

Learning Continuity and Attendance Plan Template (2020–21)

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General Information

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

The Orange County Board of Education (the Board or OCBE) and the Orange County Superintendent of Schools (the Superintendent or OCSS) are referred to herein as ‘OCDE.’

The Learning Continuity and Attendance Plan represents the four school programs operated by the Orange County Department of Education (OCDE): Alternative, Community, and Correctional Education Schools and Services (ACCESS) Community Schools, ACCESS Juvenile Institution Schools, Community Home Education Program/Pacific Coast High School (CHEP/PCHS), and Special Education Services. Collectively, these four programs serve approximately 3,300 students daily at 52 distinct locations countywide through a variety of academic modalities. The traditional school day for OCDE involves a combination of in-person learning, virtual classrooms, and independent study, depending on the needs of the student. When OCDE closed its schools to in-person attendance in March 2020 in response to COVID-19 precautions, all OCDE school programs transitioned to a distance learning model. For some students who were accustomed to this method of study, the change was minimal, but for others who attended class each day, this new style of accessing learning was a significant shift.

OCDE responded to this change by providing all students and staff who needed a device with a device and/or hotspot to allow for distance learning. Through the use of video conferencing, teachers and paraeducators are able to interact with students individually and in small groups. For students for whom online options are not effective or feasible, a paper/pencil alternative is offered with packets available for pick-up and drop-off in a socially-distanced school setting. In addition, advanced professional development opportunities are being offered to teachers to enhance their repertoire of instructional techniques, specific to creating effective distance learning environments for students, mitigating lost learning, and accelerating academic achievement for students with unfinished learning.

For many OCDE students and their families, the nationwide COVID-19 measures, such as business closures and lack of essential supplies, have placed new stressors on the family unit. Therefore, supporting the mental health needs of students is also of paramount importance in OCDE's distance learning model. Therapeutic staff conducts outreach to students on their caseload and continues to accept referrals from all staff on behalf of any student in need of support. School Counselors, Transition Specialists, and Tutors also reach out to students to continue guiding students on the path toward graduation and college and career readiness, and through phone calls, School Messenger, and the use of Google Voice, Family Community Liaisons offer families access to valuable school and community resources for food, housing, and essential supplies, including information on how to access local meal distribution events.

OCDE exists to serve some of the most vulnerable populations in Orange County, and for many, a return to in-person instruction will be the most beneficial educational option. Looking ahead, OCDE is implementing new strategies and designing safe environments for a time when students return. Each of OCDE's 52 unique school locations will have a plan that addresses the specific needs of their sites and students.

Stakeholder Engagement

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

Stakeholders in the Orange County Department of Education's school programs include both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of format. When the need to transition to a distance learning platform presented itself, adjustments were made quickly with immediate input from educators and students involved in the school programs. As the need for remote learning continued, OCDE was afforded the time to more thoroughly engage its full complement of stakeholders.

Weekly video conferences between educators, support staff, and administrators allow for the sharing of best practices among colleagues and provide a forum for staff to request specific supports and resources to improve their virtual teaching strategies. Teachers are also interacting with students daily and requesting ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services. Teachers bring this input to their weekly staff meetings to help inform the resources being made available to staff, students and families. The Learning Continuity and Attendance Plan was also discussed at regional staff meetings to engage colleagues in a dialogue about the needs of teachers, methods for successfully engaging the distance learner, and methods of ensuring students are provided a continuity of learning regardless of the model of delivery.

Frequent, formal and informal interactions between both Associations (OCSEA and CSEA) and leadership from the OCDE Human Resources department provided an ongoing dialogue regarding the needs and concerns of bargaining unit members and served to inform the supports offered to staff and students. These collaborative conversations with the Associations regarding the needs of their members allowed administration an opportunity to respond quickly to areas of concern shared by certificated and classified staff. In addition, meetings were held with Association leaders to review and discuss elements of the Learning Continuity and Attendance Plan and invite feedback.

To meaningfully engage our students and family partners, electronic and telephonic surveys were conducted. A telephone survey was conducted over a three-week period with 16 callers, representing three languages reaching out to more than 2,200 OCDE families to discuss distance learning, areas of need, and the services provided to students. Ideas were offered for improving the school program, needs were addressed, and commendations were shared for educators who are going above and beyond to assist students. Student input was received in an online Student Wellness Survey that will remain accessible throughout the school year. The Learning Continuity and Attendance Plan was also shared with our Parent Advisory Committee (PAC) and our English Learner PAC to gather their input regarding the quality of the school program and supports and services necessary to help their children be academically successful.

Our colleagues in the community were likewise engaged in the feedback process through the sharing of information at multi-agency stakeholder meetings including the Blue Ribbon Commission on Children in Foster Care and the Orange County Children's Partnership. These venues offer the opportunity for OCDE staff to provide information and updates on the educational programs being provided to students in OCDE's school programs and solicit feedback. As specialists in their respective fields, the dialogue between participants in these meetings provides useful insights into the services and supports needed by our county's youth with the most significant needs.

Feedback received from the community and staff in connection with the Public Hearing where OCDE's Learning Continuity and Attendance Plan is presented will also help to inform the direction of the school programs. Individuals wishing to provide input may join the meeting virtually or submit written comments via email, US mail, or leave a message at a designated phone number.

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

Understanding that not all OCDE 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. In addition to emailing comments, a mailing address was provided for comments to be sent via US mail, and a phone number was available for leaving messages. Phone calls directly to families of OCDE students and electronic surveys were also used to solicit feedback.

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

As the recipients of the educational services provided by OCDE's school programs, direct feedback from students was of significant interest. In the course of daily interactions with teachers, students expressed both gratitude for the devices provided to them, but also frustration with managing technology issues on their own, with some students requesting paper/pencil assignments for ease of use. Students also shared that they missed the camaraderie they felt at school and looked forward to virtual class meetings where they could interact with their peers.

A common theme among certificated and classified staff and school administrators was the importance of maintaining consistency in the virtual school day to the extent possible. Establishing daily school routines for distance learning were recommended as a way to help students understand the continued importance of the work they are doing, despite not being in the classroom. Teachers described missing students and the rapport they had built over time through daily in-person interactions. Distance learning also provided teachers a more personal glimpse into the student's home life which heightened their awareness of the need to provide students with additional support services. During staff meetings, teachers requested additional community resources they can offer to students and their families as needed. In regards to instructional strategies, teachers appreciated the abundance of trainings, workshops, and resources offered to them, but shared that the amount of information being emailed to them was at times overwhelming and made them reluctant to try new methods. Technology was also a challenge for some teaching staff, and many have turned to their peers for additional assistance. Likewise, meetings with the Association leadership revealed that their members were expressing a heightened interest in workplace health and safety protocols and a frustration using new technology.

Outreach to families was extensive and also revealed the need for additional technology support to accompany the distribution of devices to students. While feedback from the parent survey demonstrated that a significant percentage of parents felt welcomed at their child's school, those who did not cited the inability to communicate with someone on-site in their home language as a barrier to engagement. The results of the parent survey also told us that an overwhelming majority of our parents feel their child is safe when on campus at an OCDE school; they are aware of academic and mental health support services available to students and want them to continue, and they feel the school is helping their child succeed. However, some parents expressed an uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home. During the Parent Advisory Committee (PAC) meeting and the English Learner PAC meeting, parents shared a desire for the distance learning school day to include additional content and offer increased opportunities for engaging with teachers.

