

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
Oroville City Elementary School District	Spencer Holtom, Ed.D. Superintendent	sholtom@ocesd.net (530) 532-3000 3001

General Information

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

As COVID-19 was spreading in California, OCESD was taken by surprise and tried to adjust as best as we could. For the remainder of the 2019 - 2020 school year, instruction was provided through distance learning. Distance learning was primarily accomplished by sending home packets of student work, and instruction was delivered through various platforms such as Zoom or Google Meet. Each school site distributed Chromebooks to any student needing a laptop. Students had a Chromebook; however, there were challenges for some families getting connectivity due to the rural geographic area. Students were not given grades in the spring. These conditions resulted in a mixed level of student participation and success. Staff too were displaced and for the first time, delivering instruction from their home. Overnight, staff went from delivering instruction in a traditional setting to delivering instruction through a web-based format without training. Staff should be commended for their successes. Some grade level teams worked together and demonstrated strong levels of student growth. However, there was not a consistent training throughout the district to support that level of learning district wide. Staff reported that last spring participation was down, and many families were disconnected. As a result of how the year ended, there are many questions regarding the impact the spring semester has had on our students academically, socially, and emotionally.

A parent survey was sent out at the end of last year. 57% of the parents wanted to have their children physically return to school. Plans were underway for a safe return, then Butte County went on the health watch list. These plans have been put on hold but will be initiated when students return to class.

As OCESD begins this school year, our focus is to provide an Enhanced Distance Learning Program to all our students. To implement this Distance Learning Plan successfully, students need the appropriate materials and resources. OCESD is trying to connect with every family to ensure continuity from the prior year. A team of employees is reaching out through phone calls, home visits, and letters to connect to all our families to support them in their children’s education and reconnect them to school. To address the materials issue, Chromebooks were again distributed at every school site several days before school started. A team of classified staff is going to homes with connectivity issues to determine if hotspots are a viable option for them. If not, we will continue to partner with our parents to find a solution.

Learning loss is a direct impact of COVID-19 during distance learning for some students. OCESD used a battery of assessments this fall to assess student's academic needs for this school year. Initial assessments are completed digitally or through Google Meets. At the completion of the assessments, students will be strategically placed into groups for accelerated instruction. Due to technology challenges, the assessments are still in progress. The students will be monitored, and instruction adjusted based on the assessment results.

Stakeholder Engagement

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

OCESD sent out a parent survey in the spring of 2020 to solicit from parents what learning structure they would like to see in the fall. At the time of the survey 57% of the parents supported returning to school. Stakeholders in OCESD were encouraged to attend weekly meetings lead by the Superintendent, Dr. Spencer Holtom, to discuss and get feedback on the plans that were evolving to provide a safe learning environment. The Reopening Committee meetings began in June 2020. These weekly meetings garnered upwards of 90 participants at times but averaged around 55 weekly participants. The Reopening Committee consisted of a broad spectrum of stakeholders and focused on a safe reopening of schools. When Butte County went on the California watch list for COVID, the focus of the committee shifted to distance learning. This committee continued to meet until school started. A subcommittee met to discuss specific content for K - 5 and 6 - 8. As changes were rolling out from the state and the directions were changing, this committee was a conduit to get information out and gather input for a Distance Learning model.

OCESD is concerned about the impact of student learning loss. Some classrooms documented that they were able to continue to meet their learning targets last spring; however, this was not consistent throughout the district. This fall, staff are in the process of assessing their students using the same battery of assessments as the prior year. Once all assessments are completed, staff will analyze the data, then students will be placed in groups for intensive intervention. The targeted instruction will concentrate on students below grade level in math or language arts, focusing on our unduplicated population needing intensive intervention.

