



Oroville Union High School District

Learning Continuity and Attendance Plan

2020–21

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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I. General Information

During the past three years, Oroville and the surrounding area has experienced three school closures due to natural disasters.

In February, 2017, heavy rainfall and flooding threatened the Oroville Dam spillways and forced the evacuation of the Oroville city area. 180,000 area residents throughout North State counties were evacuated at that time. School closures were mandated at that time.

On November 4, 2018, destructive wildfires ravaged the communities of Paradise and Concow, killing 86 people and destroying 95% of the structures in those towns. Approximately 20 families from the affected communities moved to the Oroville area and students enrolled in OUHSD schools. OUHSD counselors, social workers and staff supported displaced families during both of the above-mentioned disasters by providing food, clothing, shelter, and social emotional support at evacuation centers and in our schools.

On March 13, 2020, the state and county announced that Butte County schools would need to close on-site instruction and shift to a distance-learning format due to concerns related to the COVID-19 pandemic. OUHSD teachers and staff shifted to a distance learning format using Google Classroom for online teaching and providing paper resources to help students continue their academic growth. Our district adopted a "do no harm" approach to second semester grades, and we found that academic rigor and student attendance suffered.

OUHSD began plans during the summer of 2020 to prepare to reopen our schools for on-site instruction with CDE-required safety protocols in place. OUHSD planned to adopt a schedule that would allow for fewer students on campus on a given day and for additional deep cleaning between classes. On July 22, the State of California placed Butte County on the Monitoring list and, shortly after that time, OUHSD learned that schools would be ordered by the County Department of Public Health to open in a distance-learning format. As a result, OUHSD quickly shifted direction. OUHSD assembled a group of teachers to prepare and deliver professional development to teachers and para-educators on technological platforms to support distance learning. The OUHSD professional development team provided training on Zoom, Google Meet, and Google Classroom in addition to software such as Screencastify and Kami. OUHSD also provided professional development on transforming school culture and culturally and linguistically responsive teaching and learning in order to help to provide instructional staff with skills, tools, and the mindset to support all of our students experiencing increased social emotional needs brought on by the uncertainty of the pandemic.

On the extremely short time frame brought on by our district's sudden school closures, OUHSD developed and adopted a distance-learning schedule that includes an Advisory period for all students. The intent of this period is to provide support to all students, to help them remain engaged, and to help students to develop social emotional skills to deal with anxiety and stress caused by COVID-19.

OUHSD also developed a plan to improve upon our distance learning model from the spring of 2020. In a truncated time frame, we have offered professional development to enhance distance-learning and developed a process to distribute Chromebooks and mobile hot spots to students most in need of assistance with internet connectivity at home. OUHSD's intent in developing this plan was to support students and families living in the remote areas of our district who experience challenges with poor internet access. Additionally, OUHSD food service developed and initiated a plan to provide meals to district students daily in order to mitigate potential food insecurity that students may face.

II. Stakeholder Engagement

OUHSD emailed the draft Learning Continuity Plan to students, parents, site administrators, classified and certificated bargaining unit negotiating teams. In addition, OUHSD provided the draft plan to the Superintendent's Parent Advisory Committee and presented the plan in Zoom meetings to the District English Language Advisory Committee. A Zoom meeting link was emailed to stakeholders so that they could participate in the Zoom meetings. In addition, a flyer containing Zoom meeting links was created to advertise the meetings. This flyer was distributed to the African American Family and Cultural Center and to the Superintendent's Advisory Committee. These stakeholders were provided with a link to a Google form that collected feedback and suggestions provided by the different groups and were also asked to

email their suggestions to the Director of Education. Two open Zoom meetings were also held to discuss the plan and give input prior to presentation to the Governing Board. Stakeholder input was considered, discussed and/or added where possible.

In addition, OUHSD has regularly sought stakeholder engagement on a variety of school plans and improvement efforts. Although the current COVID situation has severely hindered our ability to hold meetings in-person, we have used a variety of strategies to solicit input into our Learning Continuity Plan from all stakeholders. In addition, we used the following strategies to gather input from specific stakeholder groups:

1) Students

- a) In spring, 2020, we communicated with students to get feedback on the distance learning experiences via survey and phone calls from teachers.
- b) Students have participated in Zoom board meetings to give their input on distance learning

2) Parents and families

- a) Throughout the spring and summer, parents were invited to share thoughts and concerns about COVID-era schooling via email and phone calls
- b) Parent input specific to online and distance-learning models of instruction was gathered through a series of surveys sent to parents in spring and summer of 2020.
- c) We will present the Learning Continuity Plan to our Superintendent's Advisory Committee (SAC) and District English Learner Parent Advisory Committee prior to September 16, 2020, for review and comment. As required, our superintendent will respond to all these comments in writing.
- d) Parents have been active participants in Zoom board meetings, as mentioned above.