Conversations with community partners supported OCDE's belief that vulnerable student populations benefit greatly from consistent access to well-qualified mental health staff who are responsive to student needs and able to provide the mental health safety nets necessary for students to succeed. Community partners continue to collaborate with OCDE to ensure coordination of services and access to services for families facing additional challenges due to COVID-19 such as referrals for medical care, CalWORKS, and CalFresh.

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

To address the common frustration expressed by teachers, parents, the Association, and students regarding the remote use of technology for teaching and learning, the OCDE Information Technology (IT) will create a troubleshooting document addressing common technology issues and expand tech support call-in options for students. The troubleshooting document, in English and Spanish, will be mailed to families, posted on the Family Resource website, and posted on the new educational resources website designed by teachers for teachers. IT will follow up by exploring the possibility of creating a series of brief how-to videos for websites demonstrating solutions to frequently asked technology questions.

Similarly, the educational resources website was designed following comments by teachers regarding the volume of information being emailed to them. By creating a single, virtual clearinghouse of links, videos, and tutorials, teachers are able to access all of the resources in one easy-to-find location, allowing them to focus their attention on the content most applicable to their students. This more centralized approach to resource distribution will allow teachers time to review the applicable materials and design additional engaging online lessons to enrich the students' learning experiences.

To address the interest in establishing more consistent daily school routines for distance learners and the request for additional engaging activities, principals are working with teachers and paraeducators on setting daily schedules for students, which will include the addition of fun extracurricular activities spaced throughout the month. A calendar of these monthly events will be sent to parents and distributed among teachers to share with students. By using a virtual platform for these events, students from several school sites will be able to participate by removing transportation barriers.

The need to provide families with clarity regarding their role in the digital classroom was a frequently mentioned topic among parents, and often teachers; therefore, a bilingual handout will be drafted to provide guidance to families to explain and support their enhanced role in the distance learning process.

Continuing to address the mental health support needs of students during distance learning and the transition back to in-person school was of particular interest to OCDE’s community partners and was a recurring theme in many of the remarks from families and teachers. To respond to this common concern, additional training will be provided to the team of mental health professionals to enhance their remote counseling skills and enable them to more effectively support students outside of the classroom environment. Social emotional staff development workshops will be provided to staff to address staff and student coping strategies, engagement and motivational strategies for the classroom, and provide tips for overall well-being.

Health and safety concerns were a priority with protocols established that included deep cleaning of classrooms and school offices, and individual site visits conducted by members of the OCDE Health and Safety Team to ensure appropriate protective measures were in place. In addition, Safety Team members attended virtual staff meetings to discuss safety precautions and answer questions, and staff who had additional questions were invited to meet privately with team members to share their concerns in anticipation of their return to the workplace.

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 at greater risk of experiencing learning loss due to future school closures.]

OCDE will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor’s office, and state and local health agencies to plan for in-person scenarios as health conditions in Orange County permit us to return to in-person instruction in the school year ahead. OCDE began this process several months ago and will continue to refine its plans using the work of task groups and input from all stakeholders. OCDE understands that even when in-person instruction resumes many parents may opt to keep their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred.

The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. Depending on the number of classrooms at each site, class times will be staggered to prevent a large group of students entering or exiting

the classroom and campus at the same time. Starting the in-person instruction with small cohorts of students, will enable teachers, paraeducators, tutors, counselors, clinicians and additional support staff to provide more targeted and individualized academic and mental health support. When possible, these services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Supplemental support programs such as the individualized tutoring provided by Title I and Title III now operate on a distance learning support model to provide students with additional educational guidance outside of class time. Virtual tutoring rooms are open on a regular set schedule to provide targeted assistance to identified students, and teachers are encouraged to refer students for tutoring services. Office hours were also provided for students to gain access to additional assistance, beyond the regular work hours. Bilingual English Language Development Assistants (ELDA) provide an additional layer of support for ELs by assisting teachers with contacting parents and supporting instruction.

Trustees from the Orange County Board of Education provided these comments to the OCDE Learning Continuity and Attendance Plan pertaining to In-Person Instructional Offerings: Given that the majority of our instructional delivery to our students is conducted with smaller class sizes that already build in a distance learning element, our goal is to reopen these and all instructional programs to fully in-person unless legally required to do otherwise, and dependent on the instructional model of the program. The Board supports providing parents a choice to utilize a distance learning option if that is best for them and their child in their specific circumstances. The Board also supports appropriate safety measures in schools as part of the reopening, so long as those measures are medically and scientifically sound, and that the risks of such measures are weighed against the risks they are intended to mitigate (and the amount of mitigation that they will, in fact, achieve). It is this thoughtful balancing of all the risks and harms that is needed to make informed decisions, including policy making, and leadership on in-person strategies to effective, efficient, and sound school reopening approaches.

OCDE's focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following:

Safety – OCDE is committed to following the CDC and California health and safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, OCDE's schools provide training in safety protocols and procedures to all staff and students at school sites and district offices. Also, classrooms have been rearranged to meet the requirements of physical distancing, and the schools will be implementing outdoor activities for students that meet safety guidelines.

Academic Success – The foundation of OCDE's school programs is a dedication to the highest levels of academic success for all students, which includes in-person instruction and distance learning with a highly-engaging and rigorous curriculum and staff to support the learning

at all levels. The use of online i-Ready math and language arts assessments and IEPs will allow teachers to remotely evaluate students' academic levels and create strategies to address learning loss for some students and accelerate learning for others, depending on need.

Mental Health Support – Providing mental health support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. OCDE will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation. Two additional clinicians will also be hired to assist with monitoring and supporting the mental health needs of students as they transition between distance and in-person learning.

Communication – Frequent, two-way communication in multiple languages with students, families, agencies and stakeholders will ensure the best quality, most effective learning experience and allow schools to adapt to the changing needs of our students.

Re-Engaging in School Routines – The core operational structure of OCDE's school programs is a stable cohort of students who are able to focus on school routines. The structure provided by these routines can help to anchor our students and mitigate the uncertainty of the pandemic. Daily live contact with educators will allow students to re-engage the skills they had before the pandemic.

Families and Communities – OCDE continues its commitment to families through the ongoing efforts of school teams dedicated to family engagement and outreach. During uncertain times, connecting families to the school and community resources is a critical component of a successful school program, and the work of the bilingual Title I Family Community Liaisons is helping to establish an effective distance learning partnership between families and educators.

Educator Professional Learning – Teachers are provided ongoing training opportunities to strengthen the school program and enhance their instructional techniques using the Canvas learning management system, Google apps, and Guided Language Acquisition Design (GLAD) strategies. Teachers also have option to further enhance their skills and knowledge by participating in the following workshops and trainings:

- Promethean Board Training
- Google Camp
- Discovery Education-newly adopted science curriculum
- Student Engagement and Attendance Strategies
- Career Technical Education

- UCI Civic Engagement
- UCI Math Project

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
The effects of the pandemic have placed new burdens on families, especially those who are low-income, immigrants, and those who are experiencing homelessness. Coping with stressors such as lack of access to health care, job loss, and food insecurity greatly impacts mental health and wellness. These factors, along with the disruption of school routine, may cause students to experience feelings of anxiety and depression. To increase the school’s capacity to meet the mental health needs of targeted student groups, two additional mental health clinicians will be hired to provide teletherapy services. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.	\$320,000	Yes
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.	\$74,022	No
Purchase materials to create Activity Kits for use in the home by students to engage them mentally, kinesthetically, and artistically during times of distance learning. The activity kits will principally benefit low-income students by providing resources and materials they may not otherwise be able to access. These activities have been curated by educators specifically to address the loss of motivation that can occur during distance learning.	\$3,485	Yes
Fund additional stipends for bus aides assisting students with significant disabilities to address the new health guidelines during transportation to and from school.	\$148,955	No

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 method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity of pupils if a transition between in-person instruction and distance learning is necessary.]

