



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.]

The COVID-19 pandemic has had a historic and unprecedented impact on every facet of our society, from our economy to our daily lives and the way we all operate. Nowhere is that more visible than in our schools, which have faced some of the greatest challenges in modern history to supporting the health and safety of students and adults while providing an effective educational program. The Orinda Union School District began planning for potential school closures on March 3rd, 2020. The following is a brief timeline of significant events related to the COVID-19 pandemic and Orinda USD's response to the Shelter-In-Place Orders by Contra Costa County:

- March 13: OUSD Board of Trustees votes to close all Orinda USD campuses

- March 13: Professional Development Day for all certificated staff in Distance Learning
- March 13-29: Phase One of Distance Learning
- April 6-7: Teacher preparation days for Phase Two of Distance Learning
- April 8-May 29: Distance Learning continues for the remainder of the 2019-20 school year

For both phase one and two of the Distance Learning program, teachers at each grade level at our five sites formed professional learning teams that planned and delivered content through our established digital platforms (Seesaw, Google Classroom and School Loop). Technology lead teachers at each grade level and site were identified and trained to facilitate this collaboration, and teacher teams focused on essential standards that were most critical to students' future success. Elective teachers such as Art, Music, and PE recorded lessons using tools like Flipgrid for students and classroom teachers to access. Teachers and staff used live sessions through Zoom to connect regularly with students throughout the eleven weeks of Distance Learning.

Throughout this time, Orinda Union School District collaborated closely with many other organizations, including the Contra Costa County Office of Education and partner districts in Lafayette, Moraga, Walnut Creek, and the Acalanes Union High School District to ensure there was sharing of best practices and general coordination with timelines, programs, tools, and resources. In addition to our District Strategic Directions, we approached the challenge of Distance Learning within four important domains:

- Social Emotional Well Being
- Instructional Continuity
- Access for All Students
- Teacher Training and Support

This propelled our staff to consider the broad needs of our community, especially students with special needs or IEPs, foster and English learner students as well as students whose families (such as those of essential workers) were adversely impacted by this crisis. Staff who served these students were directly involved with the planning of our distance learning program, and were highly active in reaching out and working with all of these students and families. Orinda's Student Services Director, Dr. Nerheim, personally called every special education family in the District.

Our District Technology department focused on providing access for all families. More than 300 devices were loaned out to families; staff continually worked with teachers, staff, and parents to provide appropriate privacy, access, and engagement. Principals and other staff members continued to hold regular live and recorded sessions such as "virtual school assemblies" to preserve a sense of normalcy for students and families. Orinda USD also utilized District counselors and other mental health staff such as Summit Learning Center to help address the mental health and social emotional well-being of students and families. This included utilizing customized, pre-recorded, and live mindfulness lessons for teachers and students.

Stakeholder Engagement

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

The Orinda Union School District has made a thorough and comprehensive effort to solicit stakeholder feedback throughout the COVID-19 Pandemic and the ensuing Shelter-In-Place requirements. Some of these efforts include:

1. Orinda USD designated teacher "tech leads" at each grade level and all sites who became curriculum support and liaisons for grade level and departmental teams from March-May 2020.
2. All Board of Trustee meetings became virtual, via Zoom, from March 2020 - present.
3. Regular electronic updates and newsletters were provided by the Superintendent's office on the progress of the District response to COVID-19. A resource site was developed and prominently displayed on the Orinda USD homepage: ([https://www.orindaschools.org/.](https://www.orindaschools.org/))
4. A School Year Advisory Group (SYAG) composed of 30 members: teachers, staff, parents, medical professionals, community members and others, met weekly in the of Spring 2020 and throughout the summer to develop a recommendation plan for the 2020-21 Orinda USD reopening of school sites.
5. The Orinda USD re-opening plan was presented by Dr. Seaton and David Schrag at a July 2020 virtual Board meeting and received public comment from parents, teachers, and staff.
6. In early June 2020, end of year parent and staff surveys were sent electronically to all staff and parents; more than 950 parent responses and 98 staff responses were recorded and analyzed, and results were shared at a public Board of Trustees meeting in June 2020.
7. Director of Curriculum, David Schrag, met four times with students: via Zoom with 5th grade student representatives from all Orinda elementary school sites, along with 8th grade students from Orinda Intermediate School to get their feedback on their Distance Learning experience between March and May 2020. Additionally, elementary and middle school student discussion session were held in September 2020, with district leaders facilitating conversation with students in Zoom breakout rooms. The opportunity for student engagement was posted in an electronic newsletter and sent to all families.
8. All regular meetings during the Spring of 2020 (Leadership Team, Curriculum Committee, Coordinating Council, Mayor's Liaison, Directors', Orinda Technology Advisory Committee, and the Wellness, Inclusion, Student & Staff Equity-WISSE) had agenda items which were focused on our response to COVID-19 and how we coordinated efforts with parents, staff, community, neighboring districts, etc.