3) Teachers and Staff

- a) Certificated and Classified bargaining units have met with district leadership and discussed the distance learning schedule and reopening logistics.
- b) Certificated and Classified staff were surveyed in mid July for they input on distance learning and returning to onsite instruction, including staff members' thoughts about maintaining healthy work environments on our campuses.

4) Stakeholders who speak languages other than English

- a) Our DELAC provides a forum for parents who speak languages other than English. The OUHSD Learning Continuity Plan will be presented to this body prior to September 16, 2020.
- b) Bilingual administrators and paraprofessional staff strive to keep Spanish and Hmong speaking stakeholders informed by translating notifications and other communication for the families

5) Stakeholders without access to the Internet:

- a) OUHSD has regularly used the automatic dialer system to communicate information via phone regarding school closures and learning models adopted
- b) The OUHSD Information Technology department has provided over 325 mobile hot spots to families in need of internet connectivity and provide technical support for all families who need assistance

- c) OUHSD social workers remain in contact via telephone with our most vulnerable stakeholders (students who are homeless, foster, or of low socioeconomic status) to provide assistance with their needs
- d) OUHSD teachers have made telephone calls to students and parents since school closures in March, 2020 to offer support and check in on the well-being of our families

We considered all stakeholder input before finalizing our Learning Continuity Plan. Stakeholder input was shared with our Governing Board regarding distance learning and reopening plans and schedules for the 2020-2021 school year before our schedule and calendar was adopted.

OUHSD Governing Board meetings have been shifted to a Zoom format as a result of district closures due to COVID-19. During the Learning Continuity Plan development process, Zoom meetings were provided

Beginning in March, 2020, a series of surveys were sent to OUHSD parents, students, and staff to gather feedback about models of instruction for the 2020-21 school year. Feedback from the parent surveys, detailed below, illuminated a variety of concerns, ranging from social-emotional concerns to instructional models. Key trends identified from the parent surveys included

- a) Concerns about children's safety in returning to school: while 60.5% of parents surveyed preferred the traditional (pre-COVID) model of instruction, and were comfortable with in-person instruction that included Department of Health-recommended safety measures, another 32% preferred either a hybrid model, independent study, or distance learning.
- b) Concerns about academic progress during distance learning based on students' experience school closures that began in March, 2020.
- c) Concerns about social/emotional health related to loss of student social interaction with their peers
- d) Concerns about the loss of athletics and extracurricular activities during closures were also expressed
- e) Concerns about not knowing how to assist students with distance learning assignments
- f) Concerns about the academic and social progress of students with disabilities were raised when our Special Education case managers and paraprofessionals contacted their families via phone

General themes that emerged from staff feedback, gathered through the weekly Zoom meetings, written comments on Board meetings and websites, and emails to the superintendent and district staff, included

- a) Concerns about their own comfort levels related to personal safety and well-being if students returned to school
- b) Concerns about further learning loss if OUHSD was forced to move to a distance-learning instructional format
- d) Concerns about meeting the academic and social emotional needs of struggling students
- e) Concerns about childcare, and managing their own children's distance-learning experience

Among parents and teachers both, there are groups who feel strongly that students should go back into the classroom now, and those who feel strongly that it is not safe for students or teachers until the infection rate goes down in Butte County. In order to address stakeholders' stated needs, OUHSD offered parents and students the option of distance learning until October 9, 2020 or until state and county guidance allow for school reopening or a placement in the independent study program for the entire school year. As mentioned previously, many parents opted for the independent study program, which grew to over 300 students. OUHSD has increased staffing to accommodate the larger student population in that program, and staff were offered the opportunity to voluntarily transfer to independent study.

OUHSD is currently considering the new guidance from the state regarding on-site instruction in small cohorts for students with disabilities, English Language Learners, and our most vulnerable populations, including homeless and foster students.

