

Learning Continuity and Attendance Plan 2020–21

The instructions for completing the Learning Continuity and Attendance Plan are 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.]

At an emergency meeting of our Governing Board on March 15, 2020, a decision was made to close our campus due to the COVID-19 pandemic. On March 16, 2020, instruction as we knew it at OVUSD came to a screeching halt. Families and staff members alike were thrown into a less-than-ideal instructional situation where parents struggled to assume the role of teachers at home and even our most experienced teachers struggled with providing instruction and support for their students during our first attempt at distance learning (Distance Learning 1.0). Families of elementary school students reported that their children experienced emotional distress, and several students began counseling. Families of high schoolers reported that their teenagers were disconnected from their learning and that distance learning just “wasn’t working” for them. On August 13, 2020, less than two weeks before the first day of school, we were informed that our county would be placed on the state watch list and discouraged from opening our campus. In a 4-1 vote at an emergency meeting on August 14, our Governing Board voted to start the year with distance learning, and Distance Learning 2.0 was put in place.

Elementary School (K-6)

We built the Distance Learning 1.0 plane while it was in the air, and after assembling it, we realized that we needed to fix some pieces that were loose . Prior to March 16, our K-6 elementary team had made the decision to use fewer digital resources and have less screen time in class. Because of this commitment, students in grades K-6 were initially given weekly work packets to be completed with parent help, augmented by a very small amount of online learning using MobyMax and other digital platforms. Fairly quickly, we realized that elementary students (and parents) needed more support. Teachers established daily office hours and began doing recorded and live instruction via Zoom and Google Meet. Teachers held virtual playdates via Zoom and Flipgrid so that students (and their parents) could connect with one another. We knew that there would be challenges starting the 2020-21 school year, given the fact that students were introduced to minimal new concepts in the last third of the school year, but switching gears at the last minute to reopen virtually was sad news for our entire community. Several parents made the decision to homeschool their children because they were against the amount of screen time that their students would have to engage in each day, and many parents whose students remained enrolled in our district expressed grave concerns about the detrimental effects that continued distance learning would have on their children’s educational outcomes. Teachers echoed these parent concerns, and we thus built Distance Learning 2.0 differently. Our new distance learning plan was created from the ground up, and is

centered around live instruction that features new content, support for students individually and in small groups using teachers and paraprofessionals to facilitate more personalized learning. In the 2020-21 school year, elementary Special Education students are receiving support services and instruction from their IEPs and 504 Plans, adapted to the distance learning environment. The feedback that we have received since the start of this school year has been largely positive, in contrast to the feedback from last spring which was quite the opposite.

Middle and High School (grades 7-12)

The program for our middle and high School students incorporated live class meetings via Zoom and Google Meet from the beginning of our campus closure in March. Our middle schoolers (who are in a multi-grade class) had grade-specific instruction each day and the week culminated with a Kahoot! challenge. High school teachers held extra 1:1 or small group sessions for students who needed extra help and worked on the new reality of delivering instruction to the camera. Students had regular assignments from their teachers as well as content through Apex. Despite this early adoption of synchronous learning, some of our students remained completely disconnected from their classrooms for the duration of the spring campus closure and many students expressed frustration at having to learn online. Teachers struggled with student engagement, as quite a few students were not showing up to their class sessions or turning in assignments. There were a few students who remained largely “checked out” from their learning for the duration of Distance Learning 1.0. Our middle and high school teachers began this semester by setting the stage for Distance Learning 2.0 and incorporating more instructional strategies and digital tools and resources to keep students focused and engaged in their learning. As with the elementary parents, we have had positive feedback from middle and high school parents about our reimagined distance learning, but most students have been very vocal about returning to campus for in-person instruction and interaction with their peers.

The COVID-19 pandemic has done damage to our school community in innumerable ways. Teaching and learning have been deeply affected, but the pandemic has taken perhaps more of a toll on the social-emotional well being of our students, staff, and families. Once we resume instruction on campus, it will be a time for healing the wounds of the pandemic. In the meantime, we hope to begin the healing process through our thoughtful, deliberate instructional plan that takes into consideration our students’ educational needs as well as their social-emotional health.