OCDE is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program.

As an alternative education program, OCDE schools are well-positioned to transition to a variety of settings that ensure equity and access to high-quality curriculum and instructional practices. The academic and mental health safeguards and wraparound services provided to students on a regular basis are important elements of OCDE's distance and in-person learning plans and allow students to maintain a network of support.

In the area of curriculum, Teachers on Special Assignment (TOSAs) and EL staff have transitioned the core curriculum in English-Language Arts, Math, History-Social Science, and Designated ELD to the Canvas web-based learning platform, thus making the materials both flexible and appropriate for in-person, distance, or blended learning instructional programs. The courses were created from our adopted curriculum familiar to teachers, therefore the learning curve in regards to content and design of the courses was very small. Additionally, having all of the core courses on Canvas allows for ease of implementation from the teacher and student perspective. A paper/pencil version, aligned to the textbook, was also created for each subject for students for whom online coursework was not feasible, such as the youth attending school in a juvenile institution.

Support for the Canvas online learning management system tool is offered to both teachers and students to maximize the effectiveness of the resource. For students new to Canvas, an introductory course is available to familiarize them with the platform with the content delivered in nine training modules and archived for repeat viewing. Teachers are likewise trained on the use of Canvas through a five-module training program that explains how to effectively use the system across grade levels.

OCDE understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the

resources necessary to effectively engage with students, regardless of delivery method. OCDE teachers and paraprofessionals were provided laptops and video conferencing accounts to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to, GradPoint online courses, ACCESS Character Education (ACE) literature program, Monthly English Language Development (MELD) curriculum, the UCI History and Math Projects, ST Math online, Reading Milestones, Discovery Education, World Book online, and Newsela. To support teachers' use of these programs, instructional tutorial webpages were developed with tutorials, resources, and best practices. Principals are also providing relevant professional learning resources to their teams, and Teachers on Special Assignment are offering group and individualized professional learning opportunities across the full range of educational resources.

Similarly, parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more important. To help parents understand the expectations the school has for them during distance learning, materials will be drafted in English and Spanish and distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their child. Also, OCDE will be offering an optional introductory parent course on Canvas about the school program, including a module on the use of Canvas' features for parents. For our Spanish-speaking families, OCDE will be offering parents the opportunity to attend virtual *Disciplina Positiva* workshops conducted throughout the division that will provide a forum to discuss a variety of education and mental health topics and respond to parents' questions about how to partner with the school to support their children during distance learning and the return to in-person education.

To meet the needs of the students and families enrolled in OCDE's Special Education Schools, two instructional models will be offered to students: in-person and distance learning. In-person instruction is the preferred instructional model for students with significant disabilities.

Instructional models that address both in-person and distance learning will require IEP team decisions and recommendations. Individual distance learning plans are developed for each student participating in distance learning. These plans are reviewed during an IEP team meeting and adjustments are made based on the student's individual needs. When determining the services and service levels to be provided, careful attention will be paid to disability discrimination issues, as well as concerns surrounding Free Appropriate Public Education (FAPE).

In an effort to provide a continuity of learning across all instructional models, educators have established Google Classroom as the primary learning management system. Utilization of this virtual tool will allow for a smooth transition from in-person to distance learning as

needed. As instructional delivery may look different than before COVID-19, there will need to be discussion about the roles of classroom and support staff and how learning will be assessed.

In the area of curriculum, teachers in the Special Education schools are currently using Unique Learning System (ULS), a standards-based program specifically designed for students with special needs to access the general education curriculum. ULS is a cloud-based platform, which allows educators to deliver differentiated, standards-aligned instruction to students with complex learning needs. The use of a cloud-based curriculum system allows for students to have consistent access to high-quality instruction in a motivating and interactive learning environment via in-person and distance learning models. A paper/pencil option has also been created, aligned to ULS lessons, for students who require that option. Teachers will also utilize ULS as an assessment and data collection tool, in conjunction with the Student Annual Needs Determination Inventory (SANDI). Supplemental instruction and assessment materials will be utilized as appropriate to reach each student's individual needs.

Teachers and staff are also using a variety of curriculum and materials for students who attend OCDE's Deaf and Hard of Hearing programs and need access to grade-level, standards-based materials. Resources used by staff include, but are not limited to, the following:

- Reading Mastery readers and workbooks
- SRA - Connecting Math Concepts
- McGraw-Hill My Math
- IXL - online
- Lexia online
- ST Math online

Parent surveys and teacher-to-parent contacts are used to determine progress and address gaps in learning, technology, or engagement for students attending the Special Education Services schools. When gaps are identified, the team will address each student's unique needs through both formal and informal methods. Support for related services is also provided to these students via an in-person or distance learning instructional model based on the needs identified within the student's Individualized Education Program (IEP).

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.]

In March 2020 when nationwide concerns for public health made it necessary to transition to a distance learning model, OCDE administrators and teachers immediately began assessing the home device and connectivity needs of students. In some instances, the family indicated the student would be using a personal device and home internet account and would not need to borrow from the school; however, the majority of our families did express a need. Therefore, in collaboration with the Information Technology (IT) division, additional devices and hotspots were purchased and delivered to OCDE school offices and classrooms across Orange County for distribution to students. Families were contacted to arrange safe-practice pick-up procedures at locations convenient to them. Teachers were then able to remotely monitor student participation in online learning, assess the student's familiarity with the tools and software, and provide additional support where needed.

To follow up on the initial device and hotspot distribution, families were asked during a telephone survey in July if their child had the technology necessary to participate effectively in distance learning. If parents indicated their child was not initially issued a device/hotspot, or if the personal equipment they were using became unavailable, this information was passed to the school administrator to arrange for a device and/or hotspot to be assigned. In addition, we took all opportunities that we had when we communicated with parents to ask if there were any technology needs. Title III staff created Spanish videos for parents on how to set-up a web conferencing account and create a Google email.

Today, the IT department has a supply of several hundred new devices programmed and ready to be deployed when a student enrolls in an OCDE program, or if a student's device is malfunctioning. To avoid delays in student learning, new replacement devices are brought directly to the student at a convenient location. IT is also continually evaluating the connectivity capabilities of the existing hotspots with respect to bandwidth available versus bandwidth used to determine if new hotspots should be provided.

When in-person learning resumes, IT is ensuring the teachers have a full classroom set of devices in order to allow students to keep their assigned devices at home. As we have seen, the need to shift to distance learning can be sudden, and OCDE does not want students to be without devices because they accidentally left the device assigned to them at school. A full classroom set of devices plus assigned devices at home will provide the coverage necessary to safeguard the continuity of learning for students.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description the LEA will measure participation and time value of pupil work.]

OCDE has established an online electronic attendance process that all teachers will use to document student daily attendance. This electronic system will contain a checklist to note the method and frequency of communication between the teacher and the student. Teachers will establish daily live contact with 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 Canvas, video conferencing tools, Google applications, the Remind app and other forms of virtual communication.

Student attendance and participation will also be monitored using daily online course participation or verified daily assignment completion. Online curriculum platforms such as Canvas, Gradpoint, and Google Classroom provide data documenting time on task, assignment completions, and course completions.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course contracts or course pacing plans that clarify and calibrate assignment completion and credits earned within the course description.