Nearly all aspects of the Learning Continuity Plan were influenced by stakeholder input. Specifically,

- a) The OUHSD in-person instructional model was developed in response to concerns about safety when we return to the classroom: by seeing only half their students at a time, it will be easier to maintain social distance
- b) Our distance-learning program was selected in response to feedback from parents and students that the academic program in the spring was not consistent and not always rigorous. Adopting and purchasing digital curricula for teachers was done with the intent of ensuring a standard and consistent education across the district, and mitigate further learning loss
- c) The OUHSD Center for Independent Studies was expanded to over 300 students so that parents and students could have access to paper instructional resources and gain stability in their instructional program for the entire school year. This option affords students the ability to remain on an independent study program rather than returning to on-site instruction and then, potentially having to shift again to distance learning if COVID-19 cases were to surge again.
- d) Parent and staff input about access to technology guided the aspects of our planning related to device accessibility, connectivity, and distance-learning professional development. When the Cares Act dollars were distributed, our district immediately began purchasing the necessary items needed for our online instruction and our hybrid schedule that includes synchronous and asynchronous instruction was developed to allow for social distancing when we reopen on-site instruction. Items purchases included curriculum, technology, and various additional resources to provide quality, consistent instruction and mitigate learning loss.

III. Continuity of Learning

In-Person Instructional Offerings

Butte County experienced its highest number of new COVID-19 cases on August 27, 2020 and remains in the purple band of the state's monitoring system. Our current situation precludes OUHSD from conducting on-site instruction for all students except for individual weekly meetings in our Center for Independent Studies; however, OUHSD is continuing to consider how to bring students most susceptible to learning loss back for on-site instruction as soon as our situation permits. OUHSD acknowledges that providing as much in-person instruction as can safely be delivered is an important means of addressing learning loss, especially for those students and families who are disproportionately impacted by school closures. OUHSD will give first consideration for the above-mentioned cohorts of students to receive transportation to school, with consideration given to the need for social distancing, enhanced cleaning and disinfecting, and personal protective equipment. OUHSD will also offer additional support time outside the school day in the form of small cohort tutoring and teacher office hours.

OUHSD adopted and implemented a schedule for in person and distance learning so that our students could more easily transition to on-site learning when our schools reopen. This schedule is designed to allow for maximum social distancing on our campus in order to provide our students, staff, and families with safe school environments. The schedule is a hybrid schedule allowing for synchronous and asynchronous instruction. In order to address the increased social emotional learning needs of our students, OUHSD implemented an Advisory period that is synchronous daily and that we plan to continue during onsite instruction. Our intent is to maintain a similar schedule throughout the school year, whether we provide onsite instruction or distance learning to our students. Teacher collaboration time is built into Fridays. Teachers also hold office hours from 1:15 p.m. to 3:15 p.m. on Mondays through Thursdays, and on Fridays between 10:15 and 3:15. The schedule also allows for servicing IEP's and 504 Plans for students with disabilities. A copy of the schedule can be found here:

<https://www.ouhsd.org/cms/lib/CA02222577/Centricity/Domain/8/DL%20Schedule.pdf>

OUHSD has developed plans and protocols to ensure student and staff safety, including the following:

1. Sanitation

- a) Hand Sanitizer dispensers placed in each classroom and in common areas of school grounds
- b) Daily disinfecting of high-volume touch points throughout campus
- c) Training for all staff on cleaning protocols to ensure maximum protection from the virus
- d) Enhanced disinfection and sanitation of buses

2. Personal Protective Equipment (PPE)

- a) Require protective facial coverings (masks or face shields) for all staff and students (as outlined in state and county guidance)
- b) Require PPE for food service workers and custodial workers

3. Health Screening

- a) Signage will remind the school community not to enter school grounds if they are experiencing any symptoms of illness
- b) Families are recommended to take temperatures daily before sending children to school.
- c) Anyone with a fever of 100.4 degrees or higher may not go to a school site
- d) Students and adults should screen themselves daily for respiratory symptoms such as cough or shortness of breath, and not go onto a school site if experiencing these symptoms.

4) Social Distancing

- a) Social distancing signage will be displayed at all sites
- b) Physical barriers may be installed in high traffic areas on campus where social distancing is not possible, such as front offices and cafeterias
- c) Classroom equipment and furniture will be arranged for social distancing to the greatest extent possible
- d) A modified instructional schedule will be implemented to reduce the number of students and staff on campus at any given time and to allow for increased social emotional learning.
- e) Social distancing and other safety protocols will be required on OUHSD buses and vans

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

	Total Funds	Contributing
Personal Protective Equipment	\$8,000	No
Health Materials	\$4,000	No
Disinfecting Materials	\$10,000	No
Additional Hand Sanitizing Stations	\$9,000	No
		Yes
Plexiglass dividers		No

