

# 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>.

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

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

Live Oak Unified School District serves a diverse group of students with the goal of "preparing each and every one of them for success in college and career. Our student enrollment is 1,862. The student population is 60.3% Hispanic, 25.5% White, and 11% Asian. 15.3% of our students are EL and 81% are classified as Low income. Our LCFF Unduplicated count is 82%. Our students are served in grade levels ranging from Transitional Kindergarten to Twelfth Grade at five quality schools. Luther Elementary serves 617 students in grades TK to 4th; Live Oak Middle School serves 536 students in 5th to 8th; Encinal is a small TK to 8th grade school that serves 120 students. Live Oak Alternative school serves 24 students in both Independent Study and Opportunity, while Valley Oak High Schools serves 25 students in an alternative 9-12 program. Live Oak High School serves 541 students in a traditional 9th to 12th setting.

On March 17, 2020, Live Oak Unified School District closed all of its schools due to the COVID-19 pandemic. All schools in the district remained closed for rest of the 2019-2020 school year. Sutter County started the 2020-21 school year on the State Monitoring list for COVID-19. As such, the Governor directed all schools in counties on the State Monitoring list to begin the 2020-2021 school year in Distance Learning. Sutter County will be required to be off the State Monitoring list for 14 consecutive days before schools are permitted to reopen.

The Learning Continuity and Attendance Plan that follows details the district's plan to provide a quality learning experience for its students despite the effects of the COVID-19 pandemic and the resulting school closures:

1. High Quality distance learning during the school closure, and for parents who are not comfortable returning their children to school once schools reopen
2. High Quality in-person blended learning with social distancing safeguards once the mandated school closure is lifted.

Additionally, this Learning Continuity and Attendance plan details the efforts the district will make to support students, in both distance and in-person learning, in the following areas:

- School Nutrition (free breakfast and lunch for all students)
- Mental Health and Social and Emotional Well-Being (social and emotional supports for all students)
- Support for English learners
- Support for students who are foster youth or are experiencing homelessness
- Support for students with exceptional needs
- Safe guards for Students and Staff

The Learning Continuity and Attendance Plan was developed with stakeholder feedback and consultation. Multiple surveys and discussions informed the plan, helping to guide decisions on student and staff supports.

# Stakeholder Engagement

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

The District collaboratively worked with its stakeholders to collect valuable feedback that shaped the District's 2020-21 Learning Continuity and Attendance Plan in a multitude of ways. First, the district disseminated both a District Reopening (7/13) and Learning Continuity and Attendance Plan Survey (8/14) in English and Spanish to the parents of Transitional Kindergarten through 12th grade students, students and staff. In addition, the District reached out to its existing parent advisory councils to include its District English Learner Advisory Council to further understand the needs of its students, families, and school community. District stakeholders had an opportunity to review the District's Learning Continuity and Attendance Plan and make comments at a public hearing hosted on September 23, 2020.

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

District stakeholders to include students, parents, community members, certificated, classified employees, and Board Trustees as well as site and District administration provided input through surveys, zoom meetings, and public hearings.

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

## BARGAINING UNITS (Teachers and Classified Staff)

Teachers and staff provided input on safety procedures for in-person learning, electronic platforms for distance learning, blended AM/PM model and professional development.

## PARENTS, COMMUNITY: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The DELAC and The Parent Advisor Committee (PAC) recommended the following

### In-person Instructional Offerings (When schools are permitted to reopen)

- Make every effort to keep class sizes small to provide for social distancing
- Require students and staff to wear masks
- Maintain safety and sanitation procedures
- Hand sanitizer
- Temperature checks
- Social distancing
- make sure small group interventions continue.
- Make sure parents' choices for distance learning or in-person learning are granted.
- To the extent practicable, allow parents to switch from in-person to distance/vice versa.
- To the extent practicable, allow parents to switch from AM to PM or vice versa.

## Distance Learning

- Ensure that parents receive regular progress reports for their students
- Continue to provide live instruction as much as possible
- Continue to work to identify students who have experienced learning loss
- Use diagnostic assessments to identify individual students' areas of need
- Provide individualized instruction/intervention to support these students

## Mental Health and Social Emotional Well-Being

- Continue to provide social and emotional support to students
- Ensure that school staff know the resources available within the community to support students social/emotional well-being and mental health and that they provide referrals/connections to these services for students

## PRINCIPALS AND SCHOOL ADMINISTRATION and Management

Principals and school administration recommend that clear guidelines for social distancing be provided for employees while schools are closed, and for employees and students when schools reopen. They also provided input on blended learning models and consistency of Google classrooms and instruction.

Live Oak Unified School District stakeholders identified the need for students to return to class in the safest format as soon as possible as the challenges of distance learning offered in the spring of 2020. As indicated on the District's Distance Learning Parent Survey

## The District's Survey findings highlight:

- importance of more teacher-student live interaction,
- continued efforts to improve live instruction,
- continued efforts to insure students have adequate WiFi/Hotspots
- ongoing communication with parents,
- updated grade books,
- counseling services,
- and the desire for students to be able to return to in-person learning as soon as possible.

