



## Learning Continuity Plan (2020–21)

The instructions for completing the Learning Continuity Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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# General Information

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

The unprecedented COVID-19 pandemic has affected the entire Ocean View School District community and altered the way we do business. On March 13, 2020, the Board of Trustees took action to move into Emergency Distance Learning and ultimately, close all schools through June 18, 2020 based on state and health guidance. Preschool through eighth grades transitioned to online Emergency Distance Learning. The coronavirus has required the District to make swift adjustments for the safety of our students, our staff, our families, our community and our world. Answering the call of duty, our employees have been on the frontlines to address our community needs and more importantly, to do what is best for students.

Schools are an essential service, crucial to our communities, and the closing of schools presented challenges for our families. The social emotional implications of the students' isolation from peers as well as the disruption of routines have been parents' and guardians' greatest concern. Families have wrestled with food insecurity, lack of childcare opportunities, and economic instability due to the pandemic. As a result, Ocean View School District committed to providing available resources to support families including a meal program and Chromebook and wireless hotspot distribution to ensure access and equity for our Homeless, English Learners, Foster Youth, and Socio-economically Disadvantaged.

In addition, teachers quickly adapted to providing a combination of "live" teaching via video conferencing, pre-recorded lessons, videos, and online and print based assignments to ensure continuity of learning. Each day teachers provided face-to-face check-ins through virtual office hours and parents were provided updates through regular ongoing communication from the Superintendent via parent emails, videos, parent surveys and social media. The COVID-19 Information Site was created on the District website devoted to the latest news, District communication, state and health guidance, learning resources, and childcare information.

As OVSD prepares for the reopening of school, we will continue to engage in regular communication with all stakeholder groups and provide timely updates to ensure the health, safety and welfare of our entire community including students, staff, and families as necessitated by the ever evolving COVID-19 related information and guidance.

# Stakeholder Engagement

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

OVSD values stakeholder engagement and during the COVID pandemic utilized their input to inform the District's 2020-21 School Reopening & Protection Plan and the Learning Continuity Plan. Planning throughout the pandemic has been fluid recognizing the need to be responsive

to evolving health and State guidance. Collaboration with parents, staff, and community members has ensured District planning is reflective of diverse perspectives to address the unprecedented challenges with uncertainty.

On June 8, 2020, families received communication from the Superintendent's Office that informed them of the opportunity to provide input in how OVSD schools should reopen in the fall. The following day, parents received a link to the 2020-21 School Reopening survey and were permitted to submit one response per family. Of the 5,528 families who were sent the link, 3,527 responded (overall response rate 64%). The communication and survey were provided in English, Spanish, and Vietnamese and were sent according to language preference indicated in the Home Language Survey.

The formal stakeholder groups utilized during COVID planning included: the Reopening Steering Committee, four Reopening Subcommittees, and the Distance Learning Rapid Response Team. The Reopening Steering Committee and subcommittees were composed of parent representatives (TK-8), teachers, support staff, classified & certificated union leaders, principals/assistant principals, and District administrators that included individuals who represented Special Education and Title I schools.

These stakeholder groups were established to inform the Learning Continuity Plan, provide input on ensuring the safe return of students and staff, the development of the OVSD Protection Plan to meet Attestation by the Orange County Health Care Agency and address limiting the spread of COVID-19. The objective included, but was not limited to, training employees, implementing control measures and screenings, disinfection, physical distancing & face coverings, physical education, after school sports, shared resources & activities, technology, libraries & instructional materials, clubs, field trips & assemblies, arrival & dismissal protocols. In addition, the Reopening Steering Committee assisted with developing a Virtual Academy which allows families a choice to continue distance learning.

The Distance Learning Rapid Response Team (DLRRT) was developed in collaboration with District administrators, principals, teachers, District teachers' union bargaining representatives and California Teacher Association (CTA) leadership to examine and provide input regarding professional development, instructional implementation, contract language, student/staff needs, continuity of learning, schedules, curriculum and assessment.

The Reopening Steering Committee and subsequent Subcommittees, met throughout the month of July and assisted with every phase and consideration of the reopening of school (acknowledging the pandemic's potential disproportionate impacts on students and families who may have experienced inequitable outcomes, including English Learners, Foster Youth, Homeless Youth, Students with Disabilities and Socio-economically Disadvantaged).

We recognize the evolving nature of this pandemic, therefore we will provide ongoing collaboration, including student representation, and communication regarding all of our reopening learning models to better meet the needs of students and mitigate learning loss, assuring that all students are given an equal opportunity to succeed.

In addition, meetings were held with the District English Language Advisory Committee (DELAC), Learning Continuity Plan (LCP) Leadership Team, and District-Wide Leadership Team. \*Students in grades 6-8, will provide input via a survey during their Leadership class in September.