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

Understanding that not all OCESD families have access to technology or feel comfortable using online tools, alternate options were arranged for stakeholders to contribute to the public hearings for the Learning Continuity and Attendance Plan. Community members have been notified through a posted release in the local paper to announce the public hearing and how to submit input. Anyone wanting to give input during the Public Comment time may drop off written remarks in a locked box placed at the district office or send comments through the US

mail. Hard copies of the Learning Continuity and Attendance Plan are available in the office of each school site. Comments will be read into the record during the hearing.

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

According to the results of the spring survey, 57% of parents wanted students to return to school. Following is parent feedback from the weekly meetings, English Learner Advisory Committee (ELAC), parent community forum.

Worried about students having too much screen time.
Concerned about too many students being online at one time and not having enough bandwidth.
Appreciate the teachers will be taking on more of the teaching responsibility.
Working parents need options because they work in the day and may not be able to get connected.
Want lessons recorded so they can be watched later if parents cannot connect the student during the daytime.
Parents suggested we have elementary in the morning and middle school in the afternoon.
Parents are frustrated over all the different programs being used by different teachers such as Zoom versus Google Meets.
Weekly syllabus with all the assignments for the week on the syllabus.
Parent training on how to get children online and participating when parents are at work.
Kindergarten students meet their teachers in person so they can understand the person on the video is an actual human and their teacher is the person on the screen.
Parents need help with their role in distance learning.
Strategies to keep organized such as keeping all the login information taped to each child's Chromebook.
How a child is to organize themselves with a daily schedule from the teacher; it needs to be visible and clear, whenever the child and teacher leave a meeting, if and when they are to report back.

Teachers discussed and agreed upon:

Elementary:

Using the same platform to simplify things for parents, i.e., Google Classroom, Google Meet. To communicate, the elementary staff will use Class Dojo and middle school will use Remind.

Teachers requested a communication be put on the district website stating that we are back to business as usual and students are to attend class and will be held accountable for work.

Teachers wanted SARB letters sent out.

Create a video on how to log in to the Chromebook from start to finish.

Teachers wanted staff meeting in the morning of the first day back then teacher grade level meeting on August 10.

Take attendance during synchronous learning.

First week of school we will not be doing assessments; the focus will be on building relationship and/or training on Google Classroom.

Teachers can record lessons and then use for students who are absent.

Teachers wanted a clear message sent to parents regarding the change in state expectations.

Middle School:

Using the same platform to simplify things for parents, i.e., Google Classroom, Google Meet. To communicate with parents, middle school will use Remind.

Provide daily synchronous learning with students.
Take attendance each period.
Teachers will establish clear grading policy.
Grading needs to be updated every two weeks (same as prior years).
Assignments will be posted in Google Classroom.
Teachers wanted a clear message sent out to parents that this year the expectations are different for distance learning. They wanted also wanted this communication on the website.

Community Members:
Parents need support on how to assist students when parents are at work.
Parents need help with connectivity.
Working parents can't juggle both roles.

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

OCESD was preparing to open school with students returning to the classroom. Dr. Holtom was leading a weekly meeting with up to 90 participants. These participants included parents, teachers, and administrators. While this was a large group and ideas evolved with all community members giving input, the discussions were focused on the safe return of students and the safety measures needed to make that happen. The decision to go into distance learning was made three weeks before school started. As the meetings shifted to Distance Learning, teachers expressed a need for professional development to support the shift. This led to four days of training, with over 17 sessions on technology, curriculum, strategies, and social/emotional considerations.

Connectivity issues surfaced immediately from every group of stakeholders. Many options were looked at to support families, from varying the schedule to providing work packets for rural areas. In addition, there was a clear need for some type of learning to be paper/pencil due to our rural areas that have no connectivity. This type of learning will be supported through our IFLC (Independent Family Learning Center) program.

The Hmong Cultural Center and parent groups expressed the need for training to address how to use the technology, and how to support their child(ren) in distance learning, along with addressing various behavior concerns. As a result, a series of parent meetings occurred at the very beginning of the school year, and the district is working with BCOE to provide additional training for our parents on the behavioral strategies. Parents also clearly expressed concern over the connectivity issues, to which the district responded by supplying additional hotspots.