In closing, stakeholders articulated the need for target interventions and supports for all students as well as the District's English learners, low-income, students with disabilities, homeless and foster youth.

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

The district will document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians. Parents will receive regular progress reports for their students along with report cards. Parent conferences will be held in November. The district will ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. A pupil who does not participate daily in either in-person instruction shall be deemed absent by the local educational agency. Students who have experienced learning loss will be identified and supported.

## 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.]

Once the county meets the COVID-19 criteria and is cleared to open, Live Oak Unified School District will resume a blended AM/PM model of in-person, classroom-based instruction with a portion of each day in Distance Learning. Students will attend schools four days per week, with teacher prep days each Wednesday. In-person learning will be available to all students.

#### SAFETY

Safety measures to optimize social distancing will be put in place. These measures include, but are not limited to:

- Students in TK-6th will be kept in their classroom cohort group all day long. Students in 7th and 8th will have limited movement with teachers moving rooms while students stay. Students in 9th - 12th grade will attend two classes a day with staggered passing periods.
- Temperatures will be taken each morning before students enter the classroom
- Signs will be placed throughout the campus on the ground and walls reminding students to keep their distance
- Hand washing and/or hand sanitizing will take place across the day
- Masks are required
- Meals will be distributed and eaten at home.
- Elementary Recess breaks of 20 minutes will be staggered, and students will have a designated section of the yard to play with their classmates
- Desks will be spaced far apart in the classroom and facing the same direction
- No lockers

- Avoid sharing of equipment
- Throughout the day high touch surfaces will be wiped down
- Between classes, classrooms will be disinfected with a fogger and sanitized
- All vehicles will be disinfected with a fogger and sanitized between uses.

## SOCIAL-EMOTIONAL WELL-BEING

In addition to students' teachers; school principals and counselors will provide students with social and emotional support. Counselors use Google classrooms, hangouts, and chats to connect with students in groups and individually. They also communicate with parents and families on a regular basis. They are constantly updating resources for students and families and working with Sutter County to provide coordinated services.

## SCHEDULES/INSTRUCTION

Once the district is cleared for opening, school will be in session as follows:

Luther- Grades TK – 4th AM- 8-11 PM-12:30-3

Encinal- Grades TK – 8th AM- 8:10-11:10 PM- 12-3

LOMS- Grades 5th – 8th AM- 8-11 PM- 12:10-3:10

LOHS- Grades 9th – 12th AM- 8-11 PM- 12-3

LOAS- Grades 7th- 12th AM- 8-11 PM- 11:40-2:40

LOHS will move to a 4x4 block schedule with students taking 4 classes each semester. In the blended model students will attend 2 classes each day and each class twice a week.

LOMS students will receive 5 classes a day and will meet with all teachers 4 days a week.

In-class, small group (socially distanced) interventions in ELA and/or math, provided by the classroom teacher during the instructional day.

Individual and/or small group, after-hours interventions/tutoring, conducted either in-person or remotely, that are designed accelerate learning to mitigate learning loss caused by closures.

CTE classes will be offered with additional safe guards. Each student will have individually assigned equipment and any work space that is common will be sanitized between uses.

AVID strategies and supports will be embedded into all classes TK-12th.

Although the classroom layouts, movement of students around campuses, and other procedures will change due to physical distancing protocols, students will receive the same standards-aligned instructional program that they received prior to the pandemic and school closures. Prior to the pandemic, teachers in the district followed a well-developed, highly-detailed set of instructional pacing calendars that ensured that students received all of the instructional content for their grade level each year. These instructional pacing calendars have been modified to include instruction that will help students make up the most essential content and instruction that was lost due to school closures, while at the same time, allowing students to receive the content required in their current grade levels.

**ASSESSMENTS**

Prior to the pandemic, teachers in the district used a well-developed system of diagnostic tools and assessments that help them identify students' areas of academic strength and areas of need. Teachers will continue to use these assessment tools to plan instruction for their class and to identify students (or groups of students) who may have experienced significant learning loss and will require additional instructional support and intervention. Assessments include STAR, Dibels, and curriculum embedded assessments.