Key stakeholder engagement meetings:

- Task Force Steering Committee meetings (July 9 & 25, 2020)
- Task Force Sub-committee meetings (July 9, 13, 14 & 16, 2020)
- DLLRT Committee meetings (July 2, 8, 15, 22 & 29, August 5, 12 & 19, 2020)
- DELAC meeting (August 31, 2020)
- Learning Continuity Plan (LCP) Leadership Team (September 10, 2020)

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

Meetings regarding the reopening of school were held throughout July and August through remote participation via Zoom teleconferencing, which is accessible by phone only and/or internet. The following meetings were held and open to the public:

On August 5 and 11, 2020, Virtual Academy Parent Information meetings were held via Zoom. The meetings were promoted to all District families through Aeries communication by text, email, phone message, and/or feed depending on parent/guardian preference. The meetings were listed on the District marquees, website, and social media platforms. Interpretation was provided and recording of the meeting was made available upon request.

To provide direction on reopening, Board Reports were provided during public meetings on June 30, 2020 and July 7, 2020. On August 11, 2020, the Public Board Meeting for the OVSD School Reopening and Protection Plan was held. Due to an unforeseen community wide internet outage, the meeting was live streamed via Facebook. Because of this, Superintendent Dr. Carol Hansen and Board President Gina Clayton-Tarvin hosted a special School Reopening update to review the OVSD School Reopening and Protection Plan on August 13th. This meeting was recorded and is available on the District website. Interpretation services were provided.

The DELAC meeting was held on August 31, 2020 via Zoom with interpretation services provided. The meeting included an overview of the Learning Continuity Plan and an opportunity for participants to provide feedback.

The Public Hearing (September 15) and Special Board Meeting (September 29) for District Learning Continuity Plan were held via Zoom and advertised with notices at all District schools, District office buildings, District website, and on the District marquees. Zoom links for the Public Hearing and Special Board Meeting were publicized on the District's website 24 hours before the meeting and both meetings were streamed via YouTube and available to access on the District's YouTube page immediately following the meeting. Notices of the Public Hearing and Special Board Meeting included information on how to submit a public comment. The agenda for the Public Hearing was posted on the District 72 hours prior to the meeting and the agenda for the Special Board Meeting was made available on the District website 24 hours prior.

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

The School Reopening Parent Survey results indicated that 60% of parents wanted an In-Person School Model for their child, 23% of parents preferred a Hybrid Model, 12% were interested in a Virtual Learning Model, and 5% chose not to answer. Most families preferred the In-Person or Hybrid Model due to concerns about the social-emotional well-being of children due to social isolation. Additionally, many parents shared concerns regarding child care if students were not in school each day. Some parents reported that they would not be comfortable sending their children back to school until a vaccine is developed or herd immunity is achieved.

The Board carefully reviewed the data and set the direction to implement two instructional models for the 2020-21 school year; In-Person with safety enhancements and the Virtual Academy Learning model. The District's phased planning process toward the reopening of schools explicitly included research, survey, and data collection as the first and foundational phase of planning and implementation. Engaging a Reopening Steering Committee and subsequent Reopening Subcommittees composed of parents, administration, teachers and staff, outreach and surveying stakeholders, (in primary language preference to ensure representation) has provided and continues to provide valuable input to inform the District's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

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

As noted above, the parent/guardian survey (along with planned student input in the fall) revealed a consistent concern with the spring implementation of emergency distance learning. This was indicative of the broader stakeholder voice provided throughout multiple communication opportunities.

Key findings from the parent/guardian survey and Reopening Steering Committee parent/guardian participants in general, indicated the following:

- Respondents indicated that they were concerned about their student's social, emotional well-being (feeling depressed, feeling stressed, worried about mental health, not challenged enough, too overwhelming, missing peers, etc.)
- Respondents indicated they felt somewhat disconnected to school since closure in March.
- Respondents reported their student's daily learning activities included an insufficient amount of directed lessons and live interaction from their teacher.
- Most parents indicated a greater desire for student engagement and enhanced rigorous instruction and;
- Preference for an In-person/virtual reopening.

The above findings reinforced the importance of the requirements set forth by Senate Bill 98 for distance learning and the reopening of schools in September. With high concern from parents reporting that instruction needs to be more accessible, rigorous, engaging, etc., there was a clear need for increased coherence and consistency in the District's implementation of daily, synchronous, live instruction. Therefore, the Distance Learning Rapid Response Team (DLRRT) collaborated and provided input on daily schedules, teaching format, enhanced rigor, instructional continuity, connection and the incorporation of social-emotional learning. The DLRRT also addressed the need for specific strategies and tools that could increase student and family sense of connectedness with teachers, peers, and staff. Likewise, the Reopening Steering Committee and Subcommittees addressed parent concerns and incorporated responses into all school reopening models: In-person

(mandated distance learning, Hybrid, and traditional 100% return) including a plan for volunteers, field trips, assemblies, health and safety, movement throughout campus, resources to support technology use and student learning etc. Feedback from the DELAC Committee included ensuring English Learners have access to Chromebooks, interpretation, bilingual support and ensuring students have access to library books during all reopening models.

Stakeholder feedback specifically provided recommendations for improving in the 2020-21 school year, which informed the Learning Continuity Plan and ultimately, the Board of Trustees.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Quality instruction and a commitment to equity for all students continue to be a focus for the OVSD educational programs. Knowing the needs of students and families vary, the District has provided two instructional options for the 2020-21 school year.