Teachers expressed concerns similar to those of parents regarding curriculum. Adjustments were made based upon those concerns. Acellus, an online program for math, reading, science, and history, was purchased. The math department at the middle school needed additional resources, which were purchased.

Principals also expressed concerns all mentioned above and advocated for additional Chromebooks, along with several digital programs to support online learning such as Discovery Education and MyON.

In a meeting with teachers and administrators, the idea of a teacher station with two large screens, camera, and computer emerged as a teacher work station for distance learning.

Principals and teachers are working daily with our parents, supporting them in adjusting to the current distance learning program. Staff listened to the families' concerns and have adjusted strategies as needed.

The Tiered Re-engagement Plan was developed with teachers, parents, and administrators through a consensus format. Everyone had input, and ideas were added and expanded upon from all groups.

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.]

OCESD understands how safety measures are of paramount concern. Arrangements have been made to take the safety precautions necessary to prepare for students returning to the classroom. Some of these precautions include but are not limited to the following:

- Thermal scanning will occur daily.
- A limited number of desk dividers are available for situations with very tight distances; the dividers will be placed on every other desk.
- Portable hand-washing stations will be placed at Oakdale, Ophir, and Ishi.
- Plexiglas barriers installed at each school site.

Students will be on an A/B schedule. Students in the “A” group will attend school Monday and Wednesday, and students in the “B” group will attend school on Tuesday and Thursday. Friday will be a cleaning day for the campus and a distance learning day for students. This plan aligns with the high school to maximize our transportation needs.

Academic Success: Students will remain with their distance learning teacher for continuity of program. OCESD is dedicated to providing a seamless transition from distance learning to in-person learning. The curriculum and assessments used during distance learning will continue as the students return to school. The same curriculum will be offered to students when they return to school. Sites will continue to support

whole class, differentiated, and accelerated instruction. Students in the IFLC program will have the option to return to the classroom if there is space available. If not, they will continue in the IFLC program.

Social-Emotional Support: Providing social-emotional support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. We will provide resources, strategies, and interventions to support engagement in learning and provide social-emotional consultations through Multi-Tiered Systems of Support (MTSS). To support the needs of students, a team approach will help to meet the varying needs. Our classroom teachers will be checking in with students to ensure they are supported; our parent liaison will be connecting with parents, supporting them and making them aware of resources; and our counselors will be providing another layer of support.

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

Description	Total Funds	Contributing
Acquire the equipment to ensure the school has the safety precautions in place to prevent the spread of COVID - 19. Thermometers Standing desks Temp terminals Gloves Banners Desk shield Custodial supplies Handwashing stations Masks Sneeze guards Face shields	\$125,751	Yes
		Yes

Description	Total Funds	Contributing

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.]

OCESD began the school year in distance learning. Our students have a daily schedule and log into Google Meet for the synchronous learning; Google Classroom is used to post all assignments. Communication to parents for the elementary students will occur through Class Dojo, while the middle school students use Remind for their communication tool.

Students are receiving synchronous and asynchronous instruction using the State adopted curriculum and/or Acellus. Assessments are being administered through one of the following: Illuminate, i-Ready, STAR, and our adopted curriculum, as well as teacher-created formative assessments. To support the distance learning, teachers may use Acellus. The afternoon will be reserved to support students needing intensive intervention such as designated ELD, Math, or Language Arts targeted instruction, IEP goals, or other supports as needed.

An important component in our distance learning is the social-emotional well-being of our students. Our first eight days of school were focused on building relationships with our students and helping them transition into this year’s learning model. Prior to school starting, staff had the opportunity to attend four days’ worth of workshops focused on providing a positive learning environment and supporting the students emotionally through distance learning. We will continue to work with Butte County Office of Education (BCOE) throughout the year on strategies to support our students’ social and emotional well-being.