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

Description	Total Funds	Contributing
Teachers to improve/increase interventions, supports, and options for students.	\$1,638,908	Yes
Instructional aides to improve/increase interventions and supports for students.	\$738,191	Yes
Administrative staff to improve/increase support to students and staff.	\$215,000	Yes
Counselors to meet the social, emotional, and behavioral needs of students.	\$380,789	Yes
Bilingual secretaries and parent liaison to met the needs of families and community.	\$179,200	Yes
Increase in nursing time to meet the needs of students and families.	\$46,110	Yes

Description	Total Funds	Contributing
Increase custodial staff to meet the needs of campus cleanliness.	\$142,033	Yes
Purchase of technology to support classroom Instruction	\$125,000	Yes
Purchase of supplemental materials to support instruction	\$200,000	Yes
Increase site funds to meet district wide goals for student achievement and intervention	\$449,270	Yes
Provide staff professional development with increase of days and time.	\$485,000	Yes
Increase ED Tech support with additional staff and increased hours	\$101,142	Yes



# Distance Learning Program

## Continuity of Instruction

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

On Friday, July 17, 2020, Governor Newsom announced schools located in counties on the County Monitoring List (CML) must begin the school year by providing instruction through a distance learning model. District and school administrators, teachers and staff are deeply aware of the unique challenges distance learning presents to all families, and especially families with parents who work outside of the home. We are committed to supporting students and families by providing daily live instruction on school days, targeted interventions and supports, and appropriately challenging assignments to monitor student growth and progress. In addition, our Nutrition Services Department, counselors, and support personnel will deliver services to aid students and families. Although our focus now is on preparing to provide high-quality instruction through distance learning, planning continues for a partial or full return to an in-person, on-campus school day as this is our desired outcome.

The first day of school for students in Live Oak Unified School District is Wednesday, August 12th.

## Key Elements of Distance Learning

Under newly enacted state law, schools are required to provide:

- Access to devices and Internet connectivity so every child can participate
- Daily live interactions for every child with teachers and other students
- Class assignments that are challenging and equivalent to in-person instruction
- Targeted supports and interventions for English learners and special education students
- Student assignments will be graded and will contribute to student report card final grades.
- Daily student attendance will be required and will be monitored.
- Students will have access to well-balanced, nourishing meals.

## 1. Access to Devices and Internet Connectivity

Live Oak Unified School District students in grades TK-12 will be provided a District-issued Chromebook.

- The use of District Chromebooks will secure student access to a variety of learning platforms.
- Allow use of the District Internet content filter and monitoring system to provide a safe online learning environment.
- Enable District and school staff to assist parents with basic troubleshooting.
- Students who have a demonstrated need will receive assistance with alternatives for Internet connectivity.

## 2. Daily Live Interaction with Teachers and Other Students

Students will receive daily instruction from their classroom teacher, as well as targeted intervention and independent work time.

- All students will receive a minimum of 240 minutes of synchronous and asynchronous instruction daily. (except TK and K students receive 180 minutes daily)
- Classroom distance learning routines will consist of a combination of whole and small group instruction via Zoom or Google Meet followed by guided and independent practice, which will enable classroom teachers to check for student understanding.
- Teachers will provide social-emotional and community-building activities with student peers to support student engagement and social development. Students will have daily independent work either digitally or through student consumables, textbooks or other activities.
- All teachers (TK-12) will utilize Google Classroom to organize content Instructional Day Schedules.

### Instructional Day Schedule.

- Site administrators, teachers and staff will collaborate to design a consistent daily learning schedule that will be communicated to parents at the beginning of the school year.
- School classroom schedules are in place to support student learning by providing multiple opportunities for synchronous learning (live interaction between teachers and other students) daily, as well as targeted instruction (individual/small group intervention), and asynchronous learning (independent work time).
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## Student Supports Outside of Class

- Teachers will post and communicate student classroom expectations through Google Classroom.
- Each teacher will maintain a grade book so that students and parents can monitor student progress.
- Students in need of additional support may meet virtually with their teacher or support staff individually or in small group settings at times beyond the established schedule.
- Students and families will have access to site administrators, teachers, counselors, and other personnel during established office hours, email, phone, or by appointment.
- Translation services will be provided to families upon request.

## 3. Rigorous Teaching and Learning

Classroom instruction design will provide multiple opportunities for synchronous learning (live interaction between teachers and other students) daily and asynchronous learning (independent work time).

- Technology-based learning will provide differentiated instruction and resources that support students who need additional support on grade level or enriched instructional activities.
- Rigorous and differentiated teaching and learning will include:
- Learning activities that are accessible and adaptable to meet the academic needs of all students to include English language learners and students with special needs, incorporating creativity, critical thinking, collaboration and communication.

## 4. Provide multi-tiered academic support for students who have specialized needs.

Individualized Education Plan (IEP) team members will work with families to create individual distance learning plans.

- Special education teachers will provide Specialized Academic Instruction and will document services.
- Specialized Academic Instruction will focus on support of and access to the general education curriculum.

- Related services will continue (i.e., speech therapy, counseling, occupational therapy).
- Instructional Aides will support instruction and students' individual goals. An alternate online curriculum and supplemental work may be provided for students with significant support needs.

#### English Learners

- Language supports will include Designated and Integrated ELD instruction at English learners' language proficiency level in a distance learning format.
- Designated English Language Development will be delivered in small groups.
- Designated ELD will be provided regularly by a classroom teacher.