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.]

OCDE is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of the Canvas learning management system (LMS) and Google applications is provided. Canvas and Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Canvas and Google apps offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities.

Support for the Canvas tool is offered to both teachers and students to maximize the effectiveness of the resource. For students new to Canvas, an introductory course is available to familiarize them with the platform with the content delivered in nine training modules and archived for repeat viewing. Teachers are likewise trained on the use of Canvas through a five-module training program that explains how to effectively use the system across grade levels.

Teachers are also supported through Guided Language Acquisition Design (GLAD) training opportunities that take place via asynchronous and synchronous webinars. GLAD is an instructional model incorporating numerous research-based and highly effective instructional strategies focused on an integrated approach aimed at supporting language acquisition and proficiency in grade level content standards for English learners. The GLAD strategies learned by teachers during the trainings benefit all students, particularly those developing language skills, through the use of high-level thinking and academic language, as well as cross-cultural skills.

In addition to Canvas, Google apps, and GLAD trainings, teachers have additional opportunities to further strengthen their skills and knowledge by participating in the following workshops and trainings:

- Promethean Board Training
- Google Camp
- Discovery Education-newly adopted science curriculum
- Student Engagement and Attendance Strategies
- Career Technical Education
- UCI Civic Engagement
- UCI Math Project

Websites for OCDE teachers have also been created by curriculum experts to share a clearinghouse of educational resources ranging from technology tutorials to strategies for engaging the distance learner. Virtual mentors are also available to guide teachers in new practices and answer general technology questions.

To continue providing support to OCDE's team of mental health professionals and related service providers working remotely with students during this challenging time, teletherapy training has been provided to enhance the virtual skills of staff. Teletherapy uses

technology to help the provider and student effectively communicate over the phone, during a group chat, and via video conferencing or email. When students are home and away from the supportive services offered on-site at school, teletherapy will give them greater access to trained individuals who are able to provide consistent support, resources, and case monitoring. OCDE is exploring offering telehealth in the future as an option for mental health therapy for those students who are thriving with this type of service.

Staff Roles and Responsibilities

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

The impact of COVID-19 on the Orange County Department of Education's (OCDE) instructional programs has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative offices.

Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of Learning Management Systems (LMS) to assist with the delivery of instruction, alternative methods of meeting with students such as Google Classrooms and video conferencing tools, and training on the use of these systems. Instructional staff are spending more time reaching out to students to engage them in distance learning and making themselves available outside of their professional day to respond to students. Instructional staff will also assume responsibility for taking student's temperatures and implementing site safety protocols related to COVID-19 when in-person instruction resumes.

OCDE already used learning management systems for some of the instructional delivery; however, COVID-19 prompted an immediate expansion of this delivery model, which required additional technology support for staff and students. Staff created curriculum content for the LMS and tutorials for students, teachers, and parents on how to access LMS curriculum and communication methods being used such as video conferencing tools. The Educational Technology User Support Assistant expanded the training and troubleshooting support provided to staff and students. A Learning Management Systems Specialist will be hired to assist with the administration of the learning management systems and to provide support to staff and students. OCDE's Informational Technology Department had to expand their support due to a huge rollout of technology for staff and students and the additional technical support needed.

To address the mental and physical health of students, OCDE has added two clinicians to their clinical team. The clinical team along with School Counselors are working to support the social and emotional well-being of students. The School Nurses are providing support with

COVID-19 student tracking and resources for students and their families. All of these groups are now using the Telehealth Model to monitor and meet with 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.]

OCDE is committed to supporting English learners (EL) during distance learning by providing virtual tutoring that utilizes English Language Development (ELD) strategies to assist students with their academic needs. In addition to tutoring, designated ELD curriculum is offered on two digital platforms: Google Drive and Canvas, to ensure accessibility by all teachers and students, and extensive online training is provided for Guided Language Acquisition Design (GLAD). Integrated ELD is offered across all subject areas with the use of Constructing Meaning and GLAD strategies. Rosetta Stone accounts are also being offered to ELs to learn English, as well as other languages. Furthermore, a virtual Newcomers social club is being created to offer students a positive environment for live interactions with peers and educators while practicing their academic English skills.

To ensure EL students are showing growth in the area of reading, regularly scheduled i-Ready assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. The ability to view i-Ready results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. Staff also use remote access to student databases to track the academic progress of ELs and provide support prior to them failing a course.

By shifting the monthly DELAC meetings to a virtual platform, OCDE has been able to continue supporting the families of EL students by informing them of resources available for their children. The EL team also holds virtual parent meetings to support families with technology usage, share school information, and offer Rosetta Stone accounts to assist parents with their English language development while at home. Additionally, each school site will conduct virtual ELAC meetings during the 2020-21 school year to gather parent input. The feedback shared during these meetings will inform the support needed in each individual school region as the school year progresses.

Students with exceptional needs in OCDE's school programs range from students identified with mild to significant disabilities, including students identified as medically fragile. Whether during distance learning or in-person instruction, all students on the continuum have a team of educators who routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional

and health/medical. During distance learning, this team expands to include additional individuals who provide targeted input on the student's progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children.

Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the students has with the team of educators. For students in the ACCESS program, which serves students with mild to moderate disabilities, service teams meet monthly in a Multidisciplinary Collaborative Team (MCT) to monitor progress and discuss any changes to the student's circumstances and identify additional needs. Special education service providers maintain frequent contact with students and families via phone, text, e-mail and video conferencing. Special Education teachers also have ongoing and frequent contact with a student's general education teachers and teams. General education teams consist of a General Education Teacher, School Counselor, Program Specialist and Administrator. One or more of the general education support providers frequently attend the monthly MCT meetings. Parent surveys and teacher to parent contacts are used to determine progress and address gaps in learning, technology or motivation. When gaps are identified, the team will address each student's unique needs through both formal and informal means in a collaborative team process.

For students who are foster youth, the Foster Youth District Educational Liaison ("Liaison") connects with each school team to ensure the foster youth in OCDE's schools have what they need to be successful during remote learning, including connecting them to devices and hotspots as needed. In addition, the countywide Foster Youth Services Coordinating Program (FYSCP) provided hotspots to the Orangewood Children and Family Center to give the youth in this facility additional internet connectivity. FYSCP also assists with school work coordination in partnership with various LEAs, Social Services Agency, and Probation in order to ensure that Orange County foster youth students have access to their distance learning and school-based support services. The Liaison continues to provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for foster youth. OCDE reached out to each of the 84 foster youth to ask what resources they needed for distance learning and to prepare the youth to return to school when it was deemed safe to do so. To date, 50 students responded with feedback, and the Liaison is connecting them to resources and staff to support their requests.

Similarly, students who are experiencing homelessness are provided with the supports they need to be successful during remote learning. The district's McKinney-Vento Liaison coordinates a team of Title I Family Community Liaisons who assist with the identification of students and reach out to families to provide information and resources. These staff conduct needs assessments with all families experiencing homelessness within a week of enrollment, and connect families to school- and community-based supports through a

referral process. The school has increased outreach to these families specifically to connect them with resources to support remote learning, such as low-cost internet services, online tutorials for distance learning tools, and resources for basic needs. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for distance learning. In addition, the school's Family Resource Center and Food Pantry is open three days a week and is available to all enrolled students and families. The Resource Center serves as a safe distribution point for groceries, hygiene items, clothing, and school supplies. To enhance collaboration with school districts and community partners, the McKinney-Vento Liaison participates in OCDE's Homeless Outreach Program for Educational Success (HOPES) Collaborative and other community-based collaboratives such as the Committee to Assist Motel Families (CAMF).