Stakeholder Engagement

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

OVUSD does not have an ELAC committee as we have fewer than 50 ELs. Our goal is to engage as many stakeholders as possible by providing a variety of engagement opportunities. Feedback for the Learning Continuity and Attendance Plan was solicited from the OV Parent Committee on September 9.

Meetings

We invited stakeholders to participate and give feedback at the following meetings:

March 15, 2020: Emergency School Board Meeting (all stakeholders)

March 18, 2020: Staff Conference Call (all OVUSD staff)
March 20, 2020: Staff Conference Call (all OVUSD staff)
March 27, 2020: Staff Conference Call (all OVUSD staff)
March 27, 2020: OVUSD Teacher Check-In Zoom
March 30, 2020: Elementary Teacher Planning Meeting
March 31, 2020: Middle/High School Teacher Planning Meeting
April 2, 2020: Staff Zoom (all OVUSD staff)
April 2, 2020: Kindergarten Round-Up (parents of incoming Kindergarten students)
April 3, 2020: Emergency School Board Meeting (all stakeholders)
April 7, 2020: Staff Zoom (all OVUSD staff)
April 9, 2020: Teacher Meeting (all OVUSD teachers)
April 14, 2020: Parent Zoom (K-2nd grade parents)
April 15, 2020: Parent Zoom (3rd-6th grade parents)
April 15, 2020: Staff Zoom (all OVUSD staff)
April 17, 2020: Parent Zoom (MS/HS parents)
April 20, 2020: Regular School Board Meeting (all stakeholders)
April 22, 2020: Staff Zoom (all OVUSD staff)
April 27, 2020: Special School Board Meeting (all stakeholders)
April 29, 2020: Staff Zoom (all OVUSD staff)
May 5, 2020: Parent Zoom (K-2nd grade parents)
May 6, 2020: Staff Zoom (all OVUSD staff)
May 13, 2020: Staff Zoom (all OVUSD staff)
May 18, 2020: Regular School Board Meeting (all stakeholders)
May 21, 2020: Parent Zoom (HS parents)
May 27, 2020: Staff Zoom (all OVUSD staff)
June 3, 2020: Staff Zoom (all OVUSD staff)
July 27, 2020: Staff Zoom (all OVUSD staff)

July 27, 2020: Reopening Roundtable Zoom (all stakeholders)

August 6, 2020: Staff Zoom (all OVUSD staff)

August 10, 2020: Regular School Board Meeting (all stakeholders)

August 13, 2020: Staff Meeting (all OVUSD staff)

August 20, 2020: Staff Meeting (all OVUSD staff)

September 2, 2020: Teacher Meeting (K-6 teachers)

September 4, 2020: Teacher Meeting (7-12 teachers)

September 9, 2020: Parent Committee Zoom (K-12 parents)

September 14, 2020: Public Hearing at Regular Board Meeting (all stakeholders)

Although all of our families are English-speaking, translation at meetings and of any printed material was available if needed.

Online Surveys:

We conducted two surveys after the spring campus closure-- in July and early August 2020-- asking for parent feedback on distance learning and their preferred mode of instruction (distance learning, in-person, home school) for their children for the 2020-21 school year. These surveys were advertised to parents via email, text message, and the District's social media platforms (Instagram and Twitter). Paper surveys were available for families without the internet as well.

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

The District set up all meetings to be accessible to all stakeholders. Zoom meeting links were provided to all stakeholders via U.S. Mail (in District newsletters), the District website, and the District's Facebook and Instagram accounts. Stakeholders were able to participate in our Zoom meetings using a computer or tablet and stakeholders without internet were able to participate by phone.

