Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

Oxford Preparatory Academy – South Orange County is a public charter school that serves approximately 815 students in grades TK-8.

On March 13, 2020, OPA closed its campus to in-person learning, based on guidance from the California Department of Public Health and the Orange County Health Care Agency. On March 16, 2020 OPA transitioned to a remote learning model, where students participated in both synchronous and asynchronous activities at home, participating in schoolwork through mostly digital means. At the time, OPA was 1:1 with Chromebook for every student in grades 3-8. During the week of March 16, 2020, OPA had families in grades TK-2 also pick up a Chromebook for home use if they did not already have a device at home. OPA staff also sent home all student curriculum and materials from March 13-March 18, 2020. OPA staff also worked together in professional learning communities to determine best practices for distance learning and digital resources were provided to enhance the learning experiences. OPA provided daily synchronous learning for all students through Zoom and daily asynchronous activities through Google Classroom.

During remote instruction, OPA families have had to deal with a variety of issues, including childcare, working from home with children present, loss of jobs, isolation, illness, and other stresses created by the pandemic. In addition, there was a loss of instructional time and a loss of learning and regression for some students who did not adapt well to the remote learning environment. This has led to a learning gap for some students that will need to be addressed in the 2020-2021 school year.

In July 2020, Orange County was placed on the County Monitoring List and, under guidance from Governor Newsom, schools in our county were not able to open for in-person instruction. Therefore, OPA opened the 2020-2021 school year virtually for all students.

Feedback from OPA families indicates that many are unsure whether they feel safe sending their student back to school if in-person instruction resumes this year. Therefore, OPA has created a variety of instructional program options, including virtual learning, hybrid learning, and in-person instruction.

Our plans for each of the instructional models, however, can be found in the School Reopening Planning Guide, which can be found on our website at www.oxfordpreparatoryacademy.com

OPA's Reopening Plan is guided by a set of principles that include:

- Keeping students and staff safe and healthy
- Ensuring continuity of instruction and learning
- Providing engaging, high quality learning experiences for all students
- Ensuring equity and access for all students (technology, curriculum, support services)
- Ensuring students have access to school-based mental health resources
- Communicating regularly with all stakeholders and maintaining transparency
- Maintaining fiscal solvency and ensuring effective and efficient use of school funds
- Being flexible and adaptable as new information, guidelines, and health issues arise

These principles, along with guidance from state and local agencies, input from staff, students, and families, and research into best practices for distance and in-person instruction, safety, and engagement, have guided OPA in the creation of this Learning Continuity and Attendance Plan (LCP).

Actions found in OPA's Learning Continuity and Attendance Plan (LCP) are funded from a variety of state and federal funding including but not limited to: SB 117 COVID-19 LEA Response Funds, Elementary and Secondary School Emergency Relief (ESSER) Funds, Learning Loss Mitigation (LLM) Funds, and the Corona Virus Relief Fund or Cares Act funds. Some actions are also funded through the school's general fund once the emergency funding is exhausted.

Stakeholder Engagement

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

Throughout the 2019-2020 school year, OPA engaged stakeholders in a variety of feedback activities as part of our Local Control and Accountability LCAP) development process and our visioning process. When the COVID-19 pandemic began and schools pivoted to remote learning, OPA continued to engage our community and solicit feedback. Although circumstances surrounding the pandemic have impacted school operations, OPA felt it important to maintain as many traditional programs and services as possible. So, although these programs and services have been adapted to fit within the context of our current operating conditions, the stakeholder input gathered during pre-COVID conditions remains relevant and has been an important component of developing our district's Learning Continuity and Attendance Plan.

In addition, OPA engaged stakeholders in a variety of ways since the onset of the COVID-19 crisis. This includes multiple surveys regarding the instructional program, safety, school reopening, and the instructional models for the 2020-2021 school year. These surveys were provided to staff, students, and families.

March 26, 2020 – Remote learning Instructional Program Survey (staff, students, parents) – Provide information regarding the remote learning program, including effectiveness of asynchronous and synchronous activities, student workload, needed supports, communication, and technology issues.

May 29, 2020 – Remote Learning and School Reopening Survey (staff and parents) – Provide information regarding the remote learning program, including effectiveness of asynchronous and synchronous activities, student workload, needed supports, communication, and technology issues. Also, provide input regarding instructional program offerings for the 2020-2021 school year and health and safety concerns for in-person instruction.

June 29, 2020 – School Reopening Survey (staff and parents) – Provide feedback regarding the instructional program option and input regarding technology access, childcare needs, nutrition services needs, and safety precautions.

July 16, 2020 – Staff Reopening Survey (staff) – Provide input regarding the instructional program models, professional development needs, curriculum and resources, and synchronous learning plans.

August 31, 2020 – Instructional Program Selection Survey (parents) – Provide input regarding the program options if/when OPA is allowed to return to in-person instruction.

In addition to surveys, OPA has had several in person meetings with parents and staff.

April 28, 2020 – Virtual Health Education meeting (parents and staff) – Parent input regarding online instruction on comprehensive sexual health education.

May 20, 2020 – Board of Directors Workshop – Visioning and Goal setting workshop

May 27 and June 4, 2020 - Independent Study program meeting (parents and staff) – Information and Q&A regarding independent study options for the 2020-2021 school year.

June16, 2020 – Board of Directors Workshop – Visioning and Goal setting workshop

August 19, 2020 – Meet You Administrator Meeting (Parents) – Q&A for parents regarding the start of school

August 25, 2020 – English Learner Advisory Committee – Parent input regarding EL programs, Funding and expenditures, ELPAC testing, and reclassification.

Weekly PLC meeting with staff provided a mechanism to share best practices, discuss issues with the remote learning program, and determine solutions to improve the learning opportunities for students. Weekly administrator meetings also provided an avenue to share ideas and compile input from all stakeholder groups in order to inform our programs and reopening plans.

Parents and staff are also encouraged to reach out and send questions and feedback to administration. OPA is a very tight knit community and parents and staff provide tremendous amounts of input through email and phone/in person conversations. Also, questions and input from parents who do not speak English were incorporated through the use of translators available on campus (Spanish, Mandarin, Russian). And surveys were translated into Spanish for families who speak Spanish.

OPA will hold a public hearing regarding the Learning Continuity and Attendance Plans on September 10, 2020. The community is encouraged to attend, via Zoom, and provide input into the plan. In order to reach families who may not have internet, we sent a text message to all families for information on how to provide input.

OPA values the input of our community. Staff will review and integrate all public comment and information provided at the public hearing from stakeholders for the September 24, 2020 Board meeting and adoption of the LCP.

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

Guided by Executive Order N-25-20, which directs Californians to follow public health directives including canceling large gatherings and also allows local legislative bodies to hold meetings via conference calls while still satisfying state transparency requirements, OPA developed processes to provide remote participation in public meetings and public hearings.

All Board meetings are open to the public via Zoom due to the COVID-19 pandemic.

