become an area that will require some creative thinking and solutions.

The district has several plans and protocols to ensure the safety of students and staff, consistent with public health guidance.

In order to identify students who have experienced significant learning loss due to the school closures in 2019-20, OUSD staff will continue a systematic cycle of assessments, including initial screening, formative and summative assessments. During in-person learning, the teacher will first observe the student. Using the observations, the teacher will analyze and respond and scaffold his/her learning appropriately. A teacher will evaluate and decide which indicator of an essential standard best describes the student's knowledge and skills. By consistently analyzing and evaluating their observation notes and work samples, teachers are able to determine each student's level of achievement in relation to each objective. Then teachers can either reteach, remediate, or provide intervention. Much of this work was started during our professional learning communities. In addition staff will continue to emphasize social and emotional learning at all levels. The elementary staff will be able to continue using Tool Box during in-person learning. Second Step will be used at the middle school level. Whenever the district resumes In-person instruction, sites will work to create safe and welcome learning environments where students are engaged and connected to school. Beginning last year administrators and teachers wanted to develop culturally literate students through a three-tiered approach. The first tier was using social and emotional learning (SEL) curriculum and restorative justice approaches to really build community and provide a way for all of us to get to know one another, and to build empathy, and to learn about each other. The SEL component helped students develop tools for handling conflict, and for solving problems as they arose with everyone who they encountered

on campus. It is the district's hope that the second tier will be anti-bias lessons with the intent of engaging students in a dialogue. The final tier will be focusing on visiting some of the historical injustices of the past, and using history to provide opportunities for students to learn about those past issues, but also to learn about cultures and other people and add to the cultural literacy of students. Full time in-person learning may allow staff to implement the last two tiers.

Finally, the district will be providing professional development on teaching essential standards during a hybrid model of distance learning coupled with in person learning. An outside expert will deliver the PD for teachers on that topic among others. (See Distance Learning Professional Development section.)

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

Description	Total Funds	Contributing
IP 1 Ensure safe school and work environments following all Health Department protocol.	50,000	No
IP 2 Focus on teaching essential standards	15,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Good distance learning will start with a focus on individualized student needs. OUSD has developed structures that place students at the center of learning, while understanding the varied situations of in-home support. The model used by OUSD will prioritize interaction, collaboration and individualized feedback to support and accelerate learning of grade-level content. The distance learning plan in OUSD will include interaction and instruction between teachers and students through the use of technology, video or audio instruction. This interaction

between the students and teachers will rely on computer or communications technology, or hard copies of materials that are subject to feedback. Daily live interaction will take the form of internet such as Zoom or telephonic instruction or, if that is not feasible as part of regular instruction, OUSD has developed a plan that provides a comparable level of service and school connectedness. This might be a phone call, a text message, and email to ensure that students have access to a full course of study. Instructional minutes will be based on the state guidelines. The distance learning plan 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. Pupils will have instructional continuity if a transition must occur during the year. The following links give tentative schedules and a description of the curriculum and the instructional resources that will be developed or utilized:

<https://drive.google.com/file/d/18BriOMnyQpPZwwingQWduSbIGJXHR27H/view>

https://drive.google.com/file/d/189kmn2L0_P42VS5atfHxx4OEGufIjYFs/view

<https://drive.google.com/file/d/18ILRmT2mS7-WAEq1NtwcGfgZ54XcRznw/view>

In addition the district will provide flexibility for families by offering a homeschool option.

OUSD plans to send out a survey to parents and students after two or three weeks of distance learning. This will give the district information in order to assess what is working and what might need changing in order to ensure instructional continuity for all students.

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.]