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	\$51,725	No
Cost for new Google applications to allow teachers to expand their repertoire of distance teaching techniques.	\$13,100	No
Online GLAD trainings for teachers to support language development acquisition for English learners. Demographic data indicates 26% of our student population is identified as English Learners. To support scaffolding of grade-level academic content, OCDE has contracted with Project GLAD to train and equip teachers with evidenced-based instructional strategies that will support these students to achieve academic and linguistic growth alongside their non-EL peers. Project GLAD was specifically chosen for this professional development for our school programs because of its focus on building both academic English and grade-level content knowledge for students at varying levels of English language proficiency. In addition, teachers have the opportunity to attend EL specific trainings provided both by outside agencies and OCDE.	\$140,000	Yes
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	\$329,272	Yes
Funds to support division-wide Disciplina Positiva virtual workshops for Spanish-speaking families to enhance school engagement. The curriculum for these classes was expanded by the provider to address issues of special concern to families due to the pandemic and the move to distance learning, such as low student motivation, excessive screen time, and sleep disruption. These classes principally benefit low-income families, for whom the costs of private parenting workshops or academic coaches would be prohibitive, as well as EL families, who need workshops conducted in their home language in order to allow them to meaningfully participate.	\$29,700	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 2020-2021 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.]

OCDE recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, OCDE's school programs are committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas.

As an alternative education program, OCDE schools are uniquely equipped to support this need for accelerated learning due to our year-round school calendar, and, when possible, the assignment of students to one teacher, who typically remains their teacher throughout their enrollment in our program. In these instances, the teacher has a unique knowledge of the student, which supports the rapid identification of areas where learning loss has occurred.

Additionally, students receive individualized instructional plans and assignments as a normal part of the school program. This practice will continue and supports our ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student.

The plan to address learning loss will include the expansion and standardization of the i-Ready program, which was first implemented in 2017. 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 area of math and reading, which is particularly important in identifying learning loss and providing prescriptive intervention. As a web-based tool, i-Ready is accessible whether students are receiving in-person, distance learning, or blended instruction. OCDE has also invested in the paper/pencil version, known as the Teacher Toolbox, which provides equitable options for students with connectivity challenges. After the student has taken the online assessment, Teacher Toolbox offers students printed intervention lessons based on the diagnostic results and provides additional resources for teachers.

The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provides a common language through which both teachers and administrators can work toward the shared goal of student achievement. Through the use of the i-Ready reports,

teachers are able to pinpoint students' strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement.

The 2020-21 school year's expansion of i-Ready will include a standardized assessment time frame, thus increasing the percentage of students who are administered i-Ready and provided interventions per their results. Assessment results will then be entered into a learning management system to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs.

English Language Learners will continue to receive ELD instruction by a credentialed teacher using our MELD (Monthly English Language Development) curriculum. The MELD curriculum has both formal and informal assessments throughout each unit of study. These assessments have been created within each MELD section to inform teachers of the student's progress. In addition, ELs also take the i-Ready assessment referenced above, and the data is used to determine how the students' ELA and Math skills are improving.

Teachers and staff in the Special Education Services division participate in data planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

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 who are 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 teachers and peers as they practiced academic language. To address this learning loss, teams of teachers meet to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Teachers offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. Designated ELD curriculum is offered on two digital

platforms: Google Drive and Canvas. Additional tutoring sessions with English Language Development Assistants (ELDA) are assigned to ensure students are progressing in their coursework and practicing their language skills. The English Learner team will monitor students' academic progress by reviewing transcripts three times each semester or communicating with the teacher to ensure the students are enrolled in a Designated English Language Development class and successfully participating in the school program. The EL team is also developing a virtual Newcomers Club to support and enhance language development skills. The club will provide a safe, social online environment for EL students to interact with teachers and peers and practice their academic English skills.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring throughout the county.

The Foster Youth District Educational Liaison will continue to track and support teams in order to ensure that foster youth complete i-Ready assessments. Additionally, the Liaison and the countywide Foster Youth Services Coordinating Program will work collaboratively with the OCDE Title I Tutoring Program to help identify and connect foster youth residing in Orangewood Children and Family Center or Short Term Residential Treatment Programs/Group Homes with tutoring support as needed.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored.

Communication between general education and special education staff in the ACCESS program occurs monthly in Multidisciplinary Collaborative Team (MCT) meetings using the ABC system to evaluate students: Attendance, Behavior and Credits. If any of these indicators are lagging, or not meeting what the team feels is adequate progress, interventions will be initiated. Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text or e-mail or possibly a safe home visits. Teams may also initiate an IEP team meeting to discuss the need for additional goals. Special Education teachers can increase their time with a student, have the student receive 1:1 paraeducator support more frequently, or assign students to tutoring group. Students with mental health concerns can receive telehealth services by a mental health clinician, school counselor or school

psychologist depending on the level of support needed. Academic concerns may be addressed using various online remedial programs such as Max Scholar or Lexia for basic reading or comprehension issues.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues, Title I Tutors and Paraeducators work closely with teachers to identify, reach out to, and support any students who are not attending remote learning sessions, logging into their i-Ready accounts, or submitting assignments regularly. Identified students attend semi-weekly tutoring sessions conducted via videoconference. Under the direction of teachers, tutorial staff assess students, develop academic goals, and provide instructional support designed to recover lost skills and prevent further learning loss.

In addition, several OCDE school programs regularly operate on a year-round basis and provide students opportunities for accelerated learning. The longer school year allows students to mitigate lost learning by spending additional instructional days with their teachers on a consistent basis as opposed to peers who attend school on a more traditional school calendar with large breaks.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, OCDE is committed to the following protocol and process:

1. A newly established plan, setting standardized three assessment windows during which time students are administered the i-Ready assessment
2. Increased teacher and administrator accessibility to student results via IO Assessments, which will provide both individual and collective outcome data
3. Professional time set aside to review, assess, and plan, using the i-Ready data available from IO Assessment reports
4. Comparison of student levels and growth in i-Ready based upon data from previous years (for returning students)

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction is a foundation of our alternative education programs and is designed to support student completion of high school requirements, leading to graduation and a successful transition to college and career, with the necessary academic content knowledge and skills.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference or a more formal Student Intervention Team meeting (SIT). Once these interventions are identified and set up the SIT process will monitor the effectiveness of the intervention via data collection (for example, meetings with a clinician, or assignment to a tutoring group). Student supports can include help from tutors, the school counselor, school nurse, program specialist or administrators. Supports will be individualized to meet the needs of the student.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Cost to purchase Teacher Toolbox resource kits for teachers and students.	\$43,161	No

Mental Health and Social and Emotional Well-Being

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

OCDE will continue to provide 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

Mental Health and Social and Emotional Well-Being will be supported through a Multi-Tiered System of Support. Our Mental Health and School Counseling teams will provide training and support to all general education and specialized teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support.

OCDE has increased services and provides a strong training environment for both MSW/BSW Interns, MFT Trainees, and School Counseling interns to increase the capacity to provide additional support in all tiers.

OCDE School Based Mental Health Clinicians immediately began providing Telehealth services to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions.