OCESD is offering an alternative program for students who cannot participate in the core distance learning program. These students are placed in our IFLC program. Using our core program materials, Acellus, and additional resources, students are provided a week’s worth of work to complete at home. This work will align with the same number of minutes as our core program: four hours for grades 1 - 8 and three hours for Kindergarten and TK. These students will meet three times a week with a staff member.

1. Meet with the teacher for instruction as needed, review completed work, and receive new assignments.
2. A class which can vary in content such as an SEL activity, PE, art, STEM activity.
3. A phone conference with a staff member to check in and see how they are doing with assignments and overall well-being.

The IFLC program has been a long-standing program in the district and is being adjusted to meet the new requirements under distance learning. This program is going to the School Board for approval on September 16, 2020.

OCESD shifted to distance learning following the closure of all schools in March 2020. According to guidance from U.S. Treasury Department, as expressed in FAQs dated August 10, 2020, Coronavirus Relief Funds are to be used as stated: “eligible expenditures include payroll and benefit costs of educational support staff or faculty responsible for developing online learning capabilities necessary to

continue education instruction in response to COVID-19-related school closures.” From March 2020 to date, our administrators are developing online learning capabilities necessary to continue education instruction, which has been a new and substantially different use of a significant amount of time and effort. Fifty percent of the salary and benefits for these positions from March 1, 2020 - December 30, 2020 has been transferred to Resource 3220.

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.]

During Distance Learning, OCESD provides instruction through an online environment. Prior to school starting, each site spent multiple days distributing Chromebooks to any student needing a device. OCESD then checked every residence not connected to the internet for connectivity. A staff member drove to the house and checked to see if connectivity was a viable option using a hotspot. After we received the appropriate equipment, a staff member delivered the equipment and ensured the hotspot was working before leaving it with the student/family. Our next level of supporting connectivity was to identify locations where families could access the internet for distance learning such as community locations and access points in town, as well as school facilities. Any student we could not support with any of the above options was offered an independent study program.

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.]

OCESD will be using our Aeries attendance system to record our daily attendance and engagement. Teachers will identify a student as being present if they attend the synchronous learning lessons, if they complete the asynchronous work, or if there is parent contact. Elementary school teachers primarily communicate with parents through Class Dojo and middle school teachers communicate through Remind. Staff also contact students using a variety of tools, including, but not limited to, in-person meetings, phone calls, texts, and emails, as well as synchronous meetings using Goggle Meets. GoGuardian records the amount of time a student is in the Google meeting and in the portals. Completion of work is recorded in the same manner as we have in previous years. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Teachers are posting their assignments in Google Classroom. As they post the assignment, there is a time value assigned to each assignment. The synchronous and the asynchronous times when added together equates to the established number of minutes CDE requires for 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.]

Once OCESD shifted to distance learning for our students this fall, a professional development plan was put into place. A survey went out to teachers to identify what their needs were. The survey indicated teachers wanted training to support distance learning in educational

technology, teaching strategies, social emotional supports when teaching through distance learning, and grade level articulation time. In partnership with BCOE and a few of our vendors, teachers were offered 27 different topics centered around educational technology, teaching strategies and resources, social and emotional learning, parent engagement, and supporting students with disabilities and trauma. The training was designed for the morning with planning time in the afternoon. As participants planned in the afternoon and practiced some of the technology tools or ideas presented in the morning, a resource person was available through Zoom to provide immediate help on the topics presented and needed support or technical questions. A survey from teachers rated the training very positively. Our next steps to support the teachers will be to allow time to apply their skills then resurvey them to see what the next set of trainings should be to support their teaching in distance learning. In addition, there will be district-wide grade level meetings in which they will share their best practices and learn from each other.

OCESD has a contract with BCOE for further training on PBIS, SEL, and trauma. A long-range plan is being developed with stakeholder input to strategically support our teachers and students in distance learning and the emotional aspect of learning throughout this year at the various school sites. A staff survey was sent out to identify what follow-up trainings need to occur this year. The district calendar identifies six days to be used for professional development or articulation time. These meetings, spread throughout the year, will support teachers based on their survey responses and district needs.