All meeting agendas with Zoom link and call in number are available on our website and are posted at the school site 72 hours in advance. A [Request to Address the Board of Directors form](#) is available on the website and all Board of Directors Meeting agendas. There is also an email address and phone number for the public to use to get more information regarding Board of Directors meetings or school meetings.

The public hearing regarding the LCP was held at our regularly scheduled and agendized board meeting on September 10, 2020. Anyone wishing to speak on this item was given notice of the public hearing on September 10, 2020. September 1, 2020, the public hearing notification was posted on the OPA website.

All parent and community meetings are open to the public via Zoom. Information regarding meetings is posted on the website. Information is also sent to parents and staff through Aeries Communications, which delivers the message via email and SMS.

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

OPA collected feedback from all stakeholder groups from April to August 2020 that informed our reopening plans and instructional programs.

Parents

Parents were mostly concerned with the availability of options regarding the instructional program models. About 60% of parents expressed that they wanted students to return to in-person or hybrid instruction, while approximately 40% wanted to continue virtual instruction. Also, many parents wanted to ensure that if the school re-opened for in-person instruction, there would be a virtual option where students would not lose their spot in OPA and have to reapply for the program. Parents also provided a great deal of feedback regarding the amount of synchronous learning time provided to students. Most parents wanted the synchronous learning time increased for the 2020-2021 school year. Parents also wanted a more centralized location to find information regarding Zoom links, class assignments, and class schedules. Many parents also expressed a desire to see more enrichment and socialization time incorporated into distance learning. Parents also expressed the need for strict health and safety guidelines. Another common question from parents was about availability of childcare during times when their students were not in class if the school went to a hybrid model. Parents were very positive regarding the synchronous Zoom sessions, small group instruction, communication from staff and administration, and OPA's overall handling of the COVID-19 crisis.

Staff

Staff were mostly concerned about not having in-person instruction and the length of synchronous learning blocks, especially for younger students. Staff also expressed concerns about childcare while teaching from home or on campus during a virtual or hybrid learning model. Staff was also concerned about available technology, resources, and professional development, as well as ample planning time each day to prepare for lessons. Office staff were concerned about the attendance and engagement tracking procedures, safety protocols, and technology and curriculum distribution to students. Staff also expressed a concern that students were feeling isolated and there needed to be more SEL and mental health resources available. Staff were very positive regarding the synchronous Zoom sessions, small group instruction, communication from central administration, and OPA's overall handling of the COVID-19 crisis.

Students

Student expressed a desire for more social time during virtual learning. The also expressed a need for more small group time, tutoring/homework club, and question and answer sessions with the teacher. Student were very positive regarding the small group time, amount of assigned work, synchronous zoom sessions, and the communication with teachers.

OPA has implemented a continuous improvement model through remote learning and the reopening planning process. As we receive feedback from stakeholder groups, we continually adjust our programs to meet the needs of our students, staff, and families. To that end, almost all aspects of the Learning Continuity and Attendance Plan were influenced by stakeholder input.

Technology:

During remote learning in the spring, many Chromebook began failing and several teachers had a hard time accessing Zoom from their outdated Macbooks. Additionally, all teachers needed access to document cameras for virtual learning and all teachers will need access to microphones and webcams for hybrid learning. Based on this feedback, OPA purchased 300 new Chromebooks as well as several new staff computers, document cameras, microphones, and webcams to assist with virtual learning as well as hybrid learning. Several families also expressed a need for internet access, so OPA purchased hotspots and internet plans for these families. Finally, after trying to use Google Meets at the beginning of remote learning, staff found it very hard to manage classes. Therefore, we purchased Zoom licenses for use during remote learning. We also created how-to videos and tech "cheatsheets" for staff and families on our website in order to address common technology issues.

Instructional Program - Virtual Learning

In order to address the need for more synchronous learning time and interaction between students and teachers, OPA implemented a rigorous schedule for virtual learning where all students engage in Zoom classes for between 2.5-3.5 hours per day, depending on their grade level. We also incorporated optional enrichment courses including music, foreign language, and a wide variety of clubs (52 different weekly clubs). Based on extremely positive feedback from all stakeholder groups, we implemented weekly small group sessions for each student and homework club twice a week for each teacher. In order to facilitate easier access to Zoom links, schedules, and assignments, each teacher will post all class links, assignments, and weekly schedules in their Google Classroom.

Instructional Program – Hybrid Learning

In order to provide choice for families when we are able return to in-person instruction, OPA will allow parents to choose between a hybrid learning model and a fully virtual model. In the hybrid model, students will attend class in AM or PM cohorts for approximately three (3) hours per day. Students will receive instruction on campus for their core academic classes, including Math, ELA, and Science. Asynchronous, independent activities will also be completed for core subjects. Other subjects, including music, PE, and foreign language, will be done remotely through Zoom sessions.

Communication

OPA will continue to use Aeries communications to send out Weekly messages and updates to families. Each Friday, the Chief Academic Officer will continue to send out general information regarding instructional programs, COVID-19, and school news. Each Sunday, the Chancellor will provide and update on school events, student activities, etc. Additional communications will be sent out when necessary to keep parents well informed of any important information. The OPA website will be continually updated, and teachers will create class webpages with information for parents and links to their Google Classroom.

Health and Safety

All state and local health and safety guidelines will be strictly enforced. Staff will sign in each day and perform a temperature and health check. All staff will wear masks while on campus and maintain social distancing. When students return to in person instruction, all students will follow health and safety guidelines, including social distancing and wearing face coverings (grades 3-8 mandatory). There will be continual monitoring of any positive cases and exposure to determine if students/staff/classes need to be quarantined or if the school needs to revert to remote learning.

OPA will also hire a credentialed school nurse to work with our health technician and provide health services and monitoring for the school site.

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.]

OPA will follow the guidance from the California Department of Public Health, the CDC, the Governor's Office, and state and local agencies when planning for resuming in person instruction. OPA has created a comprehensive School Reopening Planning Guide to address reopening procedures, policies, and instructional models. This guide along with any new guidance from health officials will inform decisions regarding all aspects on in person learning. However, OPA wants to ensure that all families are comfortable before sending their students back to campus. Therefore, families have the option to continue in virtual learning until the third trimester of for the entire school year. These students will remain with their same teacher but will participate in classes virtually.

Health and Safety for In Person Instruction

Staff and students will perform and health and safety screening each day when they enter school/class. For staff, temperatures will be taken and recorded, and a list of questions will be asked when they enter the building. For students, parents will need to fill out a questionnaire before sending students back to in person instruction and student temperatures will be taken each day when they enter class. Any staff or students who have a temperature or other COVID-19 symptoms/risk factors will be asked to return home. Students will be switched to virtual learning and follow the quarantine procedures outlined in the Reopening Planning Guide. OPA will also work with the Orange County Health Care Agency to ensure employees can get tested every other month, or more frequently as needed.