OUSD will ensure access to devices, assistive technology, and internet connectivity for all pupils to support distance learning. This will include hotspots available for checkout; 1:1 Chromebooks for grades 4-8; Chromebooks available for checkout in grades TK-K and 9-12. The district will now have its own internet service provider (ISP). The ISP will serve as the access point that provides a user access to everything available on the internet. The district developed and will use a Help Form to allow parents/guardians/students to submit needs regarding technology: devices, connectivity and other supports that are needed during distance learning. The Help form can be accessed on the district website, on ParentSquare or by phone. As of mid August, the district received 40 requests for either access to devices or connectivity. Often a technician would locate the neighborhood of that family and then be able to give them options for the strongest connectivity based on their address. OUSD created a Tech Tent (a pop up) at the district office that will be open every Friday to address any technology needs.

In a two week period, the district fielded over 900 Help tickets regarding connectivity. The district gave out over 150 hot spots and provided repurposed smart phones for some families.

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.]

OUSD will develop processes for monitoring student engagement and reaching out quickly with personalized support for students and families. The district will document daily participation of each student on each school day. If the student does not participate in distance learning, then that student will be marked absent. Participation includes evidence of participation in online activities, completion of regular assignments, completion of assessments and contact with an OUSD staff member, the student, or the parent/guardian of the students. OUSD will ensure that a weekly engagement record is completed for each student participating in distance learning. A chart of tiered priority student and family support will be published so that each site is clear on the responsibilities for issues with student participation and progress: attendance, pupil engagement, and outreach. (See Pupil Engagement and Outreach section).

In addition, the Student Support Sub-committee developed the following recommendations:

Create and utilize the Help Form

Increase outreach of Family Fund Services:

For ongoing physical and safety needs, OUSD's Family Fund is the central point to provide support with:

Bikes/transportation (trolley tokens from city),

Clothing

Health care and medical testing

Meals and food

After-school care funding

Field trip funds and

Sports/Athletic Team Funds.

School supplies (backpacks, etc.)

Devices with technical support during distance learning

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.]

Reopening schools utilizing new instructional models requires special attention to professional relationships and learning. An important part of this support will include building and nurturing staff relationships. This will be achieved by addressing the strain of isolation through video conferencing, digital environments, and time for educators to stay in touch with each other, and by ensuring teachers have a say in determining the focus of professional learning. District training and learning will incorporate practices that ensure that the transition to a new instructional program model will result in positive outcomes for students and educators. OUSD district administration conducted surveys of

educators and families regarding early efforts to transition to distance learning to analyze what worked well and what needed improvement before transitioning to a new instructional program model. The district will collect data throughout the transition to inform our professional learning. Some surveys indicated a need for training in trauma informed care, which the district supported. The content of other training will help administrators and teachers build a shared understanding of what successful implementation of the instructional program model looks like for all students and what the system needs in order to achieve it. School and district leaders will support teachers by developing curriculum and instructional resources as well as providing additional training (such as CANVAS) on their use; District leadership began in the summer with two book studies: "Excellent! Online Teaching" by Aaron Johnson and "Teaching Effectively with Zoom" by Dan Levy. These books will also be offered to teachers before they begin the distance learning for students. Teachers will also engage in a book study of "Distance Learning Playbook: Grades K-12" by Fisher, Frey and Hattie. Instructional leaders will support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources. Many trainings for CANVAS were held during August for one-on-one support, in grade level groups, in departments, or optional advanced training. Other trainings included See Saw, Teach Town, and Goalbook. In August all district administrators were all trained on supporting students with unique needs especially students with disabilities. This included the importance of including accommodations and supports through virtual platforms. The Director of Student Services emphasized the new emergency provisions and how in the event of an emergency, each IEP will include documentation as to how best to support students with services, supplemental aids, transitional services, and extended school year. Teachers and leaders were also trained in Trauma Informed Care, Student Motivation, and Teaching in a Block Schedule. VCOE's Curriculum & Instruction Department aligned to English Learners and VCOE's Student Services aligned to Foster Youth/Homeless populations presented two sessions on ensuring students with exceptional needs are addressed during distance learning. This gave an opportunity for OUSD team members including site administrators to hear from experts, learn from other districts, and discuss research and new ideas. OUSD professional learning also covered health and safety protocols for all staff. A year-long calendar of trainings will be published so that staff can plan for their needs.