Staff Roles and Responsibilities

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

OCESD is committed to supporting our employees and keeping them employed. In order to accomplish this, administrators generated a list of jobs they wanted completed. The classified staff were surveyed for their first, second, and third choice of jobs in the categories of: instructional support, clerical, technology, grounds, general maintenance, or custodial. Based on the completed list, staff were assigned the following jobs.

1. Custodial - sanitizing the schools.
2. General Maintenance - painting and light repairs.
3. Technology - wiping the Chromebooks and re-configuring them.
4. Technology - delivering hotspots and ensuring they are working at the property where they were delivered.
5. Classified - monitoring the Weekly Attendance Plans and Re-engagement Plans.
6. Grounds – grooming the grounds, small projects.
7. Attendance Support – tracking the weekly attendance reports, calling parents, and tracking the re-engagement plans.
8. Instructional Assistants – helping with online testing and small group instruction.

Staff will be assigned tasks then trained as needed. The staff assignments will be adjusted as the continuing needs are changing.

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.]

For students who are English Learners (EL), Foster Youth (FY), homeless, and low-income, distance learning can pose an extra set of challenges when considering language or socio-economic barriers. In addition to providing students in need with the necessary technology to access academic curriculum via an electronic platform, OCESD is meeting the needs of English learners by providing virtual support with bilingual paraeducators and a bilingual teacher. They work closely with the teachers to provide the supports needed through Google Meet and phone calls.

Teachers are using the curriculum, strategies, and resources that assist learning for the English learners when providing integrated and designated ELD. Students are assessed in i-Ready for math and language arts, then placed into lessons at their instructional level to maximize learning. Acellus is also an adaptive program that continually adjusts instruction according to a student's response. This program supports EL students in math, language arts, science, and history.

Students experiencing homelessness, foster care, and low-income challenges were provided with Chromebooks and hotspots, as needed. Students are monitored by their teachers and connected to services or programs as needed. In addition, school counselors can provide the community connections to additional resources when needed.

Our staff has been trained and continues to be trained on supporting the social-emotional needs of the students. They are cognizant of the research highlighting how critical the social well-being of a child is in order for them to learn and grow. During distance learning, staff is aware how critical it is to closely monitor our students with unique needs.

Students with exceptional needs will be served through:

- (1) Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- (2) Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- (3) The use of print materials incorporating assignments that are the subject of written or oral feedback.

This applies to the special education and related services in the IEP, including transition and extended school year services, to the greatest extent possible in light of the current pandemic circumstances. Supplementary aids and services in the IEP will be provided in the general education distance learning environment, to the greatest extent applicable and possible. Assessments will be conducted when students return at annual and triennial IEPs to determine student present levels and possible intervention needs.

Description of distance learning to be provided:

Students are supported in a variety of ways such as teacher-posted lessons, virtual class meetings, personalized learning tools, scheduled teacher appointments, scheduled email check-ins, and virtual office hours. Students are supported 30 minutes or more per week.

Speech-Language services may be provided via consultation, emailed packets, other online platforms, phone, hard copies, and/or Google Classroom and Google Meet. Students are supported 30 minutes or more per week.

Supplementary aids and services are provided through teacher-posted lessons, virtual class meetings, personalized learning tools, scheduled teacher appointments, shortened and/or modified assignments in general education distance learning classrooms, scheduled email check-ins, and virtual office hours.

Behavior and/or Counseling Services will be provided either through online meetings, and/or phone calls.

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

Description	Total Funds	Contributing
Chromebooks, mice, and hot spots to support students at home.	\$ 311,180	Yes
Acellus, an online program, was purchased to support distance learning and students who could not access synchronous learning.	\$ 77,500	Yes
Teacher work stations; Newline, cameras, lapboards.	\$214,574	No
Salaries and benefits of staff to support Distance Learning.	\$905,122	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.]