PPE: OPA began procuring personal protective equipment and sanitation supplies and equipment in the spring of 2020 knowing that these items would be essential for the health and safety of our staff and students when it was time to have students return to in person instruction. OPA has purchased a variety of items including but not limited to: Masks, face shields, plexiglass/plastic partitions, disinfecting wipes, hand sanitizer, touchless thermometers (Enough for all school offices and for each teacher to have in their classroom), disposable gloves, no touch sanitizer and soap dispensers, tissues, and cleaning and disinfecting supplies.

Masks and Face Shields: When staff or students are using campus areas, both groups are required to wear masks. Students should wear clean, cloth masks from home or will be provided with disposable ones at school. Staff members can wear OPA-provided masks, clear face masks, and can opt to add a face shield if needed. Mask breaks can occur only if students and/or adults can be six feet apart and outside.

Cleaning and Disinfecting: When staff or students are using campus areas, daily cleaning and sanitizing protocols will be followed with an emphasis on high-traffic areas. Areas include: Full classroom misting with disinfectant, door handles, faucets, tabletops and chairs, soap, paper towel and sanitizer dispensers, main offices, restrooms.

Physical Distancing: Physical Distancing Protocols have been put in place to protect students and staff. Classroom furniture has been rearranged to ensure at least a 6-foot distance between students. School Schedules have been modified and only 50% of students will be in classrooms at any given time. Students will be placed in stable cohorts, to the greatest extent possible. Social distancing markers and arrows for traffic flow have been purchased and will be placed strategically to help remind staff and students of the need to keep 6 feet apart and travel in one direction.

Instructional Programs

OPA is dedicated to providing high-quality, rigorous, standards-based instruction to all students regardless of the instructional model implemented. Students will continue to use their adopted core curriculum (Ready Math/Edgems Math, Amplify Science, Wonder/Study Sync, Reflection Social Studies, Realidades/Integrated Chinese) and supplemental resources (iReady, Renaissance Learning) for both virtual and in person learning. Teachers will continue to utilize research-based instructional strategies, including, but not limited to, differentiation, GLAD strategies, GATE strategies, writing across the curriculum, frequent formative and summative assessment, student-centered instruction, flipped learning, etc. Students will also have small group time and small class sizes in order to promote individualized support and the ability to slow down or accelerate learning based on student needs.

Assessment

OPA understands that some students may have fallen behind due to learning loss in the spring or may have difficulties progressing in the hybrid or virtual environment. Additionally, there is a need to determine where each student is in terms of progressing toward standards during this unprecedented time with new and strategies and teaching methods. Therefore, in order to continually assess student progress, OPA has designed a comprehensive assessment plan at each grade level. Students will participate in diagnostic as well as benchmark testing in ELA and math. This assessment data will be used to provide supports for students to keep them on track to meet state standards. OPA will utilize iReady assessments for K-5 math and K-8 ELA, EdGems and MDTP assessments for 6-8 math, writing benchmarks in all grade levels, and Wonders and StudySync diagnostic and benchmark assessments for ELA.

Additional Supports

Special education students will continue to receive accommodations and supports, as outlined in their IEPs. Students will receive Specialized Academic Instruction (SAI) both while on campus and during virtual learning times. Special education students may also receive additional individual and small group support throughout the week by education specialists and instructional assistants. Students will continue to receive additional services, such as speech and language, Occupational therapy, adaptive PE, physical therapy, and behavioral intervention either virtually or in person.

English learners will continue to receive both integrated and designated supports. OPA's ELD teacher will meet with students in small groups to provide ELD instruction. The ELD teacher will also work with teachers to provide supports in the general education classroom.

Professional Development

All staff will participate in weekly PLC meetings to share best practices, review assessment data, plan instruction, and participate in trainings. Staff will also participate in 4 days of professional development before school starts and two professional development days embedded into the school year. Topics for professional development may include flipped classrooms, Google Classroom, virtual learning best practices, Amplify for distance learning, Ready Math implementation, writing strategies, social and emotional learning, and creating welcoming schools.

Mental Health

OPA will be implementing the Second Step SEL curriculum across all grade levels. A specific SEL class has been embedded into the schedules for all students in order to provide SEL instructional time as well as time for community building and engagement activities. The school counselor will also be providing mental health supports both virtually and in person, when students are back on campus. She holds individual and small group sessions for students and provides resources and supports for staff. Providing these mental health services to students during this crisis is essential for ensuring that students are safe and able to engage in academics.

Attendance and Engagement

OPA teachers will take attendance during every period during virtual and hybrid learning. A weekly Engagement log will also be maintained by each teacher to track student engagement. If a student fails to attend classes, the teacher will reach out to the family. Also, the Aeries attendance system will send a notification to the families for any periods missed by a student. If a student has missed more than three days of classes, the school administrator will reach out to the family to create an Attendance and Engagement Plan for the student to re-engage them in the learning process.

In Person School Schedule

In order to follow health and safety guidelines, OPA will implement a hybrid learning model until it is safe to return to school at 100% capacity. OPA will also continue to provide all families with the option to continue virtual learning, even when in person instruction resumes. Parents were given a survey to select which program option they chose to implement once in person instruction resumes. Parents can change their selection for the third trimester if they initially chose virtual learning and decide to return to in person instruction in the fall. When the hybrid model is implemented, students will attend school in either an AM or PM cohort. Hybrid students will attend academic classes (ELA, Math, Science) on campus for approximately 3 hours per day. Virtual students will view these classes via Zoom as teachers livestream them using webcams and microphones. Other classes (PE, Music, Foreign Language, Social Studies) as well as independent practice will be complete through virtual learning for 2-2.5 hours per day, depending on the grade level. Childcare, provided by the YMCA and Boys and Girls Club, is available to families on each campus during non-classroom times.

Technology

On March 16, 2020, when OPA went to virtual learning, the 1:1 program was expanded to TK-8. Throughout the spring and summer, OPA has worked to ensure that all students in grades TK-8 have access to a Chromebook for use in virtual learning. OPA's technology personnel have fixed any broken devices that were able to be used for distance learning and reallocated them to families. OPA also purchased 200 Chromebooks.

In order to ensure that families without home internet access were able to participate in Zoom classes and online instruction, OPA purchased several hotspots and passed them out to families. OPA also provided information to families regarding how to get free or low-cost internet service through local internet service providers.

OPA purchased 15 laptops for teachers to use during virtual learning, for those teachers whose previous computers were not able to adequately access the online programs and platforms. OPA also purchased additional document cameras for teachers to use during remote learning. OPA will livestream classes to students participating in class sessions virtually.