Staff Roles and Responsibilities

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

Each teacher will teach from his/her classroom. Safety and sanitation protocols will be in place for any staff entering the campus. (See link in In-Person Learning for safety protocols.) Educator roles will be reimaged within grade-level and content-area teams such as shared planning and delivery of lessons. Teachers will utilize other school staff, such as instructional aides and expanded learning providers to offer targeted supports to students. The district will adapt the roles and responsibilities of employees that have necessarily changed. This will include instructional aides, staff who work in operations such as custodial, grounds, and maintenance as well as transportation. The workload of the Technology Department will increase substantially. For example some aides may do outreach to families who speak another language other than English. Bus drivers may deliver meals. Other staff may do employee childcare. In the distance learning environment, the district is poised to make modifications to staff roles and responsibilities to meet the academic and social-emotional needs of 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.]

Schools will prioritize supporting students who have been hit hardest by the pandemic. The district will provide backpacks with Learning Kits inside. The kits will include scissors, dice, pencils, and other school supplies. The district will work to ensure that students needs are met, particularly for students with disabilities, students learning English and students who have fallen behind during school closures. Distance learning gives unique opportunities and challenges for emerging bilinguals in online environments. Whether instruction is delivered through synchronous or asynchronous means, both modes should provide students a means of checking for understanding and progressing based on that understanding. For English learners, this means of checking for understanding should include opportunities to have oral conversations to elaborate on the language necessary to articulate what is understood and ask questions for clarifying what is not fully comprehended.

Teachers can leverage English learners' languages and cultures as assets. For example, teachers will provide choices and multiple pathways for students to use their language through Google Translate Snap or Google Talk features. Teachers will identify opportunities for students to use their entire linguistic repertoire in new and creative ways such as creating multilingual graphics, posters or collages.

Teachers will design opportunities which connect online learning with students' immediate home and community situations. Teachers will encourage the use of built-in online features for virtual assignments using ReadWorks, OneNote, or Adobe Spark. Emerging bilinguals may need extended time on assignments. The break-out groups during the day (described above) will allow students to access designated English language development, with instruction provided during that time for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. Integrated ELD instruction will occur with the teacher delivering the state-adopted ELD standards in tandem with the state-adopted academic content standards. Integrated ELD will include specifically designed academic instruction in English depending on a student's individual level.

OUSD will fully support students with exceptional needs served across the full continuum of placements. The district is implementing a new curriculum for Special Day Classes called "Teach Town". It has components for the parents to interact with the curriculum and the students. It also has a workable structure that is broken into small portions. In addition, for all SWD, Special Education Staff will:

Implement IEPs to the greatest extent possible.

Provide special education and related services in the IEP through multiple modalities to create a robust distance learning plan that includes a combination of synchronous and asynchronous learning. Some examples include but are not limited to online virtual lessons with the teacher and support staff, online learning curriculum and websites, online instructional materials, paper packets, instructional videos, etc.

Individualize access to online learning programs and tools.

Individualize materials to meet the needs of each student based on their Individualized Education Program to support distance learning.

Collaborate with general education teachers, related service providers, and administrators as needed.

Regularly collaborate with families through phone conferences and emails.

Provide timely feedback and support to families and students.

Continually monitor student progress and adjust services as needed.

Follow national and state guidance on the procedures and delivery of services for students with IEP's.

As we continue this Distance Learning journey, the plan will adjust and evolve as needed to make the best effort to deliver the highest quality of services in light of the circumstances.

Foster youth and homeless students must have equitable access. The district will ensure that all students have what they need to be successful. They must have access to the same content, accessibility, and services that all students receive. OUSD will provide outreach to parents, guardians and students in order to ensure school success regardless of the learning environment. To support homeless high school students, counselors will review OUSD graduation requirements and the applicable exemption. OUSD will distribute the Housing Questionnaire to every enrolled student in the district.