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

Parents were pleased with the synchronous and asynchronous lessons that were provided during distance learning and expressed the desire for more lessons delivered by the teachers. Connectivity issues were common among many households, and the hotspots provided by the district did not work well for some families. Furthermore, parents expressed concern about students' lack of social interaction with peers during the campus closure and the students themselves indicated that they wanted to be back on campus. Some families felt that their students were expected to complete too many assignments online and were concerned about too much screen time. Other parents did not feel equipped to teach or reinforce new concepts to their students. Another concern shared by many families was that there was no central place for them to see students' assignments and the various online platforms that students needed to use. Meal delivery to all of our students' homes, free of charge, was well-received by all families, as was our system of delivering new work packets and picking up completed work once per week

Teachers felt ill-equipped to perform synchronous instruction via an online platform and expressed concerns about students' emotional well-being. In addition, staff members experienced numerous issues in trying to reach some of our families during the campus closure in the spring. Finding a balance between holding students accountable for completing their work while also taking into account the numerous difficulties that families were faced with, as mentioned above, was difficult for teachers.

Students at all grade levels expressed frustration with being away from their peers and missed interacting with their classmates during distance learning in the spring. Many of the older students felt that they were unmotivated to do their work and some said that they wanted clear instructions about how to log in to their online meetings, when they had them, in the spring.

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

Input from parents and staff members was used to develop the following sections of the Learning Continuity and Attendance Plan:

- Distance Learning Program
- Pupil Learning Loss
- Mental Health and Social and Emotional Well-Being

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.]

On September 2, the District submitted a plan to the local health department to bring back small cohorts of students who receive Special Education services. Elementary and middle school students who receive Special Education services will be on campus on Mondays and Tuesdays to receive their individualized academic support services and high school students will be on campus on Wednesdays and Thursdays to receive their services.

The classroom furniture arrangement will support at least 6' of physical distance between student desks. All staff and students are required to wear masks or face shields with neck drapes (grades K-2 are exempt from this requirement but nonetheless are encouraged to wear masks). Thorough daily disinfection of all classroom surfaces will occur.

When we return to in-person instruction for all grades, K-12, after collaboration with the local health department on a plan for safe reopening, the focus will be on ensuring that students receive support and intervention to fill any gaps that have occurred as a result of distance learning. To the greatest extent possible, the instructional day will mirror what was in place prior to the campus closure in March 2020. Teachers will teach new content on a daily basis and students will be supported through tiered intervention services as needed. To address students' social and emotional needs, SEL will be a regular part of the school day, which will start with a morning meeting (for elementary school students) or homeroom period (for middle and high school students) to allow students the opportunity to share their concerns and feelings and to allow teachers to gain insight into their students emotional states. The school psychologist will provide SEL lessons and support to individual classrooms.

To the greatest extent possible, we will provide instruction in outdoor spaces, making use of portable shade structures to create outdoor classrooms. While in the classroom, student desks will be spaced 6' apart and students and staff members will wear face coverings, in compliance with our county health department's mask ordinance.

Personal Protective Equipment will be provided for staff and students, at the district's expense. The annual safety plan will be developed with COVID-19 safety in mind and we will collaborate with the local health department to ensure that our district's practices are consistent with the latest guidance from health officials.

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

Description	Total Funds	Contributing
Plexiglass dividers will be used to allow adults to come in close physical proximity to students during assessments and while offering academic help	\$1,200	Y
Additional planning hours to allow staff to devise individual in-person learning plans for all students with IEPs.	\$4,000	Y
Instructional materials and student supplies will be purchased and used to facilitate distance learning.	\$8,000	Y
Personal protective equipment, including masks, hand sanitizer, and face shields, will be used by staff and students.	\$3,500	Y
Shade structures have been purchased to create outdoor classrooms.	\$800	N
Specialized equipment and supplies will be used to disinfect classrooms, offices, and other common spaces around campus.	\$8,000	N

Distance Learning Program

Continuity of Instruction

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

The LEA will provide a plan for rigorous, engaging synchronous instruction for all students in grades K-12. Because this distance learning program mirrors the regular program offered on campus, in terms of schedule and instructional delivery, it will allow students to seamlessly switch between distance and in-person learning if the situation arises. Students will continue to use state-adopted curricular materials along with online learning platforms, including, but not limited to MobyMax, Khan Academy, and SeeSaw, to support their academic growth and mastery of concepts taught.