Description	Total Funds	Contributing

IV. Distance Learning Program

Continuity of Instruction

OUHSD will address the need for continuity of instruction by: 1) Focusing on our commitment to instructional rigor; 2) Prioritize depth of learning rather than coverage of content; 3) Prioritizing essential standards and learning; 4) Working to maintain the inclusion and engagement of every student; 5) Using formative assessment to identify gaps in student learning and adjusting instruction in order to address those gaps. The digital instructional resources and the newly adopted schedule will help to ensure a safe transition back to on-site instruction and ensure continuity of instruction and mitigation of learning loss. The current distance learning schedule will also allow for social distancing in our classes since the schedule divides students into A and B groups and assigns each group different attendance days. This means that only have of a school's total student population is on campus on a given day and each class will only have half of the typical number of students in attendance at a time. The schedule will also allow for increased and enhanced cleaning, sanitizing, and disinfecting each afternoon. Even after a return to in-person instruction, the OUHSD schedule will continue to provide both synchronous and asynchronous instruction, a fact which will also make the transition from distance learning to on-site instruction (and, in the worst case scenario, back to distance learning) an easier adjustment for students and their families.

Curriculum:

OUHSD students will have access to a variety of digital curricular resources many of which are similar to our existing paper resources and were purchased specifically to help mitigate learning loss during the uncertainty of the pandemic:

- Odysseyware (Credit Recovery and Prospect High School)
- College Preparatory Math (CPM).
- Pearson MyPerspectives for English
- Teachers Curriculum Institute (TCi) for Social Studies
- McGraw Hill for Government and Economics
- Electude and ICEV for Career and Technical Education classes
- AP Calculus through Cengage Learning

Pearson MyPerspectives ELD resources
English 3D digital resources for English Language Learners
Rosetta Stone licenses for English Language Learners
AP European History through Cengage Learning
AP US History through Cengage Learning
RazKids for Special Education Classes
SANDI Assessment Platform for Special Education Classes
IXL Math for Special Education Classes
Read 180 for Reading Interventions
PLT4M for Physical Education classes

OUHSD will continue to purchase digital resources as they become available or are located.

OUHSD students will use Google Classroom including apps in the Google Suite to access their primary instructional materials during distance learning. Students are scheduled into courses that applicable and related to their courses of study and their academic goals as decided during discussions with OUHSD academic counselors. Parents can monitor students' attendance and academic progress with AERIES Parent Portal.

Scheduling:

At Las Plumas High School, Oroville High School, and Prospect High School, students will attend Advisory for 25 minutes of synchronous instruction daily. In addition to providing social emotional learning and support, Advisory is intended to provide daily live contact between teachers and students. Group A students attend period 1, 2, and 3 on Monday mornings and periods 4, 5, and 6 on Wednesday mornings. Group B students attend periods 1, 2, and 3 on Tuesday mornings and periods 4, 5, and 6 on Thursday mornings. Synchronous instruction days total 205 minutes per day including the 25 minute Advisory period. In the afternoons Mondays through Thursdays, students can attend teacher office hours for additional support. Friday mornings are for teacher collaboration and professional development and Advisory in the morning. Friday afternoons are for virtual office hours, IEP's and 504 Plan meetings. Teachers may also lesson plan during the afternoon on Fridays. Students are expected to engage in asynchronous learning that adds up to 35 minutes on synchronous days and 205 minutes on asynchronous days.

Special Education:

Students with disabilities will be provided access to a continuum of services as identified in their Individual Education Plan (IEP). Students with disabilities will have access to the general education environment during synchronous and asynchronous schedules within the general education learning models and as identified in their secondary schedules. Online learning platforms and instructional interventions are implemented to meet student IEP goals and objectives. Psycho-educational assessments will be administered individually and onsite with safety protocols such as use of personal protective equipment, Plexiglas barriers, hand-washing and sanitizing, and physical distancing. Professional Development sessions were provided to special education providers covering online instructional methods, instruction, and curriculum. Special education teachers will continue to have a case management period to manage their caseloads and provide additional

support to students. Where appropriate, some students are provided with a tutorial support period when indicated in their IEP's. In addition, paraprofessionals provide additional support to students with disabilities via Zoom or telephone.

Access to Devices and Connectivity

During school closures that began in March, 2020, OUHSD recognized the importance of access to devices and connectivity. In March, 2020, OUHSD teachers surveyed our families to identify who struggled with connectivity and began planning to provide Chromebooks and mobile hot spots to those families. OUHSD purchased and prepared enough Chromebooks so that each student who needed one could receive one. To date, OUHSD has scheduled multiple Chromebook pickup dates at our school sites and we have distributed 1670 of these devices. In May and July, OUHSD surveyed parents about their experience with distance learning and their suggestions for how to improve instruction in this format. This feedback was used in planning for the likelihood of returning to school on a distance learning format. At the beginning of the current school year, OUHSD teachers surveyed their students in Advisory to determine which students needed additional technical support or had missed OUHSD summer communications about Chromebook and hot spot distribution. OUHSD has offered hot spots to families with poor connectivity either because of financial hardships or because of the location of their homes. We have also provided information about low-cost internet programs in our area.