LOUSD will strive to ensure students, parents, and families who speak languages other than English are afforded equal access to information and services

provided by the district. Teachers and staff will regularly check in regarding progress with student families and guardians.

#### 5. Access to Culturally Appropriate Mental Health and Social-Emotional Supports

We will support our school community in the following ways:

##### Mental Health Services:

- Live Oak Unified School District and school staff will ensure access to mental health services.
- School counselors at each site will continue to offer counseling services to provide early and ongoing support to students and families in need.

##### Social-Emotional Learning:

The District and its schools will continue to provide our students the opportunities to deepen social and emotional competencies that will support maintaining school and social connectedness, foster empathy for others, and make decisions that keep themselves and their community healthy.

District and school administrators, teachers and staff will continue to provide behavior support in the LOUSD distance learning model.

6. Students assignments will be evaluated and will contribute to student report card final grades.

Informal and formative assessment strategies assist teachers in monitoring student progress towards meeting grade level standards as well as inform daily instruction.

Grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and areas needing improvement.

Grades provide teachers with the ability to inform parents of students' academic performance, as well as to provide adequate differentiation and support to assure the success of all students.

7. Daily student attendance will be required and will be monitored.

Students will be expected to attend distance learning classes daily when school is in session and teachers will record and monitor attendance.

The District and its schools will maintain procedures for tiered re-engagement strategies for all students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week.

Procedures include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, and a plan or outreach from the school to determine pupil needs.

The District will continue to collect information on absences and report absenteeism through the California Longitudinal Pupil Achievement Data (CALPADS) System as required by Education Code Section 52066.

8. Students will have access to well-balanced, nourishing meals.

School meals will be available for curbside pick-up every Monday and Wednesday from 10:00 a.m. to 1:30 p.m. at Luther Elementary and Live Oak High School, as well as delivery locations throughout the city for identified families. Students will receive enough food for breakfast, lunch and snacks to cover the meals between pick-up and delivery days.

## 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.]

Live Oak Unified School District students in grades TK-12 will be provided a District-issued Chromebook.

The use of District Chromebooks will Secure student access to a variety of learning platforms.

Allow use of the District Internet content filter and monitoring system to provide a safe online learning environment.

Enable District and school staff to assist parents with basic troubleshooting.

Students who have a demonstrated need will receive assistance with alternatives for Internet connectivity.

## 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.]

Students will receive daily instruction from their classroom teacher, as well as targeted intervention and independent work time.

- All students will receive a minimum of 240 minutes of synchronous and asynchronous instruction daily.
- Classroom distance learning routines will consist of a combination of whole and small group instruction via Zoom or Google Meet followed by guided and independent practice, which will enable classroom teachers to check for student understanding.
- Teachers will provide social-emotional and community-building activities with student peers to support student engagement and social development. Students will have daily independent work either digitally or through student consumables, textbooks or other activities.
- All teachers (TK-12) will utilize Google Classroom to organize content Instructional Day Schedules.

Instructional Day Schedule.

- Site administrators, teachers and staff will collaborate to design a consistent daily learning schedule that will be communicated to parents at the beginning of the school year.
- School classroom schedules are in place to support student learning by providing multiple opportunities for synchronous learning (live interaction between teachers and other students) daily, as well as targeted instruction (individual/small group intervention), and asynchronous learning (independent work time).

Student Supports Outside of Class

- Teachers will post and communicate student classroom expectations through Google Classroom.
- Each teacher will maintain a grade book so that students and parents can monitor student progress.
- Students in need of additional support may meet virtually with their teacher or support staff individually or in small group settings at times beyond the established schedule.
- Students and families will have access to site administrators, teachers, counselors, and other personnel during established office hours, email, phone, or by appointment.
- Translation services will be provided to families upon request. Students will receive daily instruction from their classroom teacher, as well as targeted intervention and independent work time.

#### Monitoring Student Progress:

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing local and state assessments of student progress to include the administration and analysis of District-wide reading, English language arts, English language Development, and mathematics interim/benchmark assessments.

Teachers complete a weekly engagement log to verify student attendance, participation, and weekly assignment completion.

### **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 district provides teaching staff with an extensive and robust professional development program that includes both training and resources. The district's professional development programs support in-person as well as distance learning. For the 2020-2021 school year, all LOUSD teaching staff will be provided with three professional development days prior to the beginning of school that will support changes in staff roles and responsibilities because of COVID-19, the implementation of distance learning during school closures and for students whose families have chosen this learning model after the closures are lifted.

Teachers will attend all scheduled District-Wide PD Days. Some PD will be the same as in-person teacher peers, and some will be specific to Distance Learning platforms and strategies.

Teachers will have access to the Distance Learning Resource Page, including screencast and how to tutorials.

Teachers, have access to a team of technicians that repair computers and troubleshoot network and software issues. Staff who specializes in the integration of technology into the instructional program is available to provide teachers with training and professional development in using the electronic materials, and in using these materials effectively to increase student achievement.