OCESD recognizes one of the most significant impacts of the emergency distance learning that occurred in March 2020 due to Covid-19, may be the loss of learning, both academic content and skills. To address this, OCESD is completing the fall testing in reading and math to offer accelerated learning in language arts, mathematics, and ELD.

The plan to address the learning loss will include the continued use of the i-Ready program, which has been employed in the district for the last few years. The i-Ready program is an adaptive comprehensive assessment and intervention program that provides data which empowers teachers with a deeper knowledge of each student's needs in the areas of math and reading. This is particularly important in

identifying learning loss and providing prescriptive interventions. As a web-based tool, i-Ready is accessible whether students are receiving in-person instruction or distance learning. This assessment/instructional tool will transition seamlessly and mitigate learning loss.

This fall, OCESD will administer assessments to identify student learning levels to provide strategic intervention. The assessments administered are the following: i-Ready math and language arts, STAR reading, Illuminate K – 2 language arts and math, early literacy, and math assessments. After the assessments have been completed and the staff has analyzed the data then staff will define the intensive intervention groups and provide targeted instruction in math and language arts in the afternoon. Integrated and designated ELD will be provided in the core instruction time and the afternoon time may be used for more intensive ELD instruction. Students will be monitored closely with frequent checkpoints to adjust instruction as warranted.

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.]

For students who are English Learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with peers and their teacher as they practiced academic language. To address the learning loss for these students, the bilingual aides will work closely with the teacher as they set goals for the students to reach their learning targets. These targets will be monitored closely with the support of the bilingual aide and teacher.

Students from low-income families may have less familiarity with the use of technology outside of the classroom. To address this, ongoing training is being provided for parents to understand how to use Google Classroom, Google Meet, Class Dojo, Remind, supporting assessments at home, and a plethora of other technology skills. In addition, a shared drive was created with how-to videos to help parents. Often a lack of food resources in the home may contribute to a decline in a student's academic performance; therefore, families are provided information on food resources as well as providing some meals directly. This is addressed more in the section on School Nutrition.

Foster Youth sometimes move to different schools and this may create gaps in learning. We have two programs that can target instruction and close the gaps as the program adjusts to the student's response: i-Ready and Acellus. Both programs provide math and language arts support. Acellus also provides a full science and history curriculum which can help accelerate learning and mitigate the learning gap. OCESD is committed to providing an expedient intake and outtake procedure for FY, so they can quickly move to another school.

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.]

OCESD recognizes one of the most significant impacts of the emergency distance learning that occurred in March 2020 due to Covid-19 may be the loss of learning, both academic content and skills. To address this, OCESD is completing the fall testing in reading and math to offer enhanced interventions in language arts, mathematics and ELD. Students will be monitored using formative assessments to target instruction. At the end of benchmark time frames, students will be reassessed and measured for growth.

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

Description	Total Funds	Contributing
Staff will analyze student assessment data and define intensive intervention groups to accelerate learning.		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.]

OCESD will continue to develop a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies:

- Self-awareness: identifying emotions, recognizing strengths and needs, and developing a growth mindset.
- Self-management: managing emotions, controlling impulses, and setting goals.
- Social awareness: ability to see perspectives from others, showing empathy, and appreciating diversity.
- Relationship skills: communication, cooperation, and conflict resolution
- Responsible decision-making: understanding and thinking about the consequences of personal behavior.

OCESD continues to provide services to our students and families through the pandemic. Staff work very closely with families and students who are demonstrating they are struggling academically or emotionally. They are supported by close communication between the teacher and the family. Staff has communicated the variety of resources available from Second Step, and web-based and community-based resources. Students needing additional supports are referred to the counselors. Counselors are contacting families from GoGuardian information and referrals from staff.

Counselors continue to meet with families, students, and support staff through both individual and group meetings. They have been linking students to community services when possible.