For all students with unique needs, teachers will design meaningful engagement activities that connect learning with students needs. Because social-emotional and cognitive development are inter-related, teachers, in the distance learning environment, will be able to host daily or weekly individual, small-group, or whole-class meetings to maintain, sustain, and expand a sense of community and reduce isolation. Teachers will encourage students to share experiences, celebrate milestones, and encourage others.

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

Description	Total Funds	Contributing
DL1 Increase technology access for all staff, students and parents especially for English Learner, Low Income, and Foster Youth; this includes conducting a needs assessment and creating a Tech Request form. This also includes the district Internet Service Provider (ISP), devices for students, computers for staff, hot spots, and other technology.	100,000	Yes
DL 2 Provide a common learning management system with a platform for recording instruction across all grade levels to ensure easy access for students and parents. This includes professional development on the LMS for all instructional staff. (CANVAS)	24,550	Yes
DL 3 Provide an Education Technology Coach to assist teachers, parents, and students with distance learning needs	50,000	Yes
DL 4 Offer a homeschool program	10,000	No

Description	Total Funds	Contributing
DL 5 Improve communication with families, including a tool for staff to communicate with families; this action also includes guidelines to parents about expectations for teacher and staff response times.	15,000	Yes
DL 6 Create developmentally appropriate distance learning and childcare option for TK and K	20,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In order to inform instruction and gauge student learning and subsequent learning loss, the district will solidify a cycle of assessments including initial screenings and formative and summative assessments. Teachers will use the data to lead to meaningful change in student outcomes. Teachers and administrators will use collaboration time built into the schedule to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. Assessment data will assist teachers as they make determinations related to differentiation and to inform instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness. Teachers will regularly communicate with parents regarding student progress. Because parents may have children enrolled in multiple schools across OUSD, it is vital that communication protocols, online learning platforms, and expectations are coherent and consistent. This also engages parents as partners in learning.

OUSD will address pupil learning loss beginning with assessments to measure learning status, particularly in the areas of English language arts, English language development, and mathematics. The teacher will differentiate, reteach, remediate, and offer intervention. Concurrently teachers will apply rigorous and challenging assignments, access to devices and connectivity, daily live interaction, and adapted lessons for English learners and SWD. SSTs will be held virtually to address early academic gaps.

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.]

The district has a multi tiered plan to address learning loss and accelerated learning progress. The groundwork was laid with professional learning communities (PLC) that began long before the pandemic. In order to address learning loss, elementary teachers have already identified essential standards in math and ELA. This was followed by the creation of formative assessments in math 3rd-8th grades. The PLC coach also worked with secondary staff. The district is using the publisher Solution Tree: “Minding the Gap” as the tool to target learning loss. The district is committed to ensuring that teachers are teaching grade level material and then providing differentiation as needed. All assessment data will assist teachers as they make determinations related to individual student outcomes and instructional strategies to support individual students. If a student does not have mastery of prerequisite skills needed, that student will be provided reteaching as needed. Teachers will be able to use a screening tool in order to identify gaps. Then teachers will either reteach, remediate or provide intervention. Teachers will also use formative assessments to address learning loss. The Sonday System will be used for remediation. Teachers will create adapted lessons for English learners, low income, foster youth or students with disabilities as needed. Teachers will also utilize intervention aides to support those students who need reteaching, remediation or intervention.

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.]

Formative assessments and progress monitoring will take place during class lessons and provide actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals. OUSD will use universal screening tools, locally created formative assessments, and local and publisher-generated summative assessments to determine student outcomes and success. For example, the district purchased ESGI, an assessment system for grades K-2. Also the district purchased Renaissance Learning Star Reading to assess reading from K-12.