Teachers of students in grades K-6 will teach daily synchronous lessons via Zoom with a primary focus on core subject areas (ELA, Math, Science, and Social Studies) from 8:30 a.m.-12:30 p.m. Afternoon instruction, also synchronous, is focused on individual and small group instruction centered around individual students' needs. K-6 students complete daily in-class assignments and activities during synchronous instruction and are also assigned work on online platforms in core subject areas. Copies of student assignments for the following week and feedback on students' work for the previous are delivered to students' homes on Friday.

Teachers of middle and high school are adhering to the normal daily schedule and provide synchronous instruction via Zoom or Google Meet in all subject areas for their students. Assignments are picked up from students' homes on Friday, along with a delivery of new work for the following week and graded assignments from the previous week that were not turned in electronically. Teachers are using the state-adopted curriculum with students, supplemented with additional online resources that students are able to access to reinforce their learning.

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.]

Prior to the campus closure in March, our district already possessed enough Chromebooks for each of our students. Every student in grades K-12 has been issued a Chromebook to be used for distance learning in 2020-21.

During the 2019-20 distance learning program, the district provided hotspots to all families who did not have home internet service. Each teacher reached out to their parents to determine the need for hotspots. In the summer of 2020, teachers again reached out to their parents to determine which families needed internet service. Based on this information, the district provided hotspots or home internet service to each family in need. The district also maintains a number of extra hotspots in the event that a family's internet situation changes. For families with multiple children, the district has purchased high-capacity modems to ensure the best connection in those households.

The district maintains extra devices in the event that a student's Chromebook needs repair or replacement.

When a student or family is having issues with Chromebooks and/or connectivity, school staff are available to help troubleshoot. For problems not solved by our staff members, a service ticket is placed with the Inyo County Office of Education tech team, and a specialist will reach out to the family directly to offer assistance.

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.]

Every teacher will complete the weekly engagement record using the CDE template. A student will be considered present if they attend synchronous instruction via Zoom or Google Meet. In the event that a student is unable to attend synchronous instruction due to connectivity

issues, the student will be considered present if they have completed the assignments for that day. The district will execute its Re-Engagement Plan if a student is absent for 3 consecutive days or 60% of a school week.

The LEA measures student participation through their presence during synchronous instruction. Teachers are taking additional steps to ensure that all students are engaging in synchronous instruction by giving all students the opportunity to respond to teacher questions and engage in class discussions.

The schedule for synchronous instruction is as follows, exclusive of breaks:

Grades K-6: 8:30 a.m.- 12:30 p.m. (whole-group instruction); 1:15-2:45 p.m. (individualized instruction)

Grades 7-8: 8:30 a.m.- 2:45 p.m.

Grades 9-12: 8:30 a.m.- 3:35 p.m.

Students in grades K-12 are assigned a similar amount of in-class assignments during synchronous instruction as they would be assigned during on-campus instruction. Non-class assignments are based on the in-class instruction and have the same or similar minimum time value as homework assigned during on-campus instruction, per the District Homework Policy:

Grades K-2: 20 minutes nightly

Grades 3-4: 30 minutes nightly

Grades 5-6: 60 minutes nightly

Grades 6-8: 70 minutes nightly

Grades 9-12: 2 hours

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.]

The Inyo County Office of Education provides professional development opportunities for teachers on a variety of topics, including platforms for instructional delivery, online resources, connecting with families, social-emotional learning and support, and instructional technology. These offerings are delivered through synchronous workshops that are recorded and made available for later viewing. In addition, staff members are given access to professional development offered through other county offices of education and organizations. The District supports this professional development by providing release time to staff members who participate in this training.

The Tech Team provides support for teachers in terms of connectivity and navigation of the Zoom and Google platforms.

Prior to the first day of school, teachers were provided with a new laptop and a 27" monitor for their classrooms to further facilitate distance learning.

Ongoing professional development in SEL, UDL, and MTSS is a priority for the 2020-21 school year.