- Tier I – Universal Interventions
 - * Mental Health and Social Emotional Wellness trainings for teachers and staff
 - * Restorative Circles
 - * Linkage and connections to school and community supports
- Tier II – Targeted Interventions
 - * Group Interventions (Coping with Stress, Healthy Relationships, Motivation Decision-Making, etc.)
 - * Short-Term Individual Counseling focused on a targeted goal – Anger Management, Healthy Relationships, Grief and Loss, etc.)
 - * Linkage and connections to school and community supports
- Tier III – Intensive Interventions
 - * Individual Counseling
 - * Risk & Safety Assessments
 - * Linkage and connections to school and community supports

OCDE sent out a Student Wellness Survey in July to over 1,500 students. To date, 60 responses are receiving follow up attention due to the nature of the comments. The School Counselors will continue gathering feedback from the remaining students in the upcoming weeks. The Student Wellness Survey will be accessible all year in order to provide an open-ended opportunity for students to receive additional support. Topic areas covered are academic planning, connectedness at school, coping with stress, and questions to determine

basic needs the student and their families may have. Data will be analyzed three times during the 2020-21 school year in September, January, and June. The School Counselors also created a website with resources and tools available for students to access.

In addition, OCDE also asked parents about student mental health supports in a recent Parent Survey, and as a result, a small number of parents specifically requested mental health services for their child. Following these requests, arrangements were made to connect those students with the appropriate services. The Special Education Services division also provides parent support via a highly-trained team of psychologists, which includes Transitional Behavior Assistants.

OCDE provides a variety of ways to support staff overall and during COVID-19. Since March 2020, the Mental Health Team has provided a weekly mental health check in email to staff designed to encourage, support and provide useful tips for self-care and strategies to support students. The staff have given such positive feedback that the Mental Health and School Counseling team are going to implement creating a bi-monthly emailed newsletter to address mental health well-being that will include strategies for both staff and students. OCDE also created a website link that offers resources which included Mindfulness Strategies developed by the Positive Behavior Intervention Supports team, and will be designing a Mental Health Staff Development Module that will include the following trainings: Suicide Awareness, Mental Health 101, and Trauma Informed Practices. These trainings will either be presented at staff development meetings or available online. Additional trainings will continue to be developed which will include, but are not limited to Racial Sensitivity, Substance Use, and other relevant topics.

OCDE will continue to reach out to students and staff to develop trainings and services to address mental health needs so that students are able to thrive at school and in their jobs.

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.]

OCDE's learning community is prepared to ensure that students continue to receive educational experiences. Devices and hotspots were provided to all students and communication with students and families increased via School Messenger, letters mailed home, emails,

Remind App, and multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities.

To enhance student engagement, an OCDE team of educators will be participating in the Student Engagement and Attendance Strategies workshop series covering relevant topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies for Distance Learning, Student Information System Solution Session, and Strategies for Addressing Scheduling Student Engagement Support for Families.

A task group consisting of principals, the Truancy Response Coordinator, an Attendance Program Specialist, a Behavior Program Specialist, Family Community Liaisons, and School Counselors formed a task force to address this issue of student re-engagement. A three-tiered approach was created to reconnect ACCESS teachers with students for whom they have not been able to have live daily interaction:

- Tier I
 - * Teachers will have live daily interaction with each student at least once a day
 - * Contact will be made in the student's home language
 - * If a teacher is unable to make contact with a student at least three times during the week, the teacher will submit the Project Re-Engagement Form to their Program Specialist on Friday
 - * <https://bit.ly/ProjectReEngagementArea1>
 - * If a teacher does not submit a Project Re-Engagement Form on Friday, an administrator will contact them to "check in" to collaborate or see if there are any challenges with the process
- Tier II
 - * Program Specialist will contact the student three times
 - * Contact will be made in their home language
 - * If contact is made, the Program Specialist will inform the teacher by email
 - * If contact is not made, the Program Specialist will mail a supportive letter
 - The letter will be available in English, Spanish and Vietnamese

- If no contact is made, the Program Specialist will also facilitate the scheduling of a Parent, Teacher, Administrator Conference (PTAC) or Student Intervention Team (SIT)
- If there is no response to two attempts to schedule a PTAC or SIT, the Program Specialist will refer the student to the Principal

- Tier III

- * The Principal is involved
- * A Home Visit will be scheduled following ACCESS guidelines

If contact is not made, the Truancy Response Program will be engaged.

OCDE Special Education Services division will implement the following three-tiered approach to ensure pupil engagement and outreach:

- Tier I

- * Teachers will have live daily interaction with each student at least once daily
 - Contact will be made in the student's home language following each absence
 - If a student is absent for three days during the week, the teacher will submit a Re-Engagement Form
 - Administrative assistants will provide the Principal with an attendance report at the end of the week
 - If a teacher does not submit a Re-Engagement Form on Friday, an administrative assistant will contact them to "check in" to collaborate or see if there are any challenges with the process

- Tier II

- * One of the members of the re-engagement team (Principal/Assistant Principal, School Psychologist, nursing staff) will contact the student and family
 - Contact will be made in their home language
 - If contact is made, the Team member will inform the teacher by email

- If contact is unsuccessful after three attempts, the Principal/Assistant Principal will mail a certified letter in their home language
- If a family does not respond to the certified letter within 5 school days, the Principal/Assistant Principal will facilitate the scheduling of an IEP team meeting which includes the District of Residence

- Tier III

* OCDE Special Education Services division will collaborate with the District of Residence in the attendance review process

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-priced meals, when pupils are participating in both in-person and distance learning, as applicable.]

For students attending in-person instruction, meals will be provided to the school sites through the Free or Reduced-Priced meal program, as is our traditional practice. However, OCDE recognizes the effect the current economy and loss of jobs has on our families, and enrollment teams are contacting families to reevaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are being served.

In addition, to support all of our families, OCDE has partnered with community-based agencies, nonprofit organizations, and faith-based groups to provide direct food assistance to families as well as information about food pantries, regular distribution sites, and grocery give-away events in the county. The Eagle's Catch Food Pantry, located at one of OCDE's schools, provides fresh produce, bakery items, dry goods, and other fresh and frozen foods to families three days a week. Operated through a partnership with Second Harvest Food Bank, the pantry is staffed by volunteers and coordinated by school staff. Families may access the pantry by appointment during pantry hours, Wednesday through Friday. To ensure social distancing and "no-touch" pick up, families line up alongside the school building six feet apart, and then pick up pre-assembled bags of groceries that are set out on tables. In addition to groceries, families may receive hygiene products and personal care items on request based on availability. All pantry volunteers and school staff are trained in food safety regulations and follow recommended protocols by wearing masks and gloves while working in the school pantry.

Through a partnership with a local church, OCDE has also coordinated drive-through grocery distributions at school sites and community locations in the county. Originally planned to provide for up to 80 families per distribution event, supplies were increased to provide for up

to 200 families per event when the need for additional food became apparent. The LEA provides information about these distributions, along with additional food resources, through School Messenger calls, text messages, and electronic postings. Title I Family Community Liaisons also reach out to families personally via phone and Google Voice to assure that they are connected to available resources in the county. Families of students who are eligible for the Free or Reduced-Priced Meal Program are also provided information about meals that are available for pick up at any local public school distribution site in their area.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Cost to extend contracts for six staff members during summer months to provide additional mental health services and strategies to support vulnerable populations most impacted by COVID-19. The effects of the pandemic have placed new burdens on families, especially those who are low-income, immigrants, and those who are experiencing homelessness. Coping with stressors such as lack of access to health care, job loss, and food insecurity greatly impacts mental health and wellness. These factors, along with the disruption of school routine, may cause students to experience feelings of anxiety and depression. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.	\$81,765	Yes
Pupil and Family Engagement and Outreach	Cost to hire an outside company to design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	\$23,935	No
Pupil and Family Engagement and Outreach	Cost for DocuSign software which allows for secure, digital signatures to facilitate the virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	\$7,006	No

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
23.45%	\$13,745,513

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.]