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

Description	Total Funds	Contributing
LL1 Offer differentiated instruction and a multi-tiered system of supports especially for English Learner, Low Income, Students with Disabilities and Foster Youth	200,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The mental health of our students, their families and our staff members is a top priority for OUSD. Students, parents/guardians and staff members have access to support 24 hours a day through Pick Time, an online platform, which allows the individual to set up a telehealth appointment with a school counselor, school psychologist or the mental health clinician. Students, monitored through attendance in classes and a district system, Securly, which flags key words and phrases when a student uses their school email. OUSD's mental health team, made up of associates and trainees supervised by a licensed MFT with a PPS-C credential, provides free short-term individual and group counseling via telehealth and in-person to support students struggling with mental health concerns affecting their ability to access their education. Parents, guardians, and staff can access weekly open Zoom times where they can speak to a mental health clinician about concerns and receive support. Community resources and referrals are accessed, as needed, for student, family and staff supports beyond what the district can provide.

In addition the Student Support subcommittee generated the following guidelines:

All OUSD staff should:

- Consider the social and emotional responses of students and their families
- Consider the language and communication needs of students and families
- Consider the safety and physical need of students and families

The District should:

- Provide mental health support for all students and families
- Address barriers to communication (including language and technology)
- Develop safety and health protocols for home visits
- Regularly send out Help form listing all options for support
- Offer parent support with mental health clinician

Schools should:

- Connect with parents who may not have indicated language preference
- Utilize the Social and Emotional Learning curriculum across all grades/schools
- Determine a plan for making homework and tutoring support available proactively to students whose parents are working and/or unable to help the student for a variety of needs.
- Establish a process for reaching students who are absent or not participating
- Because social-emotional and cognitive development are inter-related, teachers can host daily or weekly individual, small-group, or whole-class meetings to maintain, sustain, and expand a sense of community and reduce isolation.
- Teachers will encourage students to share experiences, celebrate milestones, and encourage others.

Parents should:

Have access to implemented Social and Emotional Learning tools such as Toolbox and Second Step resources

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.]

OUSD has developed a tiered re-engagement plan for students who are absent from distance learning. Teachers will track daily both attendance and engagement in Q module of students on their class roster. Additional staff will be able to track engagement in the Module for Student Engagement in Q. OUSD 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 pupil is not is not engaging in instruction and is at risk of learning loss. The outreach will be similar to the School Attendance Review Board (SARB) First OUSD will define the following:

1. Engagement issues: attendance, wellness check, engagement, academic
2. Type of engagement: in person (home visit), phone, video conference, text, email, conference call
3. Who is responsible: Teacher, Office Manager, Principal, Counselor, other staff member (such as bilingual aides)
3. Outcomes: did not participate, equipment needed, follow-up needed, progressing as expected.

The following chart was created showing tiered priority support for students and families so that each site is clear on the responsibilities for issues with students and families: attendance, pupil engagement, academic progress and outreach:

https://drive.google.com/file/d/170eJ2WL0L8CZ7w7_51MFsvipV8IUEm_i/view?ts=5f358975

During the month of September, the above chart may have some revisions at the secondary level.

In addition, the Student Support Sub-committee developed the following recommendations:

Increase outreach of Family Fund Services:

For ongoing physical and safety needs, OUSD's Family Fund is the central point to provide support with:

Bikes/transportation (trolley tokens from city),

Clothing

Health care and medical testing

Meals and food

After-school care funding

Field trip funds and

Sports/Athletic Team Funds.

School supplies (backpacks, etc.)

Devices with technical support during distance 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.]