Description	Total Funds	Contributing
Purchase of cleaning and sanitizing supplies.	$4,950	No
Purchase of PPE, Plexiglas partitions, additional signage, and thermometers.	$6,438	No
Increase custodial staff to ensure adequate cleaning and sanitizing	$71,587	No
Purchase of Chromebooks for students in grades TK-2 to access online curriculum and participate in Zoom sessions. Also purchase additional Chromebooks for students in grades 3-8 to replace those that are broken or that will no longer adequately support curriculum programs. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income as provides equitable access for students to be able to participate in virtual instruction and access online curriculum from their homes.	$57,677	Yes
Purchase additional laptops, document cameras, and other technology equipment for teachers to provide virtual instruction.	$12,486	No
Purchase hotspots to provide internet access. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income as provides equitable access for students to be able to participate in virtual instruction and access online curriculum from their homes.	$2,000	Yes
Purchase webcams and microphones for teachers to live broadcast in-class lessons to students receiving instruction virtually	$7,875	No
Hire a credentialed school nurse and health technician to provide health services	$54,167	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 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.]

Based on the Governor's criteria for re-opening schools, OPA was forced to re-open schools completely virtually for the 2020-2021 school year. OPA may be able to switch to hybrid learning sometime during the year, however, there may be a need to return to virtual learning if there are positive cases on campus or in the community.

Virtual School Schedule

OPA's distance learning model consists of synchronous instruction through Zoom and asynchronous activities assigned through Google Classroom. All students participate in live, daily instruction for core academic classes for approximately 2-3 hours each day, depending on grade level. Students also participate in 45 minutes of PE instruction, 45 minutes of Social and Emotional Learning, and 45 minutes of small group instruction and support each week. Students are also able to participate in optional enrichment classes several times per week, including music, foreign language, and electives or clubs. Teachers also provide 2 hours of office hours/support time each week. All students are scheduled into each class through Aeries and follow a nine-period bell schedule. However, students are not scheduled into all 9 periods each day, some periods students have breaks or asynchronous time during the day. Most students have between 3 and 5 periods each day.

In addition to the synchronous classes, students will be engaged in asynchronous activities each week. During this time, students will complete activities assigned to them through Google Classroom and other curriculum and resources. Asynchronous activities are posted weekly in the teacher's Google Classroom for students to access. Parents are also given weekly or daily updates from Google Classroom.

Virtual Instructional Program

OPA is dedicated to providing high-quality, rigorous, standards-based instruction to all students regardless of the instructional model implemented. Students will continue to use their adopted core curriculum (Ready Math/Edgems Math, Amplify Science, Wonder/Study Sync, Reflection Social Studies, Realidades/Integrated Chinese) and supplemental resources (iReady, Renaissance Learning) for both virtual and in person learning. Teachers will continue to utilize research-based instructional strategies, including, but not limited to, differentiation, GLAD strategies, GATE strategies, writing across the curriculum, frequent formative and summative assessment, student-centered instruction, flipped learning, etc.

Instructional Delivery

Virtual synchronous instruction will occur via Zoom. Teachers will implement security measures including passwords, waiting room, mute up entry, etc., to ensure student safety and security. Teachers will utilize main Zoom room for whole class instruction as well as breakout rooms for small groups and student collaborative learning. Teachers will utilize the online resources associated with our adopted curriculum. Teachers may also incorporate other online resources, including, but not limited to PearDeck, FlipGrid, Accelerated Reader, Screencastify, and Kami.

Assessment

See In-Person Instructional Offerings. Students will take assessments online. Some students may also be assessed individually, in person, using strict safety guidelines for special education assessments and ELPAC assessments.

Additional Supports

Special education students will continue to receive accommodations and supports, as outlined in their IEPs. Students will receive Specialized Academic Instruction (SAI) during virtual learning times. Special education students may also receive additional individual and small group support throughout the week by education specialists and instructional assistants. Students will continue to receive additional services, such as speech and language, Occupational therapy, adaptive PE, physical therapy, and behavioral intervention virtually.

English learners will continue to receive both integrated and designated supports. OPA's ELD teacher will meet with students virtually in small groups to provide ELD instruction. The ELD teacher will also work with teachers to provide supports in the general education classroom.

Professional Development

See In-Person Instructional Offerings

Mental Health

See In-Person Instructional Offerings

Attendance and Engagement

See In-Person Instructional Offerings

Technology

See In-Person Instructional Offerings.

Grading and Evaluation

OPA will use its normal grading procedures for the 2020-2021 school year. Students will receive either A-f grades or standards-based grades, depending on grade level. Teachers will post grades on Aeries for students and parents to access. Students will turn in assignments vie Google Classroom or the specific curriculum website. OPA has also purchased Kami for students to use for assignment completion.

Enrichment and Clubs

OPA understands the importance of socialization and interaction during this time where many students feel isolated and alone. Therefore, OPA is implementing optional enrichment classes and clubs each week. All teachers are providing these classes weekly for students to be able to socialize in a fun, non-academic setting while exploring enrichment activities of interest to them. There are over 50 clubs for students of all grade levels to choose from including art, Battle of the Books, eSports, fitness, yoga, etc.

Communication and Family Involvement

OPA will continue to communicate with families and staff regularly. Each Sunday, the principals will send a message to all OPA stakeholders through Aeries Communication with upcoming event, school information, etc. This message will be delivered via email and text. The central administration will also send out regular messages to stakeholder, usually on Friday, with important information and updates. The school's website will be regularly updated with information and resources for families.

OPA will work with Honour Society to keep parents involved in their student's education. Honour Society will continue to provide parent involvement opportunities in creative ways while we are virtual.

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.]

For the 2019-2020 school year, all students in grades 3-8 had 1:1 access to Chromebooks. On March 16, 2020, when OPA went to virtual learning, the 1:1 program was expanded to TK-8. Throughout the spring and summer, OPA has worked to ensure that all students in grades TK-8 have access to a Chromebook for use in virtual learning. OPA's technology personnel have fixed any broken devices that were able to be used for distance learning and reallocated them to families. OPA also purchased 200 Chromebooks.

In order to ensure that families without home internet access were able to participate in Zoom classes and online instruction, OPA purchased several hotspots and passed them out to families. OPA also provided information to families regarding how to get free or low-cost internet service through local internet service providers.

OPA purchased 15 laptops for teachers to use during virtual learning, for those teachers whose previous computers were not able to adequately access the online programs and platforms. OPA also purchased additional document cameras for teachers to use during remote learning. OPA also plans to purchase webcams and microphones so that teachers can livestream classes for virtual students once in-person instruction resumes.

Before the start of the 2020-2021 school year, parents were asked to complete a technology survey indicating if they needed to check out a Chromebooks. These were then distributed to families during our materials pick-up days.

OPA has set-up a help desk ticketing program which staff, parents, and students can access anytime from our website. Tech support an remotely access student and staff computers to troubleshoot issues. Our devices are also managed through Google Suite and Lightspeed so that teachers, administrators, and tech support can view student devices and provide support and security monitoring for students. Tech support can also issue new devices to families if their current device breaks.

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.]