To further assist with access to distance learning resources, the OUHSD IT department has created a technology support email for students and parents who need assistance with technology. Two I.T. staff members are working to assist our students with their technology questions. Because some of our families live in extremely remote areas of our county, OUHSD purchased 400 hot spots and has delivered 325 of them so far. OUHSD intends to purchase additional hot spots for students as the need grows and as the hot spots become available for delivery.

OUHSD social workers are also assisting students who have questions about how to get help with their technology or other needs.

Pupil Participation and Progress

The attendance expectation from the California Department of Education is that teachers will connect with students in daily, live interaction. To meet this requirement, students at LPHS, OHS, and PHS log into their Advisory class daily via Zoom or Google Meet after first period.

Teachers take roll, engage with students, and present lessons related to success in school and social emotional wellness. Teachers track synchronous class instruction in AERIES as students log into Zoom or Google Meet class sessions on synchronous instruction days. During synchronous instruction, teachers present lessons, direct instructional activities, and explain the work to be accomplished on asynchronous days. Teachers assess student progress by monitoring work completed and identifying students who need additional support, intervention, reteaching, or acceleration to be offered during asynchronous time in the afternoon. Teachers will use breakout rooms on Zoom to facilitate smaller groups of students working together in a virtual environment.

To track attendance in our student information system, teachers and staff will indicate the following:

A--Absent: Student did not attend any synchronous or asynchronous activity in your class that day

B--Present Synchronous: Student attended Synchronous Instruction in your class that day

C--Present Asynchronous: Student fulfilled Asynchronous Instruction for your class that day

D--Present Contact with Student and/or Parent: Staff and Student/Parent connected outside of scheduled class time that day

E--Present, Connectivity issues: Student/Parent contacted staff to let them know about connectivity issues

F--Present, Not Engaged: The student 'checked in' but was not engaged on that day

Certificated staff will determine and track the time value of student work

Students at our Center for Independent Study receive paper study packets and meet once per week with their teacher to review their work and assess their progress. Many students opted for Independent Study because of their preference for paper packet work. Teachers monitor student performance each week and communicate with students and parents via phone, email and Zoom to make sure that students stay on pace.

Distance Learning Professional Development

OUHSD delayed the start of the school year by adopting a new calendar with a start date of August 17, 2020. This delay afforded our district the opportunity to offer the following professional development:

Transforming School Culture with Dr. Anthony Muhammad (July 30 and July 31)

Zoom, Google Meet, Google Classroom (August 6 and August 7; AAugust 11, 12, and 13)

Kami and Screencastify (August 12 and August 13)

Culturally Responsive Teaching and Learning with Dr. Sharroky Hollie (August 10)
Open Zoom meeting for staff technical support (August 14, 21, 18)
District Math meeting to address learning loss in distance learning
Quizlet (to be determined)
Pear Deck (August 6 and August 7)
Rosetta Stone (webinar trainings)
EdPuzzle (to be determined)
FlipGrid (to be determined)
Orange Slice (to be determined)

OUHSD will continue to offer additional distance learning professional development based on the needs of our students and a needs assessment of our staff.

Staff Roles and Responsibilities

Shifts in roles and responsibilities among classified staff have occurred due to the COVID-19 pandemic. Some teachers at our comprehensive and continuation schools have shifted to our Center for Independent Study to accommodate the growing number of requests for that program. Some para educators have temporarily shifted school sites due to a decrease in the need for paraprofessional support in some classrooms. Some paraprofessionals are no engaged in offering additional support to students online or via phone. Paras assigned as independence facilitators are attending synchronous classes with their students so that they are able to better support them during tutoring sessions outside of class. Paraprofessionals have received professional development in digital instructional resources and software and also provide technical support to their students.