As of July 17, Ventura County is mandated to have distance learning only. The district will provide nutritionally adequate meals for pupils, including those students who are eligible for free or reduced-price meals. OUSD has the capability to cook the meals in-house. The district will continue cooking meals because of a larger initiative in Ojai schools toward "scratch-cooked meals." OUSD has taken steps to actively reduce processed foods. The district has also made an effort to incorporate more variety and plan-based meals. The Nutrition Department changed meal options to include vegetarian and vegan meals. The district received a waiver to provide meals to all students regardless of income status through December 31, 2020. Meals are available for pick-up from each site two days per week, Monday and Wednesday from 11-1pm. Because Matilija Middle School is in the midst of construction of their central kitchen, those pupil meals can be picked up from any other site in the district. Pupils will receive 2 days' worth of meals on Monday and 3 days' worth on Wednesday. Whenever OUSD transitions to a hybrid of in-person and distance learning, meals will be distributed using the "Grab and Go" process.

OUSD will emphasize the following protocols with either distance learning or in-person learning:

Health and Hygiene Promotion

Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students.

Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues.
Post signs on how to stop the spread of COVID-19.

Cleaning and Sanitation

Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing
Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads.

Meal Preparation

Ensure gloves, masks, disposable aprons, and other supplies are readily available
Promote fresh healthy menu options that are individually plated meals and preportioned and prewrapped produce
Use disposable trays and wrap cold items in plastic and hot food with foil.
Consider how work stations can be reorganized for proper physical distancing
Adjust employee shifts to minimize number of staff in the kitchen.

Onsite Meal Service

Assess whether to serve meals in the classroom or cafeteria or to use outdoor seating.
Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible. Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.
Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.
Remove or suspend use of share tables and self-service buffets for food and condiments.
Consider having staff wear masks and gloves while using point of service touch pads, replace touch pads with a scanner, or have hand sanitizer available.
Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult.
Consider increasing access points for providing meal service.
Ensure cleaning of every table between groups of students or meal service.

Offsite Meal Service (with approved USDA waivers)

Offer grab-and-go student meals for consumption at home, including drive through, delivery, or curbside pick-up options.
Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps.
Consider whether it is feasible to use buses to distribute meals to students.

Communication with Students and Families

Notify parents and the school community about school meal service and options. Use a variety of communication methods such as social media, newsletters, and school websites.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.19%	\$1,832,635

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.]

As the result of COVID-19 pandemic, in an in-person environment to meet the needs of unduplicated students, the district will provide smaller classes, targeted instruction, after-school academic support, additional counseling, instructional materials and services, and teacher professional development. The professional development for teaching essential standards will be specifically targeted toward meeting the needs of unduplicated students. In addition, the use of the supplemental funds on a district-wide basis is the most effective use of the funds to meet the mutual goals of the district and stakeholders for the needs of low income, foster youth, and English Learner. In a distance-learning environment, the needs of the unduplicated students again take priority especially during the pandemic. Students will be put in small groups for daily targeted instruction and differentiation. The district will implement a multi tiered system of supports. The district will ensure full access to technology; this includes hot spots, devices, and training for parents when needed. The needs of low income, English learners and foster youth were considered first when looking at ease of access for students and parents during distance learning. In addition to connectivity, these parents expressed the need for a common learning management system across K-12. Three Education Technology Coaches were hired to assist not only the teachers but also those families of unduplicated students.

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

Using the LCFF calculator for 20/21FY Adopted Budget, OUSD will have an increased apportionment based on the enrollment of foster youth, English learners, and low income students of \$1,832,635. The required percentage to increase services is 10.19%. In 2020-21 supplemental funds in the Ojai Unified School District are principally directed toward meeting the needs of low income pupils, foster youth, and English learners. OUSD is providing activities to promote physical and mental health, activities to keep students connected and engaged, targeted instruction, academic support, additional counseling, and teacher professional development. The professional development will enhance teachers' knowledge of using data to guide instruction especially strategies for our English learners, our foster youth, and our low income students. Communication to families was critical to ensure that unduplicated students had what they needed to be successful. The district also budgeted for our youngest learners for developmentally appropriate distance learning and a childcare option for TK and K. This was especially important for low income and English learners. The district will continue to budget for services for those needy students. These are actions and services that are both in the Learning Continuity Plan and also outside of the Plan.