For the 2020-21 academic year, OVSD will provide families a choice of instructional options, including:

- In-Person School - coupled with mandated Distance Learning as required and/or needed
- Virtual Academy - 100% online instruction

The District's In-Person instructional model begins with Mandated Distance Learning as Phase 1 per Governor Newsom's Order. When Orange County is cleared from the state's COVID-19 Monitoring List, the In-Person Return to School model (Phase 2) will begin with a hybrid schedule. The District will remain on a hybrid schedule for a minimum of six weeks. The District will carefully monitor health statistics and evaluate OVSD's ability to safely return to school with all students attending in-person. At the conclusion of six weeks, OVSD will re-evaluate the hybrid model, seek direction from the Board of Trustees, and communicate to families regarding when the District will transition from hybrid to full in-person or will be re-evaluated. Phase 3 of our reopening plan is the traditional 100% in-person model. For all In-Person Model phases, students will receive standards-based instruction, utilizing District core adoption materials, delivered by OVSD teachers.

In Phase 2, the hybrid model, students will be kept in class cohorts for the entire day, to the extent possible to minimize classroom capacity. School hours will be modified to facilitate thorough cleaning and sanitization. At home online learning will occur during off days which include asynchronous instruction (previewing recorded lessons, computer adaptive programs, ST Math, etc.) and independent/group work (ELA/math workbooks, writing assignments, projects, etc.). Daily live check-ins will be provided for the cohort learning at home and will include live

connection with the teacher and peers and may involve small group instruction (teacher will schedule according to need). Support will be provided for students' social emotional development, and opportunities will be provided for interaction between students, as well as between students and staff.

To the extent possible, students who require a special day class (SDC) for the majority of their day will attend school with their SDC teacher. For students requiring special education services, general education inclusion time will be implemented to the extent feasible given existing State and local health and safety guidelines.

In all reopening instructional models, both asynchronous and synchronous instruction will be provided to facilitate whole group and small group discussions including differentiation, enrichment, designated and integrated ELD, and the reteaching of specific skills and concepts. In addition, opportunities will be provided for students to build relationships and social emotional skills.

Currently OVSD utilizes multiple measures of assessments, both formative and summative, including a universal screener, not only to assess foundational skills, but to determine appropriate modification, acceleration, and/or intervention to ensure all students, including specific subgroups (English Learner, Homeless, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, etc.) make gains and achieve grade level standards. The universal screener is administered three times a year. The initial assessment is administered in September to determine skill level and identify target areas for focused instruction. Recognizing the potential for greater learning gaps among students this year, teachers will provide more personalized learning via small group and individualized instruction. Adaptive learning platforms are being explored to provide students direct explicit instruction, systematic targeted practice, and scaffolded support to help students meet grade level standards and expectations.

The health and safety of the Ocean View School District community is of the utmost importance and OVSD's highest priority. Schools have been completely cleaned and disinfected, and OVSD will continue to adhere to all necessary safety precautions. In addition to the deep clean of the office and school before employees and students return, the following measures will be implemented on a routine basis to mitigate the risk of transmission between students, teachers, and staff:

### Screenings

- Students and adults will have their temperatures checked daily as they enter school campuses and be prompted to answer three screening questions.

### Arriving at School

- Each school will establish student arrival and dismissal protocols to minimize contact between students, staff, families, and the community as much as practical.
- Students and staff members will be required to wear masks/shields.
- Parents and visitors will have limited access to the school campus.
- School sites will designate routes for entry and exit in order to limit direct contact with others.
- School sites will have signage throughout the campus to remind students and staff about social distancing, hand washing, and spreading germs.

- The District is committed to securing additional safety equipment, including but not limited to: hand-washing stations, touch-free thermometers, student partitions, and more.

#### Other Safety Considerations

- Staff members will complete mandated COVID-19 online training (Hand Washing, Coronavirus Awareness, and Use of Face Coverings).
- Staff will follow guidelines developed by California Department of Public Health (CDPH) for cleaning and disinfecting District facilities
- Common touch surfaces will be cleaned regularly (counter tops, door handles, student desks, student chairs, etc.)
- Physical barriers will be installed in front office areas where face-to-face interaction with the public occurs.
- Staff and students will be expected to wash/sanitize their hands regularly.
- Every classroom and employee work area will be provided hand sanitizer to use and/or a hand washing station.
- Schools will limit sharing of supplies between students to the extent possible and encourage students to take home personal items for clearing daily.
- Students will be encouraged to bring refillable water bottles.
- Playground equipment will be regularly cleaned for limited student use.

#### Food

- Bringing or sharing refreshments is prohibited.

#### Physical Classroom Layout

- Classroom space will be arranged to remove non-essential furniture, allowing maximum space for students and staff.
- Student desks will:
  - be arranged to face the same direction
  - have individual Plexiglass shields placed on each desk
  - Plexiglass shields will be placed between the teacher and students
  - Six feet of social distance will be maintained between the teacher and students, whenever possible.

The District will continue to communicate with parents/guardians and students regarding any changes in plans as circumstances evolve and to solicit their input regarding the method of instruction that best meets the identified needs of students and families in OVSD.