OPA implemented a very structured synchronous learning schedule for all students in grades TK-8. Each student has synchronous class periods throughout each day scheduled in Aeries. Students participate in between 120 and 210 minutes of synchronous core academic instruction per day, depending on grade level, plus additional, optional enrichment classes such as music, foreign language, and clubs/electives. Teachers take attendance for each required period in Aeries to record student attendance for determining chronic absenteeism and truancy. The system also notifies parents each night if a student has missed 2 or more periods during the day. Families are also encouraged to report absences through our absence reporting system, so that students do not receive unexcused absences during virtual or hybrid learning if they are sick, have an appoints, or other excused reasons.

Teachers also keep a weekly engagement log for each student. This log records the student's participation in synchronous and asynchronous activities each day and whether the student has met the minimum instructional minutes. This log also documents all daily synchronous and asynchronous activities for each teacher/class. Teachers will use this "weekly Engagement Log" to monitor student attendance and engagement during virtual and hybrid instruction.

Teachers will also record grades for all student assignments in Aeries gradebook. This can be compared to the "Weekly Engagement Log" to determine what activities each student has completed and the grade they received on them.

Teachers will monitor student engagement and activity each day. If a student 3 or more consecutive days of instruction/engagement, the teacher will reach out to the parent and student to determine the reason. The teacher will also work with the family to create a plan to reengage the students and provide any necessary supports. All contact regarding attendance and re-engagement will be documented in Aeries. If the student continues to be absent, the teacher will refer the student to administration, who will reach out to the family and create a Re-Engagement Plan, with collaboration from the parents and teacher. The plan will include any necessary supports including, but not limited to:

- Providing access to necessary resources such as technology, internet access, materials, etc.
- Ensuring translation support if necessary.
- Referrals to mental health and social and emotional supports and services.
- Assigning an adult mentor/counselor to check in with and connect to student/family daily or weekly.

Distance Learning Professional Development

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

In order to support teachers during virtual and hybrid learning, OPA has planned regular professional development opportunities for staff throughout the school year. The OPA calendar includes six full day teacher service days. OPA also has weekly Professional Learning Community (PLC) meetings each Friday from 2:30-4:00 PM. All staff will participate in these weekly PLC meetings to share best practices, review assessment data, plan instruction, and participate in trainings.

Staff will also participate in 4 days of professional development before school starts and two professional development days embedded into the school year. Topics for professional development may include flipped classrooms, Google Classroom, virtual learning best practices, Amplify for distance learning, Ready Math implementation, writing strategies, assessment panning and strategies, social and emotional learning, and creating welcoming schools.

In order to streamline the mandated trainings for staff and allow them to be completed virtually and when convenient for staff members, OPA purchased the SafeSchools program. This program provides all mandated trainings, such as Sexual Harassment, Mandated Reporter, and Bloodborne Pathogens, through a virtual platform that staff can access anytime. In addition to these mandated trainings, staff has access to a wide range of other option trainings spanning a wide range of instructional and safety topics.

OPA administration and technology support also provides videos and information throughout the year to support staff. These cover a wide range of topics to provide timely resources for staff on an as needed basis.

OPA also maintains a Google Classroom for instructional support and resources for staff. All staff have access to this site to share best practices, access resources, view videos and slideshows, and find information.

Staff Roles and Responsibilities

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

Because OPA is currently operating under very different circumstances than in the past, the roles and responsibilities of staff members have been revised to meet the needs of our students, families, and community.

New responsibilities for administrators include:

- preparing school campuses for social distancing and safety procedures.
- facilitating staff training on social distancing and safety procedures.

- monitoring personnel to ensure adherence to social distancing and safety procedures.
- providing training and support to staff for the virtual learning environment.
- complex classroom assignment procedures factoring in family preference and multiple classes each period/day.
- coordination of remote learning systems.
- ensuring equitable access to at-home technology.
- daily family outreach to determine and address barriers to student engagement in the virtual classroom.
- daily family outreach to determine and address student social and emotional needs.
- conducting meetings with colleagues, staff, families and community members through video conferencing platforms.
- Creating and monitoring Student Re-Engagement Plans.

New responsibilities for teachers in the virtual classroom environment include:

- using online platforms and programs not previously used.
- ensuring instructional plans are appropriate for a virtual environment.
- communicating daily schedules to families in specific detail while limiting changes that could cause confusion.
- communicating access procedures for instruction and resources to parents and students.
- engaging and motivating students in a virtual environment to determine and address student social and emotional needs.
- advance planning with support personnel given that synchronous planning and communication is not possible
- posting all assignments and providing feedback on progress through a learning management system.
- Completing Weekly Engagement Logs and period attendance for each student/class.
- Providing remote technology support for students and families.
- Conducting meetings with students and families through video conferencing platforms.

New Responsibilities of school support personnel include:
- The preparation and distribution of materials through a curbside pick-up process.
- Preparing and distributing stacks of resources for each student including textbooks, Chromebooks, hot spots, and all supplies students need to engage in learning while at home.

New responsibilities for instructional aides include:
- Using online platforms not previously used.
- Monitoring online chat boxes to respond to student questions.

New responsibilities for special education service providers include:
- Using online platforms not previously used.
- Conducting IEP meeting through video conferencing platforms.
- Conducting assessment virtually or with social distancing and safety guidelines in place.
- Providing virtual support services such as speech and language, occupational therapy, specialized academic instruction, behavioral support, counseling services.

New responsibilities for child nutrition staff include:
- Determining which families will be picking up meals ahead of time.

- Designing and facilitating curbside meal pick-up routines.

New responsibilities for Tech Support Personnel include:
- Providing remote support for students, staff, and families.
- Coordinating distribution of technology to staff and students such as Chromebooks, laptops, hotspots, document cameras.
- Setting up classrooms for livestreaming lessons.
- Providing technical support for new programs not used in the past such as Zoom, Kami, and Screencastify.

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.]

Supports for English Learners

English learners will receive at least 30 minutes of English Language Development at their level from the EL TOSA each week. Students in Grades TK-3 will participate in lessons using the Wonders EL components. Students in grades 4-8 will participate in iLit. Student progress toward English Language Development will be monitored by formative assessments and the ELPAC (English Language Proficiency Assessment for California) which will be administered either virtually or in person per State mandate. The EL TOSA will collaborate regularly with general education teachers to ensure that integrated ELD is being provided effectively to all English Learners during distance and hybrid learning.

Supports for Students with Exceptional Needs

Students who receive specialize academic instruction will receive support virtually during their class periods through chat of breakout rooms or in-person during hybrid learning. Students may also receive supports through 1:1 or small group sessions with instructional assistants and education specialists. Instructional Assistants will be issued a Chromebook to work with students virtually, collaborate with teachers, and record service notes/logs.

Education specialists will collaborate frequently with teachers, instructional assistants, and other service providers frequently through Zoom and email to ensure progress on goals and implementation of supports, modifications, and accommodations during distance learning. Virtual learning plans will be outlined in student IEPs where modifications for virtual learning are necessary.

Other service providers will meet with students virtually, or in-person when safe to do so. Students will receive all services outlined in the IEP, including but not limited to, occupational therapy, speech and language, adaptive PE, psychological services, counseling, behavioral intervention services, and physical therapy.