Staff Roles and Responsibilities

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

New roles and responsibilities are in place across the district, as follows:

- Teachers:** In order to access a variety of instructional tools and resources, teachers are delivering their synchronous instruction from their classrooms. Teachers have also taken on the additional responsibility of supporting the unique social-emotional needs of students that have arisen due to learning at home.
- Paraprofessionals:** Paraprofessionals are also working on campus, supporting the instructional program by attending teachers' synchronous instructional sessions and facilitating individual and small group breakout sessions.
- Other Classified Staff:** The cafeteria/maintenance staff is responsible for delivering and picking up student work and instructional materials and making student meal deliveries, in addition to their regular duties, which now include daily disinfection of surfaces using spray machines.
- Office Staff/Administration:** The office staff/administration ensure that regular communication with families occurs regarding internet connectivity and Chromebooks, assist with troubleshooting, and provide families with replacement devices if needed.

Supports for Pupils with Unique Needs

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

The LEA will provide the following supports during distance learning to support our students with unique needs:

- In order to accurately assess the language fluency and needs of our English Learners (approximately 5% of our enrolled students in grades K-12), we will conduct the ELPAC assessment in person for each of these pupils.
- Teachers will provide individual support to English learners during daily synchronous instruction to support their language needs.
- Daily meal deliveries, consisting of breakfast and lunch, are made to all students' homes, thus ensuring that our students with unique needs are provided with adequate nutrition.
- Students' exceptional needs include speech and language support, occupational therapy, behavioral support, and specialized academic instruction. All of our students will receive in-person services for their individual needs, under the guidelines of the OVUSD Small Group Cohort Plan. This instruction will take place at OVUSD and/or Southern Inyo Hospital, depending on the advice of the local health department and Inyo County ordinances. Teachers and paraprofessionals are providing additional support to students through their Individual Learning Plans.

Note: At the present time, there are no students enrolled at OVUSD who are in foster care or experiencing homelessness. If we were to have pupils in these situations, we would provide additional, synchronous instructional support on an individual basis. At the present time, our local health department has specified that in-person, small group cohorts shall be limited to students receiving Special Education.

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

Description	Total Funds	Contributing
Teacher collaboration for the purpose of delivering and improving distance learning.	\$1,000	Y
All 5-hour paraprofessionals have been given an additional daily half hour of work time.	\$18,000	Y
Meal deliveries to each student’s home are made daily. (Number of days TBD, depending on length of distance learning)	\$54/day	Y
Hotspots and monthly service are provided to all students residing in Independence who do not have Internet service at home.	\$4,000	Y
Purchase of teacher laptops and large screens to facilitate distance learning.	\$13,696.33	Y

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.]

To address pupil learning loss due to COVID-19 during the 2019-20 and 2020-21 school years, the district will take the following steps:

- On a daily basis, during their synchronous instruction, teachers of students in grades K-12 conduct formative assessments with students by checking for understanding, observing students engaged in class discussions, and informally assessing for concept mastery through practice activities.
- Baseline assessment data for English Language Arts and Mathematics will be collected at the beginning of the 2020-21 school year and compared to data collected during the 2019-20 school year, using MobyMax (which can be done at home) and NWEA-MAP (when students are permitted on campus for assessment). MobyMax/NWEA assessments will occur monthly for progress monitoring.
- Teachers will conduct more formal interim and summative assessments with students in 1:1 settings held in private Zoom/Google Meet sessions or breakout rooms. Teachers will also utilize Google Forms as a tool for assessing students during synchronous instruction.

Note: As of September 2020, the Inyo County Health Department permits only students receiving Special Education services and English Learners to come to campus for assessment, adhering to the Inyo County Office of Education Assessment Protocols.