As part of the District professional development plan which includes ongoing district wide and site specific training, evaluation and analysis of student achievement data, and collaboration teachers and staff were provided Google Classroom and Zoom training. These technology driven tools serve as the back one of the District's distance learning delivery model. Throughout the school year, teachers and staff will be provided additional professional development to support in a variety of instructional platforms from whole group to small group, to inside and outside of the classroom.

## **Staff Roles and Responsibilities**

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

### **STAFF**

Teachers working during school closures, and those implementing Distance Learning after the closures are lifted, will report to work each day, and work from their worksite. Teachers with COVID-19 hardships may meet with site administration to discuss the need to work from home. If approved they must meet the same expectations and responsibilities of onsite staff. Expectations and responsibilities are clearly outlined in the agreed upon MOU.

Teachers working during school closures, and those implementing Distance Learning after the closures are lifted will attend school meetings and participate in school related activities. This includes staff meetings, weekly collaboration meetings, PD sessions, IEP and 504 meetings, Parent Conferences, at-risk conferences, and when applicable, virtual Back-to-School Nights. These activities may take place remotely or in-person with social distancing.

Once the closures are lifted, teachers will provide an AM/PM blended model, while at the same time providing Distance Learning for students who remain at home.

### **CLASSIFIED STAFF**

1. The District and CSEA acknowledge that flexibility is needed during these unprecedented times and that work hours and location may temporarily change.
2. All employees will continue to be paid for their normal work hours in the distance learning environment.

There has been a minimal impact on current job descriptions, roles and responsibilities. Impacts have been felt with job classifications that primarily provide student supervision on the playground during the course of the day. These employees will support the District's distance learning model by supporting teachers and staff in a clerical role making copies, preparing instructional materials for dissemination, making phone calls, etc.



## 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.]

Classroom instruction design will provide multiple opportunities for synchronous learning (live interaction between teachers and other students) daily, as well as targeted instruction (individual/small group intervention), and asynchronous learning (independent work time).

Technology-based learning will provide differentiated instruction and resources that support students who need additional support, on grade level or enriched instructional activities.

Rigorous and differentiated teaching and learning will include:

Learning activities that are accessible and adaptable to meet the academic needs of all students to include English language learners and students with special need  
Incorporating creativity, critical thinking, collaboration and communication.

Individualized Education Plan (IEP) team members will work with families to create individual distance learning plans.

Special education teachers will provide Specialized Academic Instruction and document services.

Specialized Academic Instruction will focus on support of and access to the general education curriculum.

Related services will continue (i.e., speech therapy, counseling, occupational therapy).

Instructional aides will support instruction and students' individual goals. An alternate online curriculum and supplemental work may be provided for students with significant support needs.

### English Learners

Language supports will include Designated and Integrated ELD instruction at English learners' language proficiency level in a distance learning format.

Designated English Language Development will be delivered in small groups.

Designated ELD will be provided regularly by a classroom teacher.

LOUSD and its schools will strive to ensure students, parents, and families who speak languages other than English are afforded equal access to information and services provided by the district. Teachers and staff will regularly check in regarding progress with student families and guardians.

### **Foster and Homeless Youth**

To meet the needs of foster and homeless youth, our district actively engages with Sutter County Office of Education (SCOE).

Homeless/Foster Youth Liaisons provide support to these youth in order to expedite their prompt enrollment in school and other programs/services to meet their needs and to provide needed technology and support to participate in distance learning.

Ensure priority access to foster and homeless youth to educational opportunities, utilizing resources such as tutors and instructional aides, for students who did not or have meaningful distance learning.

Make available school and/or community counseling and social services to work with existing McKinney-Vento and foster youth education liaisons to ensure:

The District Foster and Homeless Youth Liaison will continue to provide ongoing support to students, and caregivers, including meaningfully including youth's voices in decisions that are made on their behalf.

We will support our school community in the following ways: Mental Health Services

Live Oak Unified School District and school staff will ensure access to mental health services.

School counselors at each site will continue to offer counseling services to provide early and ongoing support to students and families in need. Social-Emotional Learning

The District and its schools will continue to provide our students the opportunities to deepen social and emotional competencies that will support maintaining school and social connectedness, foster empathy for others, and make decisions that keep themselves and their community healthy.

District and school administrators, teachers and staff will continue to provide behavior support in the LOUSD distance learning model.

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

Description	Total Funds	Contributing
Purchase technology and for students and staff. (ex. chromebooks, laptops, hot spots, google extensions, zoom, etc.)	\$850,000	Yes
Increased staff time to provide additional support and intervention for students and families.	\$707,000	Yes
Purchase of online instructional materials	\$63,140	Yes
Professional development for certificated and classified staff	\$38,000	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.]

LOUSD will address pupil learning loss that results from COVID-19 during the 2019-20 and 2020-21 school years by using a variety of assessment tools along with input from teachers (in-person and distance learning) to identify students who have experienced learning loss from the school closures.