IEP meetings will be help virtually. Educational specialists will communicate with parents regularly to ensure students are able to access the material virtually and participate in classes and other services.

Assessments will be done virtually, unless it is necessary to assess in-person. Parents will be given the opportunity to postpone assessments if they are not comfortable bringing students to campus. Special education staff will be trained regarding virtual testing to ensure validity of results.

Supports for Struggling Learners

All students will be provided small group instruction time. During this time, teachers will be provided targeted intervention for students who are struggling academically. If students continue to struggle academically, 1:1 support will be provided by instructional assistants or credentialed support teachers. Middle school students struggling with math will be placed in a small group to receive math support from a math intervention teacher.

Teachers will reach out to families when students begin to fall behind academically. Student progress will also be available for parents to view anytime through the Aeries portal, and grades will be updated regularly. Parents will also be able to sign up for weekly or daily progress reports through Google Classroom. Student will also have access to intervention programs such as iReady to provide online intervention.

Supports for Low Income Families, Homeless Students, and Foster Students

Students who need help with internet access, devices, or other materials will be provided support by OPA. Hotspots have been purchased to hand out to families in need. Information about low cost and free internet services are available on our website. All students are provided a device and any necessary instructional materials. In addition, information about public assistance, meals, community outreach events is provided to families and accessible on the OPA website. If students stop coming to classes, the teacher, administrator, and counselor will work with the family on a Re-engagement Plan and provide any necessary resources.

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

Description	Total Funds	Contributing
Purchase of Chromebooks for students in grades TK-2 to access online curriculum and participate in Zoom sessions and replacement Chromebooks for those in 3-8 that break or become obsolete and not able to run programs. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income as provides equitable access for students to be able to participate in virtual instruction and access online curriculum from their homes.	See Actions for In-Person Instruction	Yes
Purchase additional laptops and document cameras for teachers to provide virtual instruction.	See Actions for In-Person Instruction	No
Purchase hotspots to provide internet access. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income as provides equitable access for students to be able to participate in virtual instruction and access online curriculum from their homes.	See Actions for In-Person Instruction	Yes

Description	Total Funds	Contributing
Provide math support to middle school students struggling academically by math intervention teacher. Provide support for other grades/subjects by instructional assistants and credentialed support teachers. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income, as these intervention, support, and tutoring services will principally benefit low-income and EL students, who may not have access to academic supports at home or who may already have a gap in academic achievement prior to virtual learning.	$53,827	Yes
Purchase apps to support students and teachers with distance learning – Zoom, Kami, Screencastify.	$9,406	No
Hire 6 Virtual Learning teachers to provide instruction to students whose families do not feel comfortable sending their students to campus for in-person learning.	$290,628	No
Technology Coordinator to provide tech support to teachers, students, and families and coordinate technology distribution.	$26,400	No
Purchase digital licenses for curricular materials.	$32,930	No
Purchase iReady and Ready Math for assessment and math instruction to be done virtually.	$32,594	No
Purchase iReady ELA.	$4,623	No
Purchase Renaissance Learning (Accelerated Reader)	$3,557	No
Provide internet stipends for all staff to work virtually and have sufficient internet access to run Zoom sessions, access curriculum, and access online programs.	$9,075	No
Hire an elementary math and intervention teacher to provide support for struggling students. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income, as these intervention, support, and tutoring services will principally benefit low-income and EL students, who may not have access to academic supports at home or who may already have a gap in academic achievement prior to virtual learning.	$63,000	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.]

One of the greatest risks of virtual learning and the rapid transition to virtual learning in the spring of 2020 is the possible loss of learning and academic progress, especially among our most vulnerable populations. To address this learning loss, OPA is implementing a rigorous,

comprehensive assessment plan that will diagnose where students begin the 2020-2021 school year and continually assess student progress throughout the school year. OPA will also provide supports, such as small group instruction, math intervention, and counseling services to support learning across all groups and for all students. In addition, OPA has implemented a rigorous academic program with ample synchronous learning time to ensure students do not continue to fall behind, but instead accelerate learning.

The new assessment plan consists of diagnostic, formative, and summative assessments across all grade levels.

Students in grades TK-5 will be given assessment multiple times per year, which may include, based on grade level:

- McLeod
- Phonics Survey/Phonological assessments
- Fluency/Letter Naming Fluency
- Reading Comprehension
- Writing Assessments (3x per year) including Informative, Opinion, and Narrative
- iReady diagnostic
- iReady progress toward goals assessment
- Additional curriculum-based assessments

Students in grades 6-8 will be given assessment multiple times per year, which may include, based on grade level:

- StydySync Readiness Screener
- StudySync Benchmark Assessments and Unit Assessments
- Edgems Unit assessments
- Mathematics Diagnostic Testing Project Readiness Assessments
- Writing Assessments (3x per year) including Informative, Persuasive, and Narrative
- Additional curriculum-based assessments

Additionally, all students in grades 3-8 will be given Smarter Balanced Interim Assessment throughout the year to assess standards mastery. Students in grades 3-8 will also participate in the CAASPP testing in the spring.

English Learners will be assessed according to state guidelines. All newly identified English Learners will be assessed, either virtually or in-person using the Initial ELPAC within 30 days of enrollment at OPA. All continuing English Learners will be assessed with the summative ELPAC in the spring. English Leaners will also be assessed using the EL components in Wonders (grades TK-3) and the iLit formative and summative assessments (grades 4-8) to determine progress toward English Language Proficiency throughout the year.

The results of the comprehensive assessments provided to students will be used by teachers and other support providers to inform instruction and develop support and intervention plans for students in need. Teachers will examine and analyze assessment data during weekly PLCs and use the information to guide lesson planning and individual supports for students during small group sessions. Teachers will also use assessment data to provide support personnel with information to drive 1:1 and small group intervention sessions for student receiving additional supports.

Pupil Learning Loss Strategies

OPA will focus on two key areas through the 2020-2021 school year – assessing student needs and engaging students in learning. OPA will provide professional development to all staff in order to address learning loss and accelerate learning progress during virtual and hybrid learning models.

OPA's comprehensive assessment plan will provide ample data for teachers to use to create strategic supports for all students, as well as to inform lesson planning for both synchronous and asynchronous learning. Teachers will tailor instruction to ensure that students are mastering standards and any remediation needed is done quickly to avoid regression. Administrators and certificated staff will ensure student progress for all students and specifically traditionally under-served populations (English learners, low-income, pupils with exceptional needs, and foster and homeless youth) through diagnostic and formative assessments and supports and interventions. Progress monitoring will take place continuously throughout the year and additional supports will be provided as necessary.

Teachers will participate in professional development throughout the year that is aimed at building virtual learning instructional strategies, increasing student engagement in a virtual learning platform, building community and social emotional learning, creating and analyzing assessments, and providing timely and effective instructional interventions.