OCESD is building strong mental health support systems. Mental health and social and emotional well-being will be supported by partnering with BCOE and other agencies to provide a comprehensive MTSS for students, families, and staff. Our tiers of support will address:

- Tier I – Universal training for staff on restorative circles, linkage and connections to school and community supports, and providing a strong SEL program at the schools to ensure the five levels of connectivity are in place.
- Tier II – Building in supports for students such as Check In / Check Out, Targeted Interventions and Group Interventions (Coping with Stress, Healthy Relationships, Motivation, Decision-Making, etc.).
- Tier III – Intensive interventions and individual counseling, risk & safety assessments, and strengthening connections.

OCESD will provide training and support to all general education teachers, specialized teachers, and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons coupled with approaches to the universal level of support. Prior to school starting, the following courses were offered to teachers: PBIS to Support Distance Learning, Trauma-Informed Instruction, Wellness Within Your School Community, SEL In Distance Learning, and Engaging Parents from Diverse Backgrounds, which support Social/Emotional Learning. OCESD has multiple days throughout the school year during which training will occur. The first minimum day will offer an SEL session on the five competencies. Students at the middle school are taught these skills through their SEL class. K - 5 will receive the strategies through their classroom teacher. Throughout this year staff has received and will continue to receive training from BCOE regarding the items mentioned. OCESD is in the process of developing a comprehensive plan that will include SEL and restorative justice training. A monitoring tool will be identified to measure which students need help and if the classes are effective. Once identified it will be administered at least twice a year to measure where staff and students are in their wellness and monitor the progress we are making in supporting both staff and students.

Site administrators have been providing support to their staff through wellness days and staff meeting circles, as well as ensuring the social and emotional wellness of students and their connectivity. This weekly wellness day also provides an informal method to check in with staff on how well they are doing.

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.]

OCESD is supporting their students and families to ensure students are engaged in distance learning. Chromebooks and hotspots are being provided to all to families who need connectivity with a hotspot. EduLink, Class Dojo/Remind App, emails, and phone calls are being utilized to increase connections with families. To enhance student engagement, a tiered approach has been developed to identify strategies and actions. The plan includes three tiers to address the connectedness to the classroom, school, and community.

Tier I – Universal training for staff on restorative circles, linkage and connections to school and community supports, and providing a strong SEL program at the schools to ensure the five levels of connectivity are in place.

- Tier II – Building in supports for students such as Check In / Check Out, Targeted Interventions and Group Interventions (Coping with Stress, Healthy Relationships, Motivation, Decision-Making, etc.).

- Tier III – Intensive Interventions and Individual counseling, risk & safety assessments, and strengthening connections.

OCESD is trying to address the multifaceted challenges to ensure students are able to receive an education. Families are struggling with a variety of barriers during distance learning. As mentioned before, the connectivity and ensuring our students have Chromebooks has been one set of barriers that we are addressing. Families struggle with getting their children engaged with the distance learning and with their children’s social and emotional concerns. A tiered system of support has been developed to increase connectivity to school. This tiered level of engagement includes both the proactive level of engagement that will occur in developing a positive school culture and a supportive welcoming environment, along with re-engagement activities that will occur if a student is not meeting the level of attendance we have laid out in the matrix.

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.]

Oroville City Elementary Food Services will provide meals daily during the school week to all distance learning students. Breakfast and lunch will be served in a grab-n-go, drive-through system from 11:00 A.M – 1:00 P.M. Staff will follow safe social distancing practices and wear necessary PPE.

Oroville City Elementary Food Services will operate under the National School Lunch Program (NSLP) and School Breakfast Program (SBP). Schools will count and claim meals based on our community eligibility provision. All meals claimed will be under the NSLP and/or SBP in the

Child Nutrition Information and Payment System (CNIPS). In addition, Food Services will follow the NSLP and SBP meal patterns to provide nutritionally adequate meals for all students.