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

The Orinda USD Board of Trustees held an additional six public meetings via Zoom throughout the summer of 2020, during which the district re-opening developments and updates were shared and discussed. All of these meetings were publicly noticed to all parents and staff. All Board Meetings have been virtual, via Zoom, from March 2020 - present. As a result of the virtual format, and a high level of interest in these meetings, there has been exceptional attendance throughout the Summer; more than 450 participants attended the July 2020 Board Meeting.

For more details about the July 8th Board of Trustees Meeting, click [HERE](#):

https://www.orindaschools.org/pf4/cms2/view_page?d=x&group_id=1517645276601&vdid=wi620d2krfdou4zz

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

An analysis of the more than 3,000 parent comments submitted from the Orinda USD parent survey in April 2020 regarding "What Can be Improved in Distance Learning?" showed several salient trends, including:

1. A desire for improved coordination with digital platforms and multiple tools
2. More live sessions - a more robust schedule/program
3. Access to physical materials
4. Need for teaching new content

Parents also gave feedback on what went well during the Orinda USD Distance Learning program, with a focus on:

1. An appreciation for the teachers' efforts
2. Appreciation for live sessions with students
3. Teacher-designed lessons
4. Technology tools they could access including platforms like SeeSaw, Google Classroom, and a Parent Resource Website.

Multiple student engagement sessions were conducted via Zoom with the Director of Curriculum and Instruction. These included fifth grade students from all sites, and a group of Orinda Intermediate School students. A summary of the student feedback included:

Strengths:

1. Valued the time with their classmates and teachers on Zoom
2. Valued the chance to have more flexibility and choice in their daily routine
3. Appreciated that many teachers had adapted to the new learning environment

Growth Areas:

- More live time with teachers and peers
- More structure to daily and weekly schedule for students
- More clear and consistent expectations from teachers, especially at OIS with multiple classes
- Continued work with small groups and a chance to connect with peers and the teacher(s)
- More consistent connection with technology tools- improved devices and Wifi

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

The Orinda Plan for Re-Opening was titled the Orinda Plan for Education Now (O.P.E.N.) and was developed by the School Year Advisory Group. This had a significant impact on Orinda USD Learning Continuity Plan and focused on several important themes:

- Student and Staff Safety
- High Quality Instruction
- Social and Emotional Well-Being
- Access and Equity
- Support and Intervention
- Communication and Transparency

A variety of stakeholder engagement tools were also used to inform the 2020-21 Learning Continuity Plan, such as multiple surveys to parents and teachers, engagement meetings with parents, students, and staff, and the public comment and conversations at Board meetings throughout the Summer of 2020. These tools gave staff critical feedback on the strength and the challenges of the Distance Learning that was provided by the District during the Spring of 2020. Several takeaways were salient from the use of these tools and were key features of our re-opening strategy:

1. A more robust and structured Distance Learning Schedule for both TK-5 and 6-8 students; this included grading, attendance, and work submission.
 - More live learning (synchronous) sessions with teachers.
 - Clear and easy to follow daily and weekly learning plan/schedule for parents and students, including streamlined platforms for communication, assignments, and schedules.
 - Clearly aligned and communicated expectations for parents, teachers, and students with their schedules, time with synchronous and asynchronous learning, work, and communication.
 - Increased interaction with teachers and students to maintain and promote social and emotional health.
 - Increased access to technology including support with hardware, Wifi, and training for parents on the most common digital platforms and tools.
 - Increased teacher training in delivering effective Distance Learning Programs, focused on content, delivery, technology, and social-emotional support for students.