English learners may experience learning loss due to time away from other students and limited ability to interact and use academic language with teachers and peers. Teachers will mitigate this loss by using small group time and breakout rooms to encourage social interaction and the use of academic language during student discussions. The EL teacher will also utilize designated ELD time to monitor student progress and encourage discussion and use of language. The EL TOSA will monitor all EL progress and work with teachers to provide any additional necessary supports and interventions.

Students who are low income, foster youth, or are experiencing homelessness may have issues with internet access, technology devices, using various technology, and finding a quiet environment to access synchronous learning and complete asynchronous activities. OPA will provide tech support to all families, with the ability to remote into devices and provide support troubleshooting issues. OPA will also provide hotspots and information regarding free or low-cost internet to families and need. Teachers will support students who may not be able to access classes or finish work by providing homework club, extended time for assignment completion, and other academic supports.

Students with exceptional needs may experience regression during virtual learning. Also, these students may not be able to have the same supports provided while virtual because there is no ability to provide in-person instruction. Therefore, education specialist and other support providers will work collaboratively with parents, teachers, support staff, and administrators to ensure learning gaps are filled and progress toward IEP goals is continually monitored.

Effectiveness of Implemented Pupil Learning Loss Strategies

Learning loss mitigation and learning acceleration can only be accomplished with consistent and comprehensive monitoring. Student assessment data from formative, summative, and diagnostic assessments must be continually monitored and analysis must drive instructional practices, professional development, and administrative support.

To accomplish this, all student assessments will be recorded and analyzed during weekly PLC meetings. iReady assessments will also provide prescriptive lessons and supports for students within the newly adopted Ready Math program. Site administrators will also review assessment data to determine trends and necessary school-wide of subgroup level supports.

Site administrators will also have access to their teachers' Google Classrooms and Zoom sessions. Virtual classroom walkthroughs will be conducted by site administrators to monitor instruction, student-teacher interaction, and provide teachers with feedback and support on the effectiveness of instruction during Virtual Learning. Site administrators will provide constant feedback and support to their teaching staff based on classroom walkthrough trends and observations.

Students who are still not meeting grade level academic standards, even after the addition of Tier 1 supports, will be referred to the Student Success Team. This team will meet with parents, review the student's progress, and determine additional necessary supports to ensure academic progress.

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

Description	Total Funds	Contributing
Implementation of iReady assessment system for Math and ELA.	See Actions for Distance Learning Program	No
Illuminate and Aeries student information systems for recording and disaggregating student assessment and engagement data and supports. This is an improved service for students who are English learners, foster youth, and/or have families with low-income as it identifies the specific instructional needs of individual students to ensure accelerated growth and increased achievement.	$11,675	No
Purchasing online intervention programs such as Accelerated Reader to provide extra support. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income, as these intervention, support, and tutoring services will principally benefit low-income and EL students, who may not have access to academic supports at home or who may already have a gap in academic achievement prior to virtual learning.	See Actions for Distance Learning	Yes
Create assessment team to plan and coordinate OPA assessment plan.	$1,100	No
EL TOSA to monitor English learner progress and provide designated ELD supports and instruction. This is an improved service for students who are English learners as these interventions and supports will principally EL students, who may not have access to academic supports at home or who may already have a gap in academic achievement prior to virtual learning.	$66,289	Yes

Description	Total Funds	Contributing
Education specialists and other support providers to monitor progress of students with exceptional needs and provide interventions when necessary to ensure progress toward goals.	$423,129	No
Hire an elementary math and intervention teacher to provide support for struggling students. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income, as these intervention, support, and tutoring services will principally benefit low-income and EL students, who may not have access to academic supports at home or who may already have a gap in academic achievement prior to virtual learning.	See Actions for Distance Learning Program	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.]

OPA recognizes the need to ensure the social and emotional well-being of students, especially during this crisis. Without a focus on mental health and social and emotional learning, students will not be able to effectively focus on academic achievement and learning, and they will not be able to engage in the learning process. Therefore, OPA has placed a great deal of focus since March on improving our school-based mental health and SEL programs. Mental Health and Social and Emotional Well-Being will be supported through a Multi-Tiered System of Support. Our Mental Health and School Counseling staff will provide training and support to all general education and specialized teaching and support staff on how to integrate social and emotional learning and mental health into daily lessons and how to implement community building strategies and lessons.

Decades of research, practice, and policy have demonstrated the effectiveness of SEL in supporting students' academic and long-term success. By systematically integrating SEL across classrooms, schools, homes, and communities, adults and students work together to develop and apply four core competencies of self-awareness, self-management, social awareness, and responsible decision-making. These competencies are needed generally throughout our lives and particularly in this moment to manage our own stressors, anxieties, and joy; understand how the pandemic is influencing others (often in inequitable ways); and build relationships and make decisions that best support our communities.

OPA has created a SEL class each Friday for all students in grades TK-5 or integrated into Social studies for grades 6-8. During these classes, students and teachers will participate in community-building activities and implement the Second Step curriculum. The Second Step SEL curriculum was adopted this year to provide comprehensive SEL instruction at all grade levels from TK-8 using a research-based, interactive program. OPA staff will implement these lessons virtually during the Friday SEL time or once a week during Social Studies classes.

OPA has a referral system for mental health supports and counseling. Teachers, parents, and students can refer students for mental health services. Students who are referred for these services can participate in group or individual virtual counseling, receive resources for outside services, or receive support from one of our school psychologists.

All staff will also receive professional development regarding suicide prevention and understanding, recognizing, and responding to the effects of trauma. This professional development will be provided virtually by our counselor. Staff will also participate in implicit bias and Welcoming Schools professional development in order to build a more inclusive school culture and create a welcoming environment for all students.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

OPA is dedicated to improving family engagement and outreach through the COVID -19 crisis and into the future. Through the use of Zoom for hosting school meetings such as University Orientation, Meet Your Professor, English Language Advisory Committee, School Site Council, Parent Conferences, Chancellor Chats/Coffee, etc., parents and families are able to join meeting from a location convenient for them and don't have to find childcare and transportation.

Site administrators will regularly communicate with parents, staff, and families regarding upcoming events, important information, and available resources. Classroom teachers will communicate regularly with families through Aeries communications, Google Classrooms, and email regarding student academic progress and achievement, class activities and assignments, and ways parents can get involved in their child's learning, even during virtual learning.

Students are required to attend daily virtual synchronous classes through Zoom. Students should only miss if they are ill and absent from school. Weekly engagement records are maintained that include:
- Daily attendance taken and recorded each period by classroom teachers in Aeries.
- Weekly Engagement logs for each student that include daily engagement in both synchronous and asynchronous activities.
- Assignment completion and student participation recorded in Aeries gradebooks and posted on the Aeries Portal.
- Assessment information recorded and shared with parents/guardians through the Aeries Portal.