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
27.82%	\$5,074,024

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.]

OCESD serves a vulnerable population that is predominantly low-income. We also provide services for foster youth, students with disabilities, and EL students. When evaluating the entirety of its school programs, OCESD considers these significant student groups first, in order to ensure the school build models that fully support academic continuity.

In March 2020, when schools shifted to distance learning, OCESD immediately developed packets for instruction, ensuring all students could participate in the learning. There was also an immediate need among students for Chromebooks, so they could continue to access the core curriculum program while at home. While the Chromebooks are offered to all students, they have principally benefited low-income students, homeless and foster youth who may not otherwise have had access to technology outside of the classroom. OCESD also recognized our need to create hotspots for families needing connectivity support and distributed those as needed.

This fall, staff members have been making calls to every family not attending school to assist the family in overcoming the challenges they are experiencing. We found that many families could access the internet initially. However, as the environment around the community expanded its internet usage, e.g. college, high school, and the surrounding school districts, many families are now struggling with connectivity issues. OCESD has worked with those families to deliver hotspots to all that needed them. Additionally, many of our foster youth attend the YMCA program in town, which has been struggling with connectivity and bandwidth, so we have provided hotspots so our foster youth can access their classes while they are at the YMCA.

Similarly, professional development opportunities were developed to support teachers as they work with distance learning. While the professional development offered to teachers supported all students, additionally many focused on supporting our unduplicated populations. These trainings focused on the Social Emotional Learning and how to support the unduplicated students while in distance learning. A strand on instructional practices focused on how to engage students during distance learning, and this too primarily benefited the unduplicated.

ELs who require additional support from their teachers to mitigate learning loss and maintain their language acquisition skills are supported with both designated ELD and integrated ELD during distance learning. In the area of mental health support, the needs of foster youth, students who are English learners, and low-income students are provided services based on their need. Our counselors continue to reach and support our families based on their needs. We strive to provide coordination of services to maximize our impact on families.

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

The 27.82% to increase or improve services is reflected in providing additional monitoring, supports, Chromebooks, connectivity and resources for low income, foster youth, and English learner students as well as continuity to focus professional development on evidence-based approaches to best support students with the most need. In order to operate a fully functional distance learning program, the

distribution of Chromebooks was of paramount importance. Prior to the start of distance learning, OCESD did not provide families with access to any technology at home, including the wealth of reading materials that are now available electronically through our programs such as MyON. However, when distance learning began, OCESD purchased and distributed Chromebooks to families. Additionally, we are in the process of delivering hotspots to families as needed. OCESD staff drive out to the family's home, ensure the hotspot will provide the family connectivity, and then demonstrate to the family how the hotspot works. The hotspot is then left with the family. If we return to the classroom this year, the hotspots will remain at the family's home until the end of the year. Students will be able to continue using the connectivity to support their learning at home. Another notable improvement for our families of foster youth, low-income, and EL students is the use of the virtual platform for school meetings, allowing greater participation on the part of many families who might otherwise not be able to attend in person. Parents and guardians can now join the meetings from a location convenient to them and more easily add their voice to the school planning process in a way that was not possible before. Staff are meeting with students in small groups and individually, allowing foster youth, low-income, and EL students greater access to support, both instructional and emotional. Our unduplicated pupils were also hindered by geography when seeking services; time was spent driving to sites, limiting the time to connect personally and in small groups. Now staff can devote more time to working remotely with students. Staff can also deliver ELD designated time without distractions. ELs and teachers can meet without the whole class hearing the lesson, providing greater safety for the student to speak more freely. Many of our foster youth attend the YMCA in town. The YMCA is struggling with connectivity issues. OCESD provided the students with additional hotspots for our FY to access their classes. This has helped them greatly in keeping up with coursework. Care was taken to not only maintain the quality of the school program, but to also find ways in which the programs could increase and improve the services for foster youth, English learners, and low-income students.