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

Description	Total Funds	Contributing
Personal Protective Equipment and Supplies: Face coverings (masks and, where appropriate, face shields), hand washing stations, hand sanitizer that is greater than 60% alcohol, etc. to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of the virus.	\$46,000	Yes



Description	Total Funds	Contributing
Health Supplies: No-touch thermometers to screen student temperature and health supplies to respond to students who display any signs of illness.	\$40,000	Yes
Facility Modifications: Individual plexiglass panels to be placed between the teacher and students/Plexiglass desk shields to provide barriers when close contact is likely and does not allow for physical distancing of six feet such as in the front office.	\$220,000	Yes
Disinfecting Supplies: Additional supplies to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, electromagnetic sprayer and masks.	\$38,000	Yes

## Distance Learning Program

### Continuity of Instruction

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

The District is committed to providing a robust distance learning plan that includes a combination of synchronous and asynchronous learning. This “blended learning” instructional delivery system will support continuity of learning in all phases of reopening: In-Person - Mandated Distance Learning, Hybrid and traditional model (100% in person) as well as the online Virtual Academy. OVSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and includes breaks balanced between synchronous and asynchronous activities and between whole class, small group, and individually supported instruction.

Stakeholder feedback reflected concerns with the Emergency Distance Learning model implemented from March through June and therefore, stakeholder groups identified a number of areas for improvement. Daily, live instruction, engagement and feedback were key areas for improvement. Stakeholders agreed upon a sample schedule TK-8 reflecting asynchronous learning as an integral component reflective of

Senate Bill 98 requirements. During distance learning, OVSD will offer consistent, daily, live instruction for every student with pre-recorded lessons and videos of instruction to provide flexibility for students in all reopening models, In-Person, Mandated Distance Learning and in the Virtual Academy to support the varying needs of learners and diverse subgroups (EL, Homeless, Special Education, etc.) some of whom may need access to additional support and repetition.

The consistency of the schedules in all phases of reopening models will allow for targeted small group or one-on-one instruction scheduled by teachers with identified students to support the varying needs of learners and diverse subgroups (EL, Homeless, Special education, etc.). Asynchronous learning is embedded into the schedules so teachers may preview with students assignments for independent work. All students will be provided a standards-based curriculum utilizing District core adoptions and have digital access to English/Language Arts, Mathematics and science curriculum. Students will receive physical instructional materials at in-person registration.

To ease transition from Phase 1 (Mandated Distance Learning) to Phase 2 (In-Person Hybrid Schedule), students will transition with their peers and teacher. Students will have the same teacher, access to the same full curriculum and same instructional minutes whether in Mandated Distance Learning or In-Person instructional models to provide continuity of instruction.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

During spring school closures, OVSD distributed 3,400 Chromebooks for home use and families were provided information on accessing free or low-cost internet services. In addition, families were provided access to 50 wireless “hotspots” where needed. OVSD Parent Liaisons, Instructional Assistants, bilingual staff and others, consistently reached out to families to ensure participation, access and equity. In planning for the fall, the district has planned for sufficient devices to supply all those in need, accounting for incoming Kindergarten students and students new to the district.

The Information Technology department staff will continue to troubleshoot and support families with unique connectivity or device concerns to ensure continued 98% or better online participation rate.

## **Pupil Participation and Progress**

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

During Mandated Distance Learning/Virtual Academy, students will connect daily with teachers and peers in live guided instruction. Synchronous instructional minutes will be strategically delivered in whole group instruction, small group instruction and through independent differentiated activities to ensure mastery of grade level content. In addition, teachers will provide built in checks for understanding and interactive feedback using engagement tools.

Students will be required to join live instruction daily by logging into the District’s online learning management system (Google Classroom) and joining the classroom via video conferencing which will track and monitor participation. Multiple measures of formative and summative

assessments will be used to assess student participation including logging into Google Classroom, submitting timely assignments, and logging into online applications as assigned by the teacher (ST Math, Typing Programs, etc.). Below is a sample of the OVSD assessment calendar with a specific timeline for administering and reporting progress and instructional minutes:

Teachers will administer all assessments online individually or in a group setting monitored through Zoom, BlockSi or Google Classroom. In addition, supplementary data through programs such as Lexia, Core 5, Accelerated Reader, ST Math, etc., will be used in conjunction with district required assessments to identify learning opportunities and monitor progress.

Ocean View School District values student participation in school and strives for quality participation. Therefore, we have updated our Aeries Attendance Record to include a breakdown of the specific participation activities. Teachers will indicate daily the four daily participation activities in which their students participated. We have also included in the Aeries Attendance Record a Time Value verification for teachers. In addition to documenting in which distance learning activities our students participated, our site staff will receive reports indicating how students participated, and in what areas they may not have participated as frequently. If students are completing assignments but not participating in live online instruction, our staff will be able to recognize this and address it. We strive for quality participation from our students and through our teachers' use of quality documentation, our students will be successful in distance learning.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In collaboration with the District's Teachers' Association, teachers have been and will continue to be provided professional development opportunities to prepare for enhanced distance learning. The District will offer a selection of required professional development as well as teacher selected options.

One of the required professional development sessions is Enhanced Distance Learning. This training will cover five main parts of enhanced distance learning: structure, planning and presentations, instruction, assessment, building relationships and community. This professional development is structured as a self-paced course with built-in discussion and opportunities to collaborate with OVSD's Teaching and Learning TOSA team. Zoom sessions will be scheduled to allow teachers to debrief, ask questions and share ideas. Additionally, teachers may select from available webinars and training that support Structure, Content, and Online Tools, including training offered by the California Teachers Association and Orange County Department of Education.