Interventions for students who have accumulated three or more consecutive absences, have missed 60 percent of the instructional days in a school week, or for students who are present but not engaging instruction will include:
- Tier 1 - School registrars monitor student attendance documented in Aeries and make daily absence notification to parents/guardians.
- Tier 2 - Teachers reach out to families if a student missed three (3) or more days or is not engaged in virtual learning to discuss any needed
    resources and determine support necessary to re-engage the student.
- Tier 3 - Site Administrators meet with student, and family to create a Re-Engagement Plan for any student who is not engaged after the
    teacher intervention or who missed more that 6 consecutive days or more than 10% of the instructional days. This plan may include:

     - Providing access to necessary resources such as technology, internet access, materials, etc.
     - Ensuring translation support if necessary.
     - Referrals to mental health and social and emotional supports and services.
     - Assign an adult mentor/counselor to check in with and connect to student/family daily or weekly

- Tier 4 – If attendance, participation, and/or work completion still has not improved after 4 weeks, the site administrator will convene a School Attendance Review Team meeting to review the Re-Engagement plan with the family again, educate the family about truancy and compulsory education laws, and possibly escalate to the School Attendance Review Board (SARB), if the issue continues.

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.]

When students are attending classes virtually and school campuses are closed to in-person instruction, meals will be prepared for grab and go service and distribution at the Saddleback Valley campus. Meals will be available on Mondays and Wednesdays from 11:30-1:00. Students will receive a lunch for Monday and Tuesday on Mondays and for Wednesday-Friday on Wednesday. Free and reduced priced meals will be available for students who qualify through the National School Lunch program. Full priced meals will be available for students who pre-order. Site administrators and staff will continue to engage and communicate with families about the importance of applying to the National School Lunch program if they need assistance with meals. When campuses are open for in-person, hybrid instruction, meals will be provided during the breaks between cohorts for students to either grab and go or eat at the lunch tables, while maintaining social distancing.

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

Section	Description	Total Funds	Contributing
Family Outreach	Hired a communication firm to build and improve community outreach and communication (Communications Lab).	$17,165	No
Mental Health	Provide mental health services from a school counselor. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income, as 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.	$44,642	Yes

Mental Health	Second Step Curriculum to promote social emotional learning in grade levels TK-8	$1,752	No
School Nutrition	Provide grab and go meals. Hire cafeteria assistant to oversee grab and go program and distribute meals. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income, as these nutrition services will principally benefit low-income and EL students, who may not have access to adequate meals at home now that daily school meals are no longer available due to school closure.	$13,833	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4%	$222,281

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.]

OPA will receive approximately $222,281 in supplemental funding for the 2020-2021 school year based on the number of English learners, Low income, and foster youth enrolled in the school. OPA does not qualify for concentration funding as the percentage of unduplicated students in these groups is not high enough.

A review of OPA needs and metrics, along with stakeholder input, determined that spending approximately $222,281 for the following services and programs would be the most effective use of supplemental grant funds to meet the goals for unduplicated pupils. The following actions are principally directed and effective in increasing performance for low-income students, English learners, and foster youth and are intended to meet the needs of students in response to the COVID-19 pandemic:

English Learner Supports

Direct monitoring and support for English learners provided by OPA's EL TOSA. The EL TOSA will provide designated English Language Development and English language support multiple times per week for all English learners. These sessions will be done in small groups or individually based on the individual student needs and language proficiency. The EL TOSA will also communicate regularly with EL families to ensure that they have necessary resources and ensure that students are engaged in the learning process. Translation services will also be available to ensure that families who don't speak English are engaged and active participants in their child's education.

Mental Health Services

OPA understands that students cannot perform academically, if they are suffering socially or emotionally. Therefore, counseling and school-based mental health services available to any students who needs them. Students can be referred by parents, teachers, administrators, or even refer themselves for counseling. The counseling is done virtually either in small groups or 1:1 individual counseling. The counselor and school psychologists may also provide resources and referrals to outside agencies or resources more intensive interventions and supports.

Academic Interventions and Supports

Because many English learners and low-income students may have already had an achievement gap before virtual learning, it is imperative that OPA provide timely, intensive academic interventions for these students. Therefore, weekly, small group instruction has been built into the schedule for all students in order to provide targeted interventions and fill gaps where students may be struggling academically. Additionally, each teacher will provide homework club two times per week to provide help to students needing extra support. Students continuing to struggle may also be referred for individual tutoring by an instructional assistant or credentialed intervention teacher. Middle school students may also be referred for individual or small group math intervention with the math intervention teacher.

OPA has also purchased intervention programs such as Accelerated Reader, and iReady to diagnose and provide math and reading intervention to students virtually. Teachers can assign online assignments differentiated to individual student academic levels and needs. Student can complete these activities individually during asynchronous learning time so as to not affect their ability to participate in synchronous instruction.

School Lunch

Many students rely on the National School Lunch program to provide meals each school day. Therefore, OPA hired a cafeteria assistant to coordinate and disseminate lunches each week for students who qualify for free or reduced-price meals. Also, students who do not qualify can pick up pre-ordered lunches as well. It is imperative that students are still able to receive a healthy meal each day in order to remain engaged in school and successful academically.

Technology Support

OPA has purchased hotspots, Chromebook, and other necessary resources so that students in need can have access to the technology necessary to engage in virtual learning and access online curriculum and programs. Also, because many low income and English learner students may not have as much experience with technology, out Technology Coordinator is available to provide support throughout the day and help students and families with any technology issues. OPA has also worked with local companies to provide low cost or free internet to qualifying families.

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

As OPA transitioned to virtual learning in the spring and re-evaluated the virtual instructional program throughout the spring and summer, a large focus was spent ensuring that the needs of English learners, low income students, and foster and homeless youth were being met and that achievement gaps continued to decrease even during hybrid and virtual learning. OPA is determined to use some of the opportunities provided during this time to increase and expand intervention offerings for these vulnerable populations and utilize more flexible scheduling to provide a greater level of support.

Some examples of this increased support are the implementation of weekly small group sessions for all students, where teachers can provide targeted interventions. Another example is the implementation of homework club each week for students to get help with independent work and ask questions when they don't understand certain concepts. Also, math intervention and 1:1 tutoring are both increased services that primarily help out English Leaner, low income, foster, and homeless students.

Prior to the start of virtual learning in March, many low-income families with students in grades TK-2 has little technology at home and student devices were kept at school. However, in March, OPA began sending home devices with any family that did not have access to one at home and this expanded these students' access to technology from being just at school, to being in the home as well. This was further enhanced by the distribution of hotspots and other necessary technology to those in need. Even when OPA returns to hybrid and full in-person instruction, all students in all grades will have access to this technology both at school and at home.

Another improvement for low income families involves the use of Zoom for hosting school meetings such as University Orientation, Meet Your Professor, English Language Advisory Committee, School Site Council, Parent Conferences, etc., parents and families are able to join meeting from a location convenient for them and don't have to find childcare and transportation. OPA saw a huge increase in the participation for our first ELAC meeting this year due to the use of the online platform. We will continue to provide these options to families in the future to increase engagement and make attending meetings more convenient for families who have a hard time participating in person.