The district will use:

- Dibbles and STAR results will be used to develop intervention groups.
- District curriculum embedded assessments will inform teachers on areas to focus and reteach.
- summative ELAP results and locally created ELD checklists to identify English Learners needing extra language support.

Identified students will participate in a variety of in-person and/or online interventions, depending on the status of school opening and family's choice to participate in distance or in-person learning, that are designed to accelerate learning and mitigate learning loss. Identified students will enter these interventions based on results of assessments..

In addition to targeted support from the classroom teacher described above, identified at-risk students will be assigned to groups run by trained instructional aides. Intervention groups will meet regularly with the assigned staff member, and will receive instruction in the subject(s) of need.

Teachers and instructional aides will receive ongoing professional development for the intervention programs including specific training on how to analyze student responses and progress for the purpose of intervening with targeted instruction as needed.

During the course of the summer (June-July), Live Oak Unified School District implemented a Summer School program designed to limit learning loss, provide students with additional time and opportunities to reach grade level standards, and to recover credits to become on-track for graduation and/or a-g course completion.

## 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.]

Live Oak Unified School District and school administrators, teachers and staff are deeply aware of the unique challenges distance learning presents to all families, and especially families with parents who work outside of the home. We are committed to supporting students and families by providing daily live instruction on school days, targeted interventions and supports, and appropriately challenging assignments to monitor student growth and progress. The following actions and strategies will be implemented to address the learning loss and acceleration of all students as well as support the needs of English language learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness:

### 1. Rigorous Teaching and Learning

Classroom instruction design will provide multiple opportunities for synchronous learning (live interaction between teachers and other students) daily, as well as targeted instruction (individual/small group intervention), and asynchronous learning (independent work time).

Technology-based learning will provide differentiated instruction and resources that support students who need additional support, on grade level or enriched instructional activities.

Rigorous and differentiated teaching and learning will include:

Learning activities that are accessible and adaptable to meet the academic needs of all students to include English language learners and students with special needs incorporating creativity, critical thinking, collaboration and communication.

### 2. Provide multi-tiered academic support for students who have specialized needs.

Individualized Education Plan (IEP) team members will work with families to create individual distance learning plans.

Special education teachers will provide Specialized Academic Instruction and will document services.

Specialized Academic Instruction will focus on support of and access to the general education curriculum.

Related services will continue (i.e., speech therapy, counseling, occupational therapy).

Instructional aides will support instruction and students' individual goals.

An alternate online curriculum and supplemental work may be provided for students with significant support needs.

### **English Learners**

Language supports will include Designated and Integrated ELD instruction at English learners' language proficiency level in a distance learning format.

Designated English Language Development will be delivered in small groups.

Designated ELD will be provided regularly by a classroom teacher.

LOUSD and its schools will strive to ensure students, parents, and families who speak languages other than English are afforded equal access to information and services provided by the district. Teachers and staff will regularly check in regarding progress with student families and guardians.

### **Foster and Homeless Youth**

Maintain the District's data system that tracks and analyzes weekly rates of attendance during distance learning for foster youth and youth experiencing homelessness and in other under served student subgroups.

Continue to track credits earned by youth in relationship to enrollment period (e.g., to determine whether youth are progressing within the program and earning all possible credits and ensure such credits are transferred back to their comprehensive schools; and track rates of youth returning to local comprehensive schools.

### **Effectiveness of Implemented Pupil Learning Loss Strategies**

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing local and state assessments of student progress to include the administration and analysis of Dibbles, STAR, MAPP, and curriculum embedded assessments.

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

Description	Total Funds	Contributing
Summer school focused on learning loss mitigation and credit recovery.	\$90,635	Yes
Additional instructional/intervention time for students outside the regular instruction time	\$45,000	Yes

# Mental Health and Social and Emotional Well-Being

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

Live Oak Unified School District will continue to monitor and support mental health and social and emotional well being of all of its students and staff during the course of the school year to include access to professional development and resources that address trauma and other impacts of COVID-19 on the school community through the implementation of the following actions steps and strategies:

## 1. Access to Appropriate Mental Health and Social-Emotional Supports

We will support our school community in the following ways:

### Mental Health and Wellness

Live Oak Unified School District and school staff will ensure access to mental health services.

School counselors at each site will continue to offer counseling services to provide early and ongoing support to students and families in need.

### Social-Emotional Learning

The District and its schools will continue to provide our students the opportunities to deepen social and emotional competencies that will support maintaining school and social connectedness, foster empathy for others, and make decisions that keep themselves and their community healthy.

District and school administrators, teachers and staff will continue to provide behavior support in the LOUSD distance learning model.

### Professional Development and Parent Out Reach

The District will provide professional development and parent workshops to provided strategies to alleviate stress, anxiety, and depression as a result of isolation.

The District and school will recreate school-wide connectedness activities that celebrate district/school traditions and promote student and staff connectivity



# 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.]

Students attendance and participation in distance learning activities will be monitored daily.