At the onset of Emergency Distance Learning, the District launched the "OVSD Distance Learning Website" for teacher access. Instructional videos, resources, and online tools will continue to be available to teachers throughout the year. District collaborative grade level/content area Google classrooms with Distance Learning Resources were also created in the Spring and will continue throughout the year.

Teachers requiring technological support are able to submit tickets into the District's Informational Technology's Help Desk and a department member will respond within 24 hours to assist the teacher. At the onset of school closures, a system was created to ensure teachers were

supported with Educational Technology (ET) issues. This system will continue to provide teachers support in various areas including curriculum support, assistance accessing or launching online applications, and general educational technological needs.

Teachers receive weekly communication with helpful tips and tools to help support the distance learning program through the District “Teacher Talk” bit.ly website. Professional learning throughout the year will be ongoing to support achievement of school goals as delineated in the School Plan for Student Achievement (SPSA) and to improve outcomes for all OVSD students.

## **Staff Roles and Responsibilities**

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being redefined and will continue to evolve as OVSD prepares to reopen for instruction. Following are some changes to roles and responsibilities of OVSD staff:

**Special Education** All staff supporting students with disabilities will continue in their roles and performing broad responsibilities, with modifications to support reopening models. Modifications include:

- Program specialists support teachers with class set-up, completion of virtual IEP meetings, and requirements of conducting an IEP in a virtual setting.
- Social workers will continue to work collaboratively with site teams to schedule consultation and counseling sessions with the students, and families to address appropriate supports within the distance learning setting.
- Behavior Intervention Specialists will be available for consultation on behavioral strategies that can be implemented in a virtual learning model.
- Resource Specialists will support a range of distance learning-related activities including the assessment process, monitoring student progress, and coordinating with instructional aides, in addition to offering support for teachers and students in Virtual, Distance Learning and Hybrid models.
- Instructional Aides will be used more strategically to support individual students. Aides will be assigned to classroom breakout rooms (in accordance with the student IEPs)

### **Student Services**

- Homeless liaison with the support of district social workers, nurses and community bilingual liaisons, will continue to address the needs of our students in foster care and families experiencing homelessness through virtual support and outreach
- Library Specialists will split between two schools due to enrollment loss to the Virtual Academy and support other school related instructional needs. In coordination with TOSA and teachers, library specialists will host reading sessions, where they will read books and interact with students via Zoom.

Certificated and Classified Staff including but not limited to:

- Office Staff will assist with all required public health measures and protocols. Adjust to electronic communications and processes and work with other school staff to follow safety protocols. Assist parents virtually with login difficulties and connect them with appropriate staff when necessary.
- Custodial Staff/Maintenance will model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness and routinely disinfect using product instructions and Cal/OSHA requirements including proper ventilation during cleaning and disinfecting.
- Food Service Staff will model and support all required public health measures, serve a limited selection of menu items to minimize lines and implement social distancing guidelines.
- School Nurses will model and support new district operating procedures and all required public health and safety measures that have been put in place including screening and daily temperature check prior to classroom entry.
- Bus Drivers will model and support all required public health measures including wearing face masks/PPE, disinfecting after each route, allowing for social distancing on the bus through staggered seating configurations

Administrators and Support Staff will model and support all required public health measures, activities and strategies that promote positive coping during times of stress for adults and children and assist with a successful opening and school year.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The District's Blueprint outlines and communicates our core values, overarching goals, and operational practices which include Innovation, Integrity, and Equity. OVSD is committed to inclusionary and equitable practices to ensure student success for each and every student. Equity ensures appropriate support for students receiving special education services, targeted student support and intervention, support for English learners, students with unique needs, and in foster care or experiencing homelessness.

### English Learners

- Teachers will provide Designated and Integrated English Language Development instruction during small group rotations in English language development according to assessed learner needs to ensure progress toward language proficiency and Reclassification.
- Bilingual aides will support EL instruction in small groups, breakout rooms and assist with family connections and needs.
- Additional time will be established after lunch for pre-teaching/reteaching language support to ensure instruction meets students proficiency needs.

### Students with Disabilities/Unique Needs

- IEP program implementation will occur in all reopening models to ensure progress toward stated goals and objectives.
- IEP Team meetings will be conducted to determine if a student's unique needs will best be supported in a Virtual Academy versus In-person model

- FAPE in the Least Restrictive environment will continue to guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the IEP due to unexpected or anticipated service delivery changes

Foster Care/Homeless Youth

- Homeless liaison with the support of district social workers, nurses and community bilingual liaisons, will continue to address the needs of our students in foster care and families experiencing homelessness.
- Coordination of services, instructional support and materials will continue for students to ensure engagement in Distance learning (Virtual Academy or In-Person)
- Weekly check-ins with Foster Youth will be implemented to ensure monitoring of attendance and engagement.
- Ongoing communication regarding needs, resources, and support services will be provided.