OCDE exists to serve some of the most vulnerable populations in Orange County, including incarcerated students, foster youth, and students with the most significant disabilities. When evaluating the entirety of its school programs, OCDE must first consider these and other significant student groups in order to ensure the schools build models that support academic continuity where students and teachers are fully engaged in the educational process. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind.

Ongoing self-evaluation allows OCDE to monitor its school programs with respect to the support and services provided to foster youth, English learners, and low-income students and adjust accordingly to reflect changing times. In March 2020 when schools shifted to distance learning, OCDE immediately reassessed the status of the school programs with respect to remote learning environments and evaluated the needs of staff and students. The immediate need among students was for devices and connectivity to continue the learning process in the home. These items were offered to all students, but principally benefited low-income students who do not otherwise have access to technology outside of the classroom. Understanding that economic conditions can fluctuate, follow up calls to families were

made in July to verify students still had the devices and connectivity necessary for distance learning and assign devices to students whose circumstances had changed since the first equipment rollout.

The Home Activity Kits are an example of a resource being provided to all students which principally benefits a selected group of students. For low-income students who do not have access at home to the supplemental supplies contained in the kits, this resource allows them to engage in a variety of kinesthetic and artistic activities they would not otherwise be able to experience.

Similarly, trainings and workshops to support teachers' instructional skills were offered to all teachers, but the benefits of these professional development opportunities were felt the most by our large population of ELs who required additional support from their instructors to mitigate learning loss and maintain their language acquisition skills outside of the classroom. In addition, any time a teacher training is being offered that will be particularly valuable to the learning needs of EL students, the district EL team contacts the principals directly to make them aware of the opportunity.

In the area of mental health support, the needs of foster youth, students who are English learners, and low-income students are also prioritized for services to provide coordination of services with ongoing outreach and communication to those students and families to ensure continuity of care.

Listed below are the specific actions contained within the Orange County Department of Education's Learning Continuity and Attendance Plan which contribute to the increased or improved services of foster youth, English learners, or low-income students during the COVID-19 pandemic. While these actions are available schoolwide, they are designed to principally benefit the unduplicated pupil groups.

Continuity of Learning

Action: Hire two additional mental health clinicians to provide teletherapy services (\$320,000)

(1) Through outreach to families and students who are foster youth, low-income, and English learners, OCDE was able to examine the new burdens placed on students and families who were already experiencing challenges prior to the pandemic. Coping with new stressors such as lack of access to health care, job loss, and food insecurity greatly impacts mental health and wellness and inhibits a student's ability to focus on academics. Those factors and the disruption of their normal school routine causes students to experience feelings of anxiety, depression, and helplessness. To increase the school's capacity to meet the mental health needs of students, with priority given to the unduplicated pupils, two additional mental health clinicians will be hired to provide teletherapy services. These school-based virtual

services will principally benefit low-income and EL students, who would not otherwise have access to private mental health support due to lack of insurance coverage, transportation, or other barriers. In addition, by surveying students directly, OCDE was able to determine the areas of need from the students' perspectives, which provides staff with real time data on the challenges students are facing during COVID-19.

(2) By connecting with our students and families to determine their areas of need, OCDE is able to specifically address the mental health needs of foster youth, low-income, and English learners. The services provided will eliminate barriers to learning and support students and families in a meaningful and relevant manner. The virtual format being used by the mental health clinicians is popular among staff and students as it provides for more immediate access to the services.

Action: Create and distribute Home Activity Kits (\$3,485)

(1) For unduplicated pupils, COVID-19 resulted in a time of uncertainty with days spent away from classroom environments where they had regular access to extracurricular activities and materials. Outside of these environments, student who are low-income, foster youth, and English learners have limited access to extracurricular activities and materials. Teachers and families also shared the need to provide the students with pro-social, positive outlets to fill the time outside of the school day. To engage students mentally, kinesthetically, and artistically, themed Home Activity Kits were created and distributed, with students who are low-income, foster youth, and English learners in the initial distribution wave. Kits were disbursed based on student interest and teacher input. Activities in the kits were curated by educators specifically to address the loss of motivation that can occur during remote learning and covered a variety of themes: Art, Fitness, Journaling, and Wellness. Hygiene kits were also made available for low-income students in need for those essential supplies.

(2) Providing unduplicated pupils with entertaining, age-appropriate, brain-based activities in the home was an effective method of maintaining student engagement in the school program. Teachers and mental health staff were eager to offer kits to students and used the topic as a conversation starter during future meetings. Many students reported including siblings in their activities which resulted in enriched family relations, leading to improved mental health. Parents were likewise complimentary of the kits and shared that they saw their children using the kits, talking about the activities, and engaging with family members in new and positive ways. One parent shared that she would not have been able to provide the contents of the kit to her child and was appreciative of the school for offering this service.

Distance Learning Program

Action: Provide online Guided Language Acquisition Design (GLAD) trainings for teachers (\$140,000)

(1) Demographic data indicates 26% of our student population is identified as English learners with the majority of ELs scoring on a 3rd or 4th grade level according to i-Ready English Language Arts assessment results. To support scaffolding of grade-level academic content, OCDE has contracted with Project GLAD to train and equip teachers with evidenced-based instructional strategies that will support EL students to achieve academic and linguistic growth alongside their non-EL peers. Project GLAD was specifically chosen for this professional development for OCDE's school programs because of its focus on building both academic English and grade-level content knowledge for students at varying levels of English language proficiency. In addition, teachers have the opportunity to attend EL specific trainings provided both by outside agencies and OCDE staff.

(2) Project GLAD is in the implementation phase in OCDE's school programs. The effectiveness of the program will be measured by student outcomes on the i-Ready reading diagnostic and 90-day growth assessments, teacher-created formative assessments, student assignments, and the formative ELPAC. Student progress on Monthly English Language Development assignments will also inform the determination of the effectiveness of Project GLAD.

Action: Purchase additional devices and technology for students and staff (\$329,272)

(1) To be an effective distance learning program, students and staff must have access to reliable devices and internet connectivity. With an average of 60% of OCDE's student population designated as "socioeconomically disadvantaged," the need to provide devices and connectivity to low-income students was a priority for the school programs. From the start of distance learning to present, over 1,600 devices and 1,050 hotspots have been distributed to students, with low-income students identified for the initial distribution effort. Socially-distanced distribution events occurred at school sites, conveniently-located public venues, and if necessary, delivered directly to students' homes.

(2) Teachers, administrators, and school staff were vigilant in monitoring student usage of technology, and if a student reported not having a device or a device malfunctioned, a new device or a replacement was immediately made available. The effectiveness of the device and hotspot distribution was evident in the increasing number of students actively engaged in distance learning with their teacher. Low-income students who previously only used a device while in class were now participating remotely in virtual classrooms and using online software under their teacher's direction.