Supports for Pupils with Unique Needs

English Learners will receive synchronous Designated English Language Development (ELD) instruction during their English Language Development classes using English 3D and Pearson MyPerspectives English Learning resources. English Learners with highest needs will be provided access to Rosetta Stone software for additional support with English Language acquisition. Integrated ELD will be provided during the synchronous instruction by SDAIE-trained teachers in every class. During Zoom meetings, teachers will use strategies so all English learners can access the curriculum. Special Education services will be provided to all students with an Individualized Learning Plan (IEP). The majority of these services will be taking place in the afternoons and during case management periods. OUHSD social workers and our Foster Youth Liaison will support the needs of our foster youth and homeless students. Additionally, OUHSD Education Services staff and our Food Service Department provides support to homeless and foster youth. All OUHSD students, including foster and homeless youth, will have access to daily school meals that they can pick up and take home. OUHSD is considering a plan to provide small cohort

instruction for students with disabilities, English Language Learners, and homeless and foster youth, and will implement this plan when county and state requirements permit.

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

	Total Funds	Contributing
Laptops, webcams and projection devices for teachers and support staff	\$251,000	Yes
Development of Advisory social-emotional curriculum		Yes
Training for teachers and paraprofessionals	\$125,000	Yes
Collaboration for teachers to plan and develop lessons	\$156,000	Yes
Digital curriculum resources	\$145,000	Yes
Purchase of video conferencing, screen recording and digital classroom licenses	\$22,000	Yes
Chromebooks for all students	\$169,000	Yes
Expansion of traditional independent study program	\$926,000	Yes
400 T-Mobile Hotspots	\$73,000	Yes

V. Pupil Learning Loss

OUHSD is expecting learning loss, but we believe that the steps we have taken to shift to digital curriculum, to train teachers and staff on online instructional strategies, and to focus on connecting with our students and families to keep them engaged will help to minimize that learning loss. We will also work to mitigate learning loss by carefully assessing where each student is academically compared with his or her peers and with district benchmarks in English, Social Studies, Mathematics, and Science. These district assessments will be administered quarterly in English, Social Studies, and Math. English Learners will be assessed using the ELPAC initial and summative tests during the regular (once yearly) testing windows. In addition, OUHSD will use the Measures of Academic Progress (MAP) assessments to determine students academic progress as compared to students in their grade level nationwide. The MAP assessments will be used during second semester in English and Math. OUHSD will support students based on data gathered in these assessments. Student performance will be measured regularly, using the assessments that are a part of the curricula and using formative assessments. Teachers will analyze the data from these assessments and determine which students need additional support or enrichment, just as teachers used assessment data to inform their instruction previous to COVID-19 school closures. Teachers will also have a block of time each afternoon to provide support and enrichment to students. Teachers will also use assessment results to structure their asynchronous instructional time to individual student needs, with attention given to English Language Development, English Language Arts, and mathematics.

Pupil Learning Loss Strategies

Asynchronous learning time is designed to provide interventions and one-on-one or small group time to mitigate learning loss. Both teachers and paraprofessionals will be working in this capacity during the asynchronous time. Designated ELD instruction will be delivered during synchronous time with additional support available during integrated time. Asynchronous time will afford additional opportunities for English learners, foster and homeless youth, and students with disabilities. Our Foster Youth Liaison will be an on-going support to ensure that our foster youth and homeless have an advocate who is looking after their academic and social-emotional needs. Students with exceptional needs will be supported as designated on their IEPs during asynchronous learning time as well. Low-income pupils and families will be supported in accessing the internet to take part in distance-learning, through mobile hot spots and low cost internet services described earlier. Social workers and counselors will support low-income and other pupils and families with connectivity and other issues.

Effectiveness of Implemented Pupil Learning Loss Strategies

Staff providing interventions and small-group instruction will measure the effectiveness of these services by assessing student academic progress. The metrics to be used will include:

IEP goals and objectives

Formative and summative assessments delivered by staff
 Quarterly District benchmarks in English, Social Studies, Science, and Math using IO Assessment where possible
 Quarterly and semester progress reports

These assessment results will be reported through Google Classroom and AERIES. Parents and students will be able to see these results in real time by using AERIES portal accounts.

In addition, OUHSD will measure the effectiveness of the services offered by tracking student attendance data, by gathering information from TOSA's on why students miss school, and by comparing the number of D's and F's this year with the data from previous years. Strong student attendance data, grade data, and daily engagement data will show that our efforts to support students have helped to mitigate learning loss.