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.]

The California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction. Any county that does not meet the state's benchmarks is put on the County Monitoring List.

When data indicates that it is safe to re-open, Orinda USD will offer in-person instruction in a full return or a hybrid approach. Orinda USD will continue to offer Distance Learning opportunities for students and families. Appropriate safety, health, and learning procedures and protocols will be followed and emphasized to ensure students and staff can return in a successful, organized, and safe manner.

Upon re-entry, Orinda USD will continue to administer interim assessments at specified intervals to measure learning gains, assess persistent gaps, and ensure consistent monitoring and support district-wide. This data will inform the intervention support at each school site and guide how each site can support and challenge all students. Focused communication and parent conferences will provide parents and guardians information about each student’s progress. Furthermore, the District will ensure contact with parents/guardians who are not accessing student grades, especially for parents/guardians of students determined to be at greater risk due to lack of consistent participation and other factors.

Orinda USD has taken on a comprehensive plan to bring classroom-based instruction to all TK-8th grade students. There has been particular focus on supporting students who may have experienced significant learning loss due to school closures or who are at greater risk of experiencing loss in the current situation. A summary of these actions include district wide contingency planning for both hybrid models and full distance learning programs, including details for the transition or a pivot. Significant areas of focus for this plan include:

- Curriculum and Instruction
- Teacher and Staff Training and Professional Development
- Health and Safety
- Student Wellness and Support
- Technology
- Facilities
- Child Care
- Transportation

For more information, please consult our Orinda Plan For Education Now: https://drive.google.com/file/d/1PIduAgDAbJ-_gCwaK3JVHlukzhmHut7c/view

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

Description	Total Funds	Contributing
<p>Health & Safety Measures In order to provide increased health & safety measures, Orinda USD will augment and adjust custodial services and purchase the following: additional hand washing stations, additional cleaning supplies, Plexiglas sneeze guards, personal protective equipment, safety protocol signage, temporary fencing, temporal thermometers, and other related equipment.</p>	\$94,000	Yes
<p>Supporting Most Vulnerable Students In order to support our most vulnerable students, related services as noted in IEPs may be provided by contracted services. Additionally, curriculum and other materials were purchased (i.e. Edmark curriculum and Teach Town) to support students with special needs.</p>	\$38,000	Yes

Distance Learning Program

Continuity of Instruction

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

Full curricula, which are standards-aligned, will be implemented in both distance learning and in-person learning modes for all students. Our reopening plan, titled Orinda Path to Education Now (OPEN) <https://drive.google.com/file/d/1PIduAgDAbJ-gCwaK3JVHlukzhmHut7c/view> includes a comprehensive description of our full curricula and instructional resources for both distance learning and in-person instruction, as well as for potential rapid transition between these modes of teaching and learning.

Our learning management and data systems, PowerSchool and Illuminate, will be used for both distance and in-person learning. Our LMS as well as other adaptable learning platforms such as School Loop, Seesaw, and Google Classroom will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Additionally, Orinda USD will be providing supplemental online resources including Teacher's College Reading and Writing Project Virtual Lessons, Freckle Math and Star Diagnostic Assessment, Lexia, Learning Ally, BrainPop, and Mystery Science.

Daily, live instruction and interaction was a key area for improvement in the spring implementation of distance learning. During this time, asynchronous learning was the primary model. The Orinda USD community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer-to-peer interaction, as much as possible. The requirement to provide daily, live instruction has been affirmed by Senate Bill 98. During distance learning, Orinda USD will be offering consistent, daily, live instruction for every student along with asynchronous instruction to support student mastery of the standards. The option to view recorded instruction at a later time is critical in meeting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students.

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.]