Pupil Learning Loss Strategies

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

- All students in grades K-12 will receive additional learning support during the instructional day and detailed feedback on assignments from teachers and paraprofessionals in order to address learning loss due to distance learning.
- Students in grades K-6 receive small group or individual instruction and support from teachers and paraprofessionals via a synchronous platform.
- Students with exceptional needs will receive small group or individual instruction and support from teachers and paraprofessionals on campus, two days per week, to meet their individualized goals.
- Students who are English learners, low-income, foster youth, and students experiencing homelessness will receive additional support from teachers and paraprofessionals in accordance with their unique needs. This support will include, but is not limited to 1:1 or small-group instruction to reinforce and/or reteach concepts taught in core subjects; additional learning materials sent home; and additional personal contact with the teacher.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

- The district will measure the effectiveness of instructional services and supports provided to address learning loss, to allow us to make necessary adjustments to those services and supports.
- An opportunity for parent and student feedback on instructional support will be given through quarterly surveys.
- Pupil attendance and engagement will be monitored using the weekly tracking sheet.
- Student grades and assignment completion will be monitored using the Aeries gradebook.
- NWEA-MAP and MobyMax assessment data will be used to determine interventions and additional supports for individual students.

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

Description	Total Funds	Contributing
Online parent and student surveys will be conducted each quarter.	\$0	Y
Student participation and engagement will be tracked each week.	\$0	Y
Student assignment completion and grades will be monitored in Aeries.	\$0	Y

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.]

The district will use all available resources to monitor and support mental health and social and emotional well-being of staff and students during the 2020-21 school year. These resources include, but are not limited to:

- professional development offered by the Inyo County Office of Education and other organizations on trauma and social-emotional well-being
- daily check-ins and morning meetings with students to monitor their social-emotional well-being
- staff access to mental health resources, such as Behavioral Health services through CVT
- the Inyo County Lunch Pal program for students who need extra social/emotional support
- counseling for students through the NorthStar counseling center
- ABA services as needed for students with exceptional needs

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.]

In order to ensure that all students are engaging in distance learning, the district will employ the following strategies to determine the cause for any disengagement and devise a plan for reengaging the student:

- daily contact with students during synchronous learning
- weekly contact with parents through teacher phone calls, text messages, emails, and correspondence sent home
- regular updating and use of the Aeries gradebook
- district-level correspondence sent home via email, U.S. mail, and social media platforms
- information posted on the district website

In the event that students are not engaging in distance learning, the following tiered reengagement strategies will be implemented:

- phone calls home by the teacher when a student has been absent from distance learning for 3 consecutive days

- Student Success Team meeting when a student has been absent from distance learning for 5 consecutive days or a number of days that exceeds 10% of the school year to date
- Referral to SARB if the student fails to engage after the previous two steps are implemented
- Spanish translation available as needed

School Nutrition

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

The district will provide nutritionally adequate meals for all students each day.

-All students participating in distance learning will be provided with two meals per day, breakfast and lunch, delivered to their homes. Parents may opt out of these meals. As long as the district offers distance learning, the meal delivery will continue.

-When classes resume on campus, meals will be served to students in accordance with the OVUSD Reopening Plan guidelines. Lunch times will be staggered to prevent cross-contact of students in different class cohorts.

-Meals will be provided to all students, free of charge, through December 31, 2020, in accordance with the extension granted to summer meal providers by the USDA. At the expiration of this extension, families will be charged for meals based on their pay status (free, reduced price, full price).

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

Section	Description	Total Funds	Contributing
N/A	Regular meetings with school stakeholders to ensure student academic success, emotional well-being of staff and students, and effective communication with families. -teacher and staff meetings -school board meetings -parent meetings	\$0	Y
N/A	Staff collaboration for instructional strategies and tools, student assessment data analysis, student support, and curriculum planning	\$3,000	Y
N/A	After-school tutoring and support for struggling students	\$5,000	Y

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
7.94%	\$93,329

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.]

Since the percentage of students receiving reduced-price or free meals is nearly 70% in our district, our educational decisions and actions prioritize the needs of our low-income students. We also take into consideration the unique linguistic needs of our English learners to give them priority for additional support.

Our district-wide actions of providing intervention, time for check-ins with students and their families, and providing devices and internet connectivity to our students to facilitate distance learning provide essential support to help our English learners and low-income students succeed.

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

English learners and low-income students are prioritized for additional support from teachers and paraprofessionals and will receive at least 10% more support time as compared to students who are not English learners or low-income students.