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

Description	Total Funds	Contributing
Student Devices & Connectivity: Chromebooks and wifi hotspots were distributed to students who needed them to engage in online learning.	\$570,000	Yes
Staff Technology: Laptops, devices, and headsets were provided for staff to use to instruct and support students.	\$488,000	Yes
Instruction & Safety Applications: Zoom and BloskSi video conferencing and web filtering/management were utilized to safely provide live instruction.	\$68,000	Yes
Supplemental Online Instruction & Engagement Applications: Supplemental programs including, Snap and Read, CoWriter, Seesaw, ST Math, etc.; and online engagement tools such as Pear Deck, Screencastify, Near Pod, Sight Reading Factory licenses and ebooks to engage students and support learning.	\$258,000	Yes
Professional Development: Online professional development offered by OVSD and teacher selected by OCDE, CTA and Google Apps for Educators to enhance distance learning instruction, student engagement and increase student learning outcomes and achievement.	\$602,000	Yes

## Pupil Learning Loss

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

School sites are encouraged to temporarily delay the administration of initial assessments to allow teachers to effectively establish a safe inviting learning environment to re-engage and connect students in school. That being said, assessment of students' learning status will be critical to identify and address gaps in learning, monitor students' progress on grade level appropriate assessments and adjust targeted supports based on student results. Specifically, ongoing assessment of learning will occur throughout the school year to evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. Formative and Summative assessment data will be gathered by teachers throughout the trimester ( based on the Elementary Assessment Reporting Calendar) and semester (based on the Middle School Assessment Reporting Calendar) as a critical component to understanding what learning loss may have occurred in order to remediate each student's individual learning needs.

Currently, OVSD utilizes multiple measures (Summative/Initial ELPAC scores, Acadience/DIBELS Next, ELA/Math/Writing Benchmarks, Reading Inventory and textbook/publisher) assessments. However, due to the difficulty of administering the DIBELS universal screener assessments through Zoom/Distance Learning, the unpredictability of our In-person transitions and the need to provide consistency and continuity of learning in all instructional models (In-person: Mandated Distance Learning, Hybrid, traditional 100% and Virtual Academy), OVSD will purchase "iReady," a supplementary research-based, diagnostic program to provide one assessment where growth can be compared over the year. iReady will be used as an additional diagnostic to get more information on students who specifically score at a strategic or intensive level to "fill gaps" in learning by providing scaffolding and targeted skill support. iReady will highlight priority instructional content standard resources to not only assess student learning and outcomes, but provide an accelerated personalized learning path adapted to each individual to accelerate learning in ELA, Math and English language development.

In addition, the adoption of needed Next Generation Science Standards (NGSS) textbooks was put on hold due to economic factors related to COVID. To mitigate the impact of learning loss, particularly for English Learners, Socio-economically disadvantaged, and Foster Youth, the District will promote the continuity of learning to ensure all students have access to current science standards materials through the purchase of science bridge materials. Other content areas will continue to address State standards through the District adopted core curriculum. As previously mentioned both asynchronous and synchronous instruction will be provided to facilitate differentiation, enrichment, and the reteaching of specific skills and concepts.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means of addressing learning loss and accelerating learning for targeted students (English Learners, Socio-Economic Disadvantaged, Foster Youth, students with unique needs) will be through a tiered instruction delivery model. ELA and Math are taught during core instructional minutes. In addition, 30 minutes of ELD designated instruction is provided for identified English Learners scoring at a Level 1 or 2 based on ELPAC. Identified students who are not yet proficient and need targeted assistance are provided differentiated/scaffolded instruction known as “Core plus more” based on individually assessed needs. The District’s core educational program delivers support at the classroom level through Tier 1(Core) first best instruction and commits to strategically enhancing services for struggling students. Supplemental supports for students who continue to struggle are provided through Tier 2 (Strategic) and Tier 3 (Intensive) intervention and services. These supports will be delivered through synchronous, small-group instruction geared toward identified student needs. As teachers assess learning loss and their students’ individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will focus on key prerequisite skills that students need to successfully master the content. Strategic and Intensive supports can include specialized support personnel (instructional aides, counselors, LCSWs, and others) to ensure student progress and success.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured through ongoing evaluation of student progress. Progress is monitored every four to six weeks to ensure growth. Given our dual reopening models, instruction and assessment will occur through scheduled synchronous instructional time in a small group/individual setting. Assessment data will determine appropriate modification, acceleration, and/or intervention to ensure all students progress towards mastery of grade level standards. The OVSD Elementary and Middle Schools Assessment and Reporting Calendar outlines the testing window for ELA and math over the course of the 2020-21 school year and provides specific guidance for progress monitoring.

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

Description	Total Funds	Contributing
Professional Development: Facilitate effective instructional practices, use of learning management system and implementation of individual and targeted small group intervention.	\$103,500	Yes



Description	Total Funds	Contributing
Learning Loss Computer Adaptive Programs: Students will be provided computer adaptive instructional programs to remediate and develop reading and math skills (i.e. iReady, Lexia 5, Lexia Power Up).	\$606,000	Yes
Next Generation Science Standards (NGSS) Bridge Materials: To promote the continuity of learning and ensure all students have access to current science standards materials.	\$35,000	Yes

## Mental Health and Social and Emotional Well-Being

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

Ocean View School District's response to student needs during COVID-19 and distance learning began as soon as school closure began. In March 2020 our School Psychologists, Licensed Clinical Social Workers and our District Counselor attended a Psychological First Aid training created and sponsored by The Red Cross. This two-hour training provided our District Mental Health staff with the knowledge and activities to address the needs students and staff might have during a traumatic event such as a pandemic. Later in June, 250 District classified staff received the same training in preparation for the return of students in the 2020-2021 school year. In August, our Certificated and Classified Leaders and our teachers also received this training to prepare them for the return of all staff and students to school.