Action: Offer Disciplina Positiva workshops for Spanish-speaking families (\$29,700)

(1) An effective distance learning, hybrid learning, or in-person learning program share a common quality: family engagement. Regardless of the learning platform, developing and maintaining a connection between the school and the home is essential to producing positive student outcomes. Surveys and school meetings with Spanish-speaking families revealed a desire among families to participate in education-themed workshops in their home language. The Disciplina Positiva virtual workshop series provides a curriculum designed to meet the identified needs of families of EL and low-income students with topical content related to distance learning, such as low student motivation, excessive screen time, and sleep disruption due to a lack of scheduling norms. These classes principally benefit EL families who need workshops conducted in their home language in order to allow them to meaningfully participate, as well as low-income families for whom the cost of private parenting workshops or academic coaches would be prohibitive.

(2) One Disciplina Positiva workshop series consists of six classes. OCDE will be offering seven series, for a total of 42 classes for Spanish-speaking families scheduled throughout the school year. The effectiveness of the workshops will be evaluated through pre- and post-survey responses from the parent participants and student attendance data (virtual and in person). OCDE anticipates improved attendance on behalf of the EL and low income students whose family member(s) participated in a workshop series.

Additional Actions to Implement the Learning Continuity Plan

Action: Extend the contract for six staff members to provide additional mental health services during the summer months (\$81,765)

(1) Students who are foster youth, English learners, or low-income are at a disadvantage in terms of access to private mental health supports. Lack of insurance coverage, transportation challenges, and language barriers limit the ability of the unduplicated pupils to obtain essential mental health services in their communities. OCDE mitigates these obstacles by designing internal programs and systems of support to address student social-emotional needs within the school environment. The pandemic proved to be an unprecedented time in terms of the additional mental health services needed by OCDE's students who are low income, EL, and foster youth. Concerns expressed by students include health, food or housing insecurity, and family job loss. Families who were already under pressure prior to COVID-19 experienced extraordinary challenges during the pandemic. To respond to this added need for stability and support, OCDE extended the contract for six staff members to continue providing a comprehensive network of support, with a particular focus on foster youth, English learners, and low-income students, so that those students may continue their path toward academic success.

(2) The effectiveness of the mental health services provided to the unduplicated pupil groups is evident in the active participation by students in their classes as noted by teachers on their daily tracking forms. Without the supports in place, teachers express a certainty that they would have seen a marked decline in student attendance and engagement on behalf of foster youth, English learners, and low-income students. Students state that they are aware of the network of support available to them via the school program and understand how to access the services when needed. For students who would otherwise not have mental health services available to them, these resources are an invaluable contribution to their mental, physical, and educational wellbeing.

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

For OCDE, the transition to distance learning provided a unique and unexpected opportunity to reexamine the services, resources, and frameworks for students from a new perspective. In doing so, 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.

In order to operate a fully-functional distance learning program, the distribution of devices was of paramount importance. Prior to the start of distance learning, classrooms had sets of internet-capable devices for students to use and check out to take home if the need arose. However, when distance learning began, OCDE purchased and distributed devices and hotspots to students, which for many low-income families marked the first time technology with internet access was consistently available in the home, thus providing an improvement over the previous arrangement of checking out classroom devices. When the return to in-person learning does occur, students will be able to keep their assigned devices at home and use the class set when on campus.

Another notable improvement for our families of foster youth, and low-income and EL students is the use of the virtual platform for school meetings which allows for greater participation on the part of many families who might otherwise not be able to be present 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. Likewise, the new virtual tutoring rooms are allowing foster youth, and low-income and EL students greater access to tutors and English Language Development Assistants (ELDA) who are able to provide targeted, individualized academic assistance. Prior to distance learning, tutoring services were scheduled on-site in the classroom for the tutor or ELDA and the student to meet in person. With the new virtual tutoring model, the tutors and ELDAs are not restricted by geography and

time spent driving to sites and can devote more time to working remotely with students. Our unduplicated pupils are also no longer hindered by geography when seeking tutoring services because the virtual tutoring rooms are accessible from any location with internet capabilities, including the student's cell phone.

The implementation of Canvas learning management system has also resulted in a marked improvement for OCDE's distance learning environment, specifically for low-income students and ELs. In addition to the traditional paper/pencil assignments, teachers were able to use Google classroom for online learning when OCDE schools closed their doors to in-person attendance in March 2020. However, through the exemplary work of curriculum teams, the core curriculum courses of English Language Arts, Math, History-Social Science, and Designated ELD were quickly transitioned to the Canvas platform, with the newly-adopted Science curriculum soon to follow.

Canvas provides a wealth of lessons and assignment options, which benefit low-income and ELs by increasing their equity in access to online learning using a rigorous state-adopted curriculum. Online assignments offer these student groups greater opportunities to complete coursework online using digital tools and online resources. Canvas lessons also respond to student needs and send student participation data directly back to the teacher, which is particularly beneficial for ELs for whom daily monitoring is essential in order to maintain their progress toward language acquisition. Before distance learning, implementation of the Canvas platform was in its infancy, but when teachers began educating students remotely, implementation was accelerated in order to make this valuable tool available to teachers and students.

For English learners, daily interactions are where language development occurs, and a distance learning environment can mean a loss of language skills if those skills are not protected and nourished. The district EL Services team is creating a virtual Newcomers Club for ELs where safe, positive online interactions can occur between students and teachers. Before distance learning, transportation barriers would have made this type of club challenging to implement, but in an online school community, ELs and teachers from across the program can easily come together to facilitate learning in a fun, social environment.

In addition to the actions reference above which were designed and implemented during this time of distance learning to principally benefit students who are foster youth, English learners, and low-income, OCDE has continued its pattern of support for unduplicated pupils through the ongoing programs and services which were established prior to the pandemic and are applicable to the current environment, as listed below:

- School Messenger to enhance communication with families of unduplicated pupils in order for them to remain informed and engaged in their child’s education and encourage collaboration between the school and the family.
- Interpretation services during school meetings and events (i.e., Back to School Nights and Open Houses) to allow for interactive participation on the part of Spanish-speaking families.
- Career Technical Education program to expand career pathways and vocational learning experiences with a focus on the needs of unduplicated pupils who would otherwise have limited access to in-person and virtual mentorship, apprenticeship, and career exploration opportunities.
- Career Success Week events to provide job readiness skills and personal finance management. Both in-person and virtual formats are available for the events to meet the needs of unduplicated pupils who attend school in a variety of learning environments (in-person, hybrid, or distance learning).
- Partnerships between OCDE and community organizations allows for the distribution of basic school supplies to low-income students to support their academic goals and facilitate learning outside of the classroom.
- Funding for an Educational Liaison and a Manager of Student Services allows staff to monitor the educational outcomes of foster youth and support their academic goals. Through staffs’ ongoing interactions with the students, they are able to provide timely information to the Orange County Juvenile Court regarding the academic progress of the foster youth in OCDE’s school programs.
- Administrative staff from the OCDE school programs attend collaborative countywide meetings to ensure the coordination of services among agencies serving vulnerable populations, including foster youth and socioeconomically disadvantaged students.
- Funding is set aside to support the transportation needs of foster youth and low-income students in OCDE’s school programs to maintain appropriate school placement and ensure school stability and in-person attendance.
- Trainings are designed for instructional staff regarding California State Standards, Project-Based Learning, and state and local assessment to improve the rigor of instruction for students and address the specific educational needs of foster youth, low-income students, and English learners.
- English Language Development Assistants (ELDAs) are available to EL students to support language acquisition and access to the curriculum.

- EADMS software allows school staff to track EL academic data leading to more targeted academic support that addresses the individual needs of EL students.
- Staff continue to create, revise, publish, and implement designated ELD using Monthly English Language Development (MELD) and other appropriate resources to support EL student learning and teacher instruction.