This includes:

Participation in online activities and lessons

Completion/engagement with activities and assignments

Completion/engagement with assessments (tests, quizzes etc.)

Student and/or parent contact with the teacher, principal, learning director, or other staff

Teachers will make contact with students and parents of students who are not participating/engaging in distance learning activities. The teacher will provide the family with encouragement and assistance to help them engage with the distance learning program. This includes:

Providing encouragement for the parent and/or student

Identifying barriers that may be preventing the student from attending/participating

Reviewing/explaining assignments and lessons to be completed to receive credit for attendance

Providing assistance to the student/parent as to how/where assignments will be posted and how students can submitted

Establishing a system of weekly communication with the parent/student to keep the student engaged

Troubleshooting minor hardware/software issues

Submitting help tickets to the District Technology Department on behalf of the student for for issues that cannot be readily solved by the teacher

For students who continue to have challenges with attendance, engagement, and/or participation, the site administrator will coordinate services for students/families that are designed to identify and reduce or eliminate barriers to attendance, engagement, and/or participation.

These include services provided by:

School Counselors

School Nursing Staff

Sutter County CARE Team

Afternoon/evening Student Support Teachers

School staff will assist with translation services as needed for parent contacts.

# 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.]

Students will have access to well-balanced, nourishing meals.

School meals will be available for curbside pick-up every Monday and Wednesday from 10:00 a.m. to 1:30 p.m. at Luther Elementary and Live Oak High School, as well as delivery locations throughout the city for identified families. Students will receive enough food for breakfast, lunch and snacks to cover the meals between pick-up and delivery days.

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

Section	Description	Total Funds	Contributing
School Nutrition	Increased meal options for children 0-18	\$115,000	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
29.5%	\$4,662,953

## 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.]

This year's LCAP includes actions and services intended to support both academic and social-emotional growth and success for all unduplicated students. One of our biggest focuses, based on stakeholder feedback, was technology, improved online instruction/engagement and interventions. We will spend funds on intervention, counseling programs, staff training, and technology capabilities (Student tools- chromebooks and hotspots, Staff tools- laptops, cameras, doc cameras, google extensions, microphone, zoom, etc.). The funds (Supplemental/Concentration and Learning Loss Mitigation Funds, are principally directed to and effective in meeting goals for unduplicated pupils on the state and any local priorities. Below is an exhaustive list of the increases and improvements to our program:

Goal 1: Increase student (proficiency/success) in ELA/ELD, Math, Science and Discipline Specific Literacy.

- 1.1 Hire staff to improve interventions/supports for accessing core instruction (Rtl- Math and ELA, ELD, AVID, SPED)
  - a) Maintain a teacher at LOMS to provide Interventions (Rtl) and Enrichment for 5th and 6th graders and allows for a 7th grade AVID class. (\$114,689)
  - b) Maintain 46 Instruction aides to support classroom instruction and intervention. (\$584,474)
  - c) Maintain a Curriculum, Instruction, and Assessment Coordinator and administrative assistant to support and improve the implementation and integration of; Rtl, California State Standards, Standard-based curriculum (Math, ELA, NGSS, and Social Science), AVID Elementary, Benchmark assessments, CAASSP assessments, ELD(w/ a focus on Long-term EL's and new RFEP, and AVID WICOR strategies (2-12). (\$120,533)
  - d) Maintain ELD intervention teachers at LOMS and LOHS, ELD Instructional aide at Luther and ELD Site Coordinators at Luther, LOMS, and LOHS. (\$291,109)
  - e) Maintain a Special Education teacher to eliminate halftime staff on Luther and LOMS campus and allow for increased interventions in afternoons at both sites (\$102,735)
  - f) Hire Math teacher at LOMS and maintain a Math teacher at LOHS to allow for additional interventions/shadow and enrichment classes. (\$152,514)
  - g) Maintain AVID Elective teachers to provide student support to core classes (\$121,912)

- h) Maintain Library/Media Techs to support student access to media/resources/technology (\$77,717)
- i) Maintain fulltime assistant principals at Luther and LOMS to support intervention/RtI (\$95,093)
- j) Maintain Kindergarten teachers to provide afternoon target interventions in ELA and Math (\$127,591)

1.2 Provide quality, ongoing professional development and collaboration in California State Standards, RtI, ELD, and AVID WICOR strategies, that support site and district staff needs

- a) Professional Development and collaboration time for staff. (\$75,000)
- b) Five Professional Development days focused on professional development and collaboration time to successfully implement and maintain the California State Standards, ELD, RtI, instructional strategies(WICOR), and assessments (Formative and summative).(4) (\$410,500)
- c) Maintain increased instructional minutes for an increase in number of minimum days for professional development, collaboration, and assessment analysis. (2.5) (\$256,563)

1.3 Improve and increase the use of technology for instruction and assessment

- a) Maintain Ed Tech time to support instruction (\$101,142)
- b) Maintain funding for classroom technology (\$125,000)
- c) Maintain Computer Literacy Teacher (K-4) and add a Computer Literacy Teacher (5-8) (\$232,728)

1.4 Provide instructional materials and supplemental materials to support and improve the implementation of California state standards and interventions necessary to improve student access and proficiency

- a) Curriculum, material, and supplies to support/supplement classroom and intervention instruction (\$200,000)
- b) Maintain school site funds to support site goals (\$100/student + Old EIA) (\$449,270)
- c) Maintain NWEA MAP benchmark assessments for ELA and Math to inform instruction and intervention.(\$30,000)

Goal 2: Prepare student to be college and career ready.