Our 2020-2021 Certificated and Classified Leaders participated in a Leadership Retreat with the theme "We Have to Maslow Before We Can Bloom" Our Keynote and break out session speakers emphasized the importance of addressing all the needs of staff on the continuum of Maslow's hierarchy, self-care, and attending to staff social/emotional needs. Our leaders left with a greater understanding of how to identify, understand and address staff mental health needs during these unusual times in education.

OVSD continues to provide an Employee Assistance Program for all District staff, and keeps staff updated with important mental health news to support their wellbeing. Our Family Resource Center community partners provide updated resources available to our families that support their mental health. These resources are forwarded to our District Mental Health staff who connect our families with the appropriate community resources.

Our District Board of Trustees recently approved an updated Suicide Prevention Policy that addresses the needs of all students K-8. The Policy states the need for staff training on Suicide Prevention at the beginning of the school year which includes education on the risk factors, warning signs and protective factors. Student education about suicide prevention is addressed through the implementation of SEL competencies across classrooms in OVSD. Our students attending 6-8th grades have the Suicide Prevention Hotline and Domestic Violence Hotline printed on their student id cards.

The Ocean View School District met as school level SEL Teams with a CTA presenter to determine how best to implement SEL in schools. Our SEL implementation supports our students' social/emotional health through the SEL Competencies.

Beginning in August and continuing through mid-October, teachers will be offered up to 35 hours of paid Professional Development which includes training on Positive School Climate and Relationship Building 2020, Community Building Through Restorative Practices, Maintaining Cultural Relevance and Responsivity During Distance Learning, Integrating SEL Into Distance Learning, and Trauma Informed Practices. Building relationships with students and creating a community of learners during distance learning and virtual learning is a District priority.

OVSD has previously implemented a site SEL Team that reviews individual student social/emotional needs in order to assist students utilizing a multitude of interventions including classroom teacher check ins, small group or individual counseling, and family connection to community resources. Site Administrators, School Psychologists, District Social Workers and site staff participate in this collaborative team so that all students' mental health needs are addressed. This structure will continue in the 2020-2021 school year.

OVSD implements PBIS in classrooms and school wide. In 2020-2021 PBIS will be adjusted for distance learning and virtual learning. In previous years staff have been trained on Restorative Practices and Circles. For 2020-2021 training will be provided on holding virtual Circles to promote school connectedness and classroom community in distance learning and virtual learning.

OVSD's Mental Health staff have all received training on telehealth counseling to support students during distance learning/virtual learning. Processes have been created to provide support to students in emergency situations while in distance learning.

## **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.]

Ocean View School District believes in the importance of attendance and student engagement and has built a tiered approach to assisting students and families to identify and address barriers to absences and lack of engagement. The attendance taking procedures for 2020-2021 are updated to include not only whether the student attended distance learning, but also in which participation activities the student attended daily. Reports will be generated to show in what ways students are participating and where students are lacking engagement.

Universal engagement and attendance supports include updating our District website regularly to communicate timely information to parents regarding their child's education, community resources available and changes to our educational programming. Daily attendance phone calls to parents to let parents know when their child is not participating in live daily instruction. Teachers and site administrators will monitor attendance/engagement reports as part of our tiered response to engagement strategies.

Our site administrators visit distance learning classes daily to emphasize the importance of daily live instruction and connection with students. Teachers are provided with professional development on strategies to engage students and build classroom community and student/student and student/teacher relationships during distance learning. The training staff has received on Circles, Restorative Practices and SEL Competencies will continue to be implemented in distance learning to provide our students with a positive, engaging and relational learning environment.

Parent contacts and home visits by school teams will continue into the 2020-2021 school year. Students not engaging in live instruction or work completion will be monitored, student and parent contact will be made, and if there is no response or reaction to these interventions, home visits will occur.

Our District social workers and Community Liaisons have a wealth of information about community resources to assist our families who are struggling during distance learning and reach out to families to support them. OVSD has school psychologists, social workers and a District counselor to provide small group and individual counseling as needed for students.

Our school sites will continue to address student and family barriers to attending/engaging in school through the School Attendance Review Team (SART) process. This multidisciplinary site team process allows professionals on site to support students and families and provide interventions that break down the barriers to students engaging in learning. Attendance letters in 2020-2021 will be rewritten to more fully address meeting student needs and will be sent to families to assist them in monitoring their child's attendance and engagement. Our District School Attendance Review Board (SARB) meets regularly to provide District and community resource interventions to students and families. This multidisciplinary team consists of site administrators, district school psychologist, district social worker, police officer, nurse, Family Resource Center staff and the SARB Coordinator. The goal of this team is to determine the barriers to student attendance and engagement and provide interventions that will assist students in attending, engaging and learning to their best ability.