Actions to Address Pupil Learning Loss

	Total Funds	Contributing
Synchronous instructional supports offered by teachers and paraprofessionals		Yes
Asynchronous (afternoon) instructional supports provided by teachers and paraprofessionals		Yes
Teacher phone and Zoom check ins		Yes
Development and implementation of a tiered system of interventions for student engagement and participation issues		Yes
Benchmark assessments in English, Social Studies, Science, and Math with IO assessment where possible.		Yes
TOSA and school resource officer home visits for students at risk of losing contact with school staff.		Yes

Description	Total Funds	Contributing
OUHSD social worker and counselor contact with homeless and foster youth to support engagement and participation		Yes
ELPAC initial and summative assessment for English Learners		Yes
Measures of Academic Progress (MAP) Assessment in English and Math will be administered once during second semester		

VI. Mental Health and Social and Emotional Well-Being

OUHSD is committed to improving social emotional learning to promote mental health and support our students and their families with the trauma induced by the recent and frequent natural disasters mentioned earlier and by the current pandemic. OUHSD teachers, counselors, social workers, and administrators have implemented our new advisory period as a way to provide for the social emotional well being of our students. While the advisory work group is currently developing social emotional instructional resource, we are also assembling and evaluating social emotional learning curriculum and OUHSD will purchase the agreed-upon materials as soon as possible. Advisory teachers are currently offering their students instruction on mindfulness, online and in-person study skills, digital citizenship, mindset, and health habits. In addition, our teachers have had students engage in a daily check in and have surveyed students on their needs related to technology or personal matters. Social Workers utilize the Care Solace platform to coordinate mental health services for students, families, and staff. Social workers are also coordinating social emotional services for staff through our Employee Assistance Program. Social workers and the district Homeless/Foster Youth Liaison also provide support for students in need. OUHSD will continue to find ways to support the mental health of our students, families, and staff and to support our most vulnerable stakeholders.

VII. Pupil and Family Engagement and Outreach

Since the beginning of the 2020-21 school year, teachers have kept track of students who are not attending or participating. Teachers have maintained communication with our students who need additional support with staying engaged. OUHSD social workers, TOSA's, and counselors have also maintained communication with teachers to stay informed about students who are not engaged or participating. OUHSD TOSA's and school resource officers have conducted home visits to make contact with struggling students and will continue to do so. Hmong and Spanish-speaking administrators and staff are also involved in reaching out to students and their parents in order to facilitate communication and offer support. For additional outreach to students, our Foster Youth/Homeless Liaison will play a pivotal role. OUHSD will monitor attendance carefully during synchronous and asynchronous instruction and in the Independent Study program to ensure continued student participation and engagement. OUHSD has developed a tiered intervention process to systematize responses to student attendance, engagement, and participation. Teachers and social workers will maintain contact with families via Zoom, Google Meet, and telephone. Teachers on Special Assignment (TOSA's) and school resource officers will conduct home visits when families cannot be contacted via other means for 3 days or more. OUHSD will assess the effectiveness of these strategies by monitoring student attendance, participation, and engagement on a monthly basis. School site administrators, counselors, and social workers will also monitor individual student attendance and intervene when students and families need assistance.

The first week of advisory was dedicated to having students get to know each other and their teachers. Students also have completed a daily check in sheet to allow teachers and staff monitor the status of students' physical, social, and emotional well being. During the first two weeks of the school year, teachers and other staff provided technology support to make sure that students can use their district-provided Chromebooks to connect to the internet and access each of their Google Classrooms.

The Oroville Union High School District will continue to provide engagement and outreach to students who are absent from distance learning. OUHSD will use our tiered re-engagement strategies for pupils who are absent from distance learning. Teachers are keeping daily attendance in their classes. When teachers see that students are not attending, the following support tiers will be put in to place:

Tier 1 (1 or 2 missed interactions during the week): Teacher will contact student/family via phone, video conferencing, text, or email

Tier 2 Personalized Intervention -- (3 missed interactions during the week): Site attendance staff notifies parents of absences, confirms contact information, calls contacts listed in AERIES)

Tier 2 Early Intervention -- (4 or more missed interactions during the week, or 5 missed interactions during a month): Teacher on Special Assignment (TOSA) checks all contacts, including friends, neighbors, social media; TOSA identifies barriers to engagement and facilitates

resolutions; TOSA determines the SEL or other needs of the student; TOSA sends letter or postcard home; TOSA refers the student for further supports and services (from counselors, Foster/Homeless Youth Liaison, or social workers)

Tier 3 Intensive Support -- (5 missed interactions per week or 12 or more missed per month): Assistant Principal/TOSA/Supervisor of Attendance contacts student across all modalities; AP/TOSA/School resource office conduct home visit; Attendance Staff sends Chronic Absentee letter; Student is invited to SAART; Referral to police for a welfare check

VIII. School Nutrition

OUHSD Nutrition Services will be serving sack meals for breakfast and lunch to all students free, reduced, and paid. This model will allow us to accommodate both in-person instruction and distance learning. OUHSD recently learned that we are able to continue with the Summer Feeding model that was put in place after school closures in March, 2020. This means that students will not need to be identified in order to receive meals. OUHSD will serve nutritious food to any student under the age of 18.