2.1 Maintain staff to improve and increase options for career and college readiness (Including CTE, VAPA, STREAM)

- a) Maintain Career Tech Counselor (\$72,255)
- b) Maintain elective teacher to provide ability to add three advanced computer electives (Digital photography), and teach all 9th graders targeted AVID WICOR strategies to allow them to access rigor 9-12.(\$66,743)
- c) Maintain Music Teacher K thru 8th grade (\$115,800)
- d) Maintain funding for CTE/ROP staff and programs (\$291,581)
- e) Maintain new CTE Teacher to provide more career readiness opportunities (\$88,308)

2.2 Provide supplies for added classes to improve instruction

- a) Maintain funding for Music, CTE and VAPA Supplies (\$20,000)
- b) Maintain funding to support Career Counselor programs and activities (\$10,000)

### 2.3 Provide increased educational opportunities for all students

- a) Maintain expand Summer school to provide ELD, Rtl, and enrichment. (\$25,000)
- b) Lower cost of AP, PSAT, SAT, ACT tests for student access (\$10,000)
- c) Maintain expanded learning opportunities with after school tutorial and credit recovery programs.(\$14,813)

### Goal 3- Engage and motivate all students in order to create safe, welcoming, and least restrictive learning environment.

#### 3.1 Hire staff to meet the social, emotional, and behavioral needs of our students

- a) Maintain three full time K-8 Counselor and add a counselor at LOHS to focus on student social/emotional needs (\$380,789)
- b) Maintain extended nurse days/hours to better meet the needs of students throughout the district and maintain additional nurse's aide to improve services to students (\$46,110)
- c) Add three behavior aides to allow students continued access to the core program (\$76,000)

#### 3.4 Programs and activities to improve school culture, climate, and attendance.

- d) Drug Awareness/Prevention Program (4th,7th,9th grades) (\$10,000)
- e) Maintain home to school transportation for students (\$274,381)

### Goal 4- Engage parents and families to support student success in school.

#### 4.1 Increase staff to better engage parents

- a) Maintain two bilingual secretaries at LOMS and Luther (\$134,201)
- b) Maintain parent liaison and translation (\$45,908)

#### 4.2 Increase and improve parent outreach and education

- c) Provide classes for parents. Topics: Requirements for college and career, Curriculum, Social/Emotional/Discipline and technology nights and Computer education.(\$5,000)

#### 4.3 Improve and increase means of communicating with parents and the community

- d) Maintain phone app to provide better access to school information (\$1,000)
- e) Maintain district and school websites (w/teacher pages) in multiple languages to increase information to parents (\$5,000)
- f) Maintain district phone dialer/parent communication system (\$5,000)

Goal 5: Provide a learning environment that is safe, clean, and in good repair.

5.1 Increase staffing levels to better maintain school sites

a) Maintain two additional PM custodians (provides 2 per large site) (\$142,033)

#### Learning Loss Mitigation Funds

\$850,000 Technology

\$707,000 Increased staff instruction/intervention time

\$45,000 Increased RtI

\$115,000 additions to Food Service program

\$91,000 Summer School

\$63,000 Online instructional materials

\$38,000 Professional development

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

The LEA wide and school wide services provided in the Learning Continuity and Attendance Plan are principally directed toward unduplicated pupils.. The district considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19 in developing and funding these actions. More than eighty percent of students in the Live Oak Unified School District are unduplicated pupils. These students, who are English learners, students from low-income families, and/or foster youth, face barriers to learning brought on by the COVID19 pandemic. Although no students are excluded from receiving services provided in the Learning Continuity and Attendance Plan, unduplicated pupils have greater needs for these services, and therefore, will receive them at a proportion that is greater than what all students receive (i.e. they receive increased services). Because of the high percentage of unduplicated pupils at every school in the district, and because it is more efficient and/or cost effective, the services discussed above are provided on a LEA wide basis. Taken together, the LEA and/or school wide services discussed above, along with the actions and services that are limited to Unduplicated student groups provide a proportional increase or improvement in services for Unduplicated pupils that is equal to or greater than the "Percentage to Increase or Improve Services" shown above. Taken together, the actions and services detailed above meet the district's minimum Percentage to Increase or Improve Services for unduplicated pupils (MPP).