# School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Ocean View School District (OVSD) Food and Nutrition Services (FNS) Department will continue to provide nutritionally adequate and compliant meals to all students, including those students eligible for free and reduced-price meals. The FNS Department will comply with all current California Department of Education (CDE) and United States Department of Agriculture (USDA) guidelines and waivers for meal compliance and service.

Distance Learning and OVSD Virtual Academy students will be offered complete prepackaged “Grab-n-Go” meals provided for pickup at designated times and locations each school day. For the Hybrid option, participating in-person students will receive “Grab-n-Go” meals at dismissal to take home each school day. Dismissal times for the Hybrid option coincide with lunch times. Hybrid students participating in online instruction will be provided “Grab-n-Go” meals for pickup at designated times and locations each school day. In-Person, non-Hybrid, students will be served meals on school sites. All meals will be prepackaged “Grab-n-Go” to be eaten at designated locations by student cohorts.

Health and safety considerations for students and staff will be implemented for each option. In addition to all OVSD staff safety protocols in place, the FNS Department HACCP plan includes protocols for food safety and sanitation. Staff complete annual and monthly training on practices such as, proper handwashing, proper cleaning and sanitizing, germicide use, personal hygiene, as well as food safety standards for proper receiving, storage, handling, and serving of food. Cleaning and sanitizing is completed between each meal service. In addition, there are standards on face coverings, proper glove use, and social distancing. All meal services are touchless with prepackaged meals to avoid self-serve and contact points. Students are identified through the Point of Sale (POS) system by name or by scanning and student ID barcode. Share tables are eliminated for in-person service. California Department of Public Health COVID-19 posters are posted in public view and provide guidance, including maintaining Social Distancing with designated markings.

Parent communication is provided by OVSD and the FNS Department to families in multiple ways: websites, social media, District digital marquee boards, press releases, fliers, and direct outreach via phone, email, or text messages.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.75%	\$561,858.00

### Required Descriptions

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

There are several actions contributing to the increased/improved requirement being implemented across the District. These actions are identified within the previous Local Control and Accountability Plan (LCAP) and those that are identified due to the school closure/distance learning.

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

Two actions related to device and connectivity access are being applied across the District, but are primarily intended to provide for low-income students who may not have access at home. The District purchased additional and distributed existing Chromebooks to any student and will continue to do so to new students or any continuing student who needs a device. Additionally, laptops were purchased for teachers to effectively teach in all instructional delivery models.

Targeted outreach is occurring, coordinated through our Student Services department, and includes hours above and beyond the minimum required instructional day to make contact with 'unreachable students' to plan, assist, and provide resources based on need.

According to the 2018/19 OVSD California School Dashboard, four student groups have the greatest need. ELs were orange in all areas (ELA, Math, Chronic Absenteeism) except suspension, Foster Youth was orange in all areas except math achievement, Homeless was orange in all areas except suspension, and Students with Disabilities were orange in all areas except suspension. Our Socio-economically Disadvantaged population demonstrated gains in overall achievement however, performance levels in ELA and math remaining below 50% achievement proficiency.

To address the needs of these students, the District will utilize State and federal learning loss funds to continue to intentionally strengthen the core instructional program, purchase supplementary/intervention computer adaptive programs, and certificated and classified staff will participate in professional development with the goal to improve academic and behavioral outcomes for English Learner, Foster Youth, Homeless, and Students with Disabilities. Intervention, instructional strategies, and assessment to ensure progress toward achieving state academic standards were addressed in previous sections. Also, the social-emotional learning (SEL) continuum will continue to be strengthened with a focus on further developing the core program through Positive Behavior Interventions and Supports (PBIS), SEL instruction, Restorative Practices training, and expanding the role of our Licensed Clinical Social Workers and TOSAs. In addition, child care and transportation fees will be offset to ensure families can afford child care and get their students to school.

The economic impacts and trauma brought on by the unexpected tsunami of COVID events may have far-reaching effects that will likely exacerbate the educational challenges we face as a District. However, OVSD will continue to capitalize on the strengths of our community of fearless leaders, teachers, staff, and community of learners, seizing opportunities to rise up, move forward, and exceed expectations. This is our commitment!

# Instructional Minutes

Based on schedules listed on [bit.ly/OVSD2020](http://bit.ly/OVSD2020) (August 26, 2020)

In-Person Mandated Distance Learning					
Grade	Synchronous	Asynchronous	Total Time	Schedule	Screen Break/Lunch (not included in total)
TK-K	155	40	195	8:30-11:45	0
Grades 1-5	175	80	255	8:30-1:45	60
Grades 6-8	185	95	280	8:30-2:00	50

In-Person Hybrid Model					
Grade	In-Person (x2 days)	Schedule	Distance Learning (x3 days)		
			Synchronous	Asynchronous	Total Time
TK-K	255	8:30-12:15	60	195	255
Grades 1-5	260	8:30-12:50	60	200	260
Grades 6-8	260	8:30-1:30	60	200	260

Virtual Academy Model					
Grade	Synchronous	Asynchronous	Total Time	Daily Schedule	Screen Break & Lunch
Grades TK-5	Approx. 55	200	255	8:30-2:00	75
Grades 6-8	Approx. 60	185	245*	8:30-2:00	95

\* The middle school schedule has one extra 10 minute break factored in