Meals will be served daily at each of OUHSD school site from 12:30 p.m. to 1:30 p.m. Also, OUHSD bus drivers will also be delivering meals to hubs throughout the community to our students so that students in remote areas receive their meals as well. Parents may also pick up their children's meals but they must have the student's ID number. The community hubs where meals will be delivered are as follows:

Axiom Center	12:40 - 12:55
Bangor Park	1:30 – 1:45
Berry Creek School	12:45 – 1:00
Honcut School	12:40 – 12:55
Live Spot	12:20 - 12:35
Palermo School	1:20 – 1:35
Wagon Wheel Market	1:30 – 1:45

OUHSD will also evaluate whether delivery of meals to individual student homes is feasible on a limited basis.

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
24.12%	\$4,750,008

Required Descriptions

This Learning Continuity Plan describes how the Oroville Union High School District will specifically support and meet the needs of our unduplicated students (such as foster and homeless youth, English learners, low-socioeconomic students) in addition to all other students. All actions in the plan are principally directed and required to serve our students most in need. The natural disasters during the past three years have helped OUHSD to take steps such as hiring an additional social worker and increasing staffing of psychologists in special education to bolster our support system for our most at risk students. OUHSD added Teachers on Special Assignment at the beginning of the last school year to help with school connectedness and student attendance. These resources brought on by the emergency situations our region has faced will help us to support all students during the COVID-19 pandemic. Our district has continued to consider ways to

support the needs of all students who may have lost learning and have been lacking the support school provided prior to the pandemic. We have purchased online curriculum, intervention materials, Special Education curriculum, headphones, and English Language Development (ELD) curriculum in addition to Chromebooks and mobile hot spots to resolve connectivity issues and taken these actions specifically to address the needs of these student groups.

Actions Related to Technology Access for Low Income, Foster Youth, and Homeless Students

We have continued to focus on all actions related to technology access as they contribute to the increased or improved service requirement. It was evident that we had some students from low-income families struggle to access instruction last spring. OUHSD has provided these students with access to digital learning devices and internet connectivity through the distribution of hot spots. We do believe this will be a large part of mitigating learning loss as well as allowing for daily interaction with teachers and staff, thus keeping students engaged in learning and school.

Actions Related to Mental Health and Social-Emotional Well-being

We have continued to focus on all actions related to our supports for mental health and the social-emotional well-being of our foster youth, English learners, low-income students, and all students. Since Butte County has had so much trauma and change in the community these past two years, we are highly aware that our under-served children need our continued supports. Our Foster Youth/Homeless Liaison and our social workers, counseling staff, and TOSA's have already been working to make connections with families in need since the Camp Fire that devastated Concow, a community in the OUHSD service area. Our mental health staff and teachers will continue to reach out to families as well to offer supports in the community or through the schools. Additionally, we have implemented our advisory program and are developing and purchasing social emotional resources to be utilized there for the benefit of our students.

It is our goal to have the actions above result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services that OUHSD provides to all students. To improve services means to grow services in quantity. With the Learning Loss Mitigation funds, we are making every effort to meet or exceed the percentage of increasing or improving services.

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and outcomes for the neediest students. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 27.14% of students not included in the foster youth, English Learners, or low-income student groups. Leading indicators are monitored and reported internally with unduplicated student groups to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Some specific examples from this plan include:

- Purchase of digital and other curriculum targeted at supporting unduplicated students, but beneficial to all students

- Connection to social emotional resources by counselors, social workers, Advisory teachers, and outside agencies
- Delivery of meals to hubs in remote areas of our district
- Increased targeted support to English Learners and students with disabilities during teacher office hours
- Distribution of Chromebooks and mobile hot spots to reduce the effects of connectivity problems
- Support for technology issues in Hmong and Spanish
- Support with attendance, engagement, and participation in Hmong and Spanish
- Planning underway to implement cohort instruction for unduplicated students when permitted by state and county health departments
- 4 additional contract days for teachers for professional development and collaboration related to supporting unduplicated students
- Measures of Academic Progress (MAP) assessment platform to determine student progress in Math and English and used to identify students in need of interventions in those subjects
- MAP results as a component of the English Learner reclassification process
- Funding of the District English Learner Coordinator period
- Funding of the designated support classes for English Learners
- Expanded library hours to provide students with wifi and internet connectivity and library access (when onsite instruction is permitted)