Device Access and Usage

All Orinda USD students will need devices (iPads for TK-2 and Chromebooks for grades 3-8) to participate fully in their distance learning experiences. As with the Spring of 2020, the District facilitated a comprehensive device lending program during full distance learning that offered devices for check out before the start of school. The link to the device lending request form was sent out via email to families and is posted on the Orinda USD website on the COVID-19 page. In addition, the District will also offer an option for 3rd-8th grade students to purchase a Chromebook through a school purchasing portal linked on the District website. Chromebooks purchased through the school portal will be preconfigured to be managed by the District to provide a safe and secure learning environment. Any purchased device will also

be permitted to be used in the classroom when the District returns to an in-person Hybrid schedule. More information about iPads and devices for TK-2 will be forthcoming.

All Orinda USD students need devices (iPads for TK-2 and Chromebooks for grades 3-8) to participate fully in their Distance Learning experiences. As with the Spring of 2020, the District is facilitating a device lending program during full Distance Learning that offers devices for check out before the start of school. The link to the device lending request form was sent out via email to families and can also be found on the [Orinda USD website on the COVID-19 page](#):

<https://docs.google.com/forms/d/e/1FAIpQLScDoDoBXiDg7AOvBGjzFbhLVCiL4hvo9beG47QQM2-Z954Cuw/closedform>

In addition, the District will also offer an option for 3rd-8th grade students to purchase a Chromebook through a school purchasing portal linked on the District website. Chromebooks purchased through the school portal will be preconfigured to be managed by the District to provide a safe and secure learning environment. Any purchased device will also be permitted to be used in the classroom when the District returns to an In-Person Hybrid schedule.

Internet Access

Internet hotspots will be made available for families who do not have internet access at home. Parents will need to contact their school site principal to make a request for a hotspot. Orinda USD will be providing an informational page on the District website with recommendations for improving home internet connections.

Common Digital Platforms

The Clever Single Sign-on portal will be used to provide students streamlined access to all of the common digital platforms used in the District. The portal will be customized to the student login to provide a grade level specific list of applications that will be accessed throughout the year. Clever logins will be provided to students by their classroom teachers at the beginning of the year.

Google Classroom will be the main platform used by all TK-5 parents for the purpose of managing their student schedules and overall workload and assignments. TK-5 teachers may also use Seesaw for student activities and projects. TK-5 parents will be able to access Google Classroom using their student's Google account, and login information will be provided in August 2020. For students in grades 6-8, teachers will post assignments in Google Classroom that copy over to School Loop so parents have access to assignment information. School Loop is the overall management tool for all student classes, while Google Classroom provides specific information for each individual teacher.

Last spring, the District began investigating other Learning Management Systems (LMS) to streamline and improve distance learning for students, parents, and teachers. Several top companies in the K-12 Learning Management Systems space presented to District stakeholders during this process. Following the presentations, Orinda USD determined that Canvas LMS is best suited to meet our District's needs, and we will therefore be piloting this system in several classes across school sites during the 2020-2021 school year with the hope of expanding to all classrooms if feedback from the pilot is positive.

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.]

In addition to classroom teachers providing live instruction as well as scheduled off-line assignments and lessons to continue student learning, Orinda USD art, music, and PE teachers will weave live and recorded lessons into regular schedules of all elementary students. The Orinda Union School District will use the following strategies to track and monitor student progress through live contacts and synchronous instructional minutes.

Attendance:

- Attendance will be gathered by classroom teachers daily in several different ways: live interaction, pupil and/or parent contact, assignment completion, assessments, and engagement in PowerSchool.

Participation and Engagement:

- Classroom teachers will evaluate and assess student work, completion of assignments and collect metrics on student daily/weekly progress to ascertain the level of participation and progress. Orinda USD has developed an engagement protocol through our Illuminate system that teachers will complete daily and which tracks student engagement in key areas including:
 - Joined synchronous Zoom lessons
 - Joined Google Classroom or Seesaw (or other platforms)
 - Asynchronous participation and tracking assignments

Time Value of Pupil Work:

- The time-value will be provided through lesson plans and student assignments from each classroom teacher.

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.]

Professional development and resources for teachers and staff focused on topics including best practices in Zoom, Google Classroom, Seesaw, Freckle Math & Science, use of mirroring/document cameras, TK-5 virtual assessments, and grade level planning. Voluntary additional professional development opportunities included virtual workshops from Silicon Valley Math Institute, Teachers College Reading & Writing Project, and four microcourses from the International Society for Technology in Education (ISTE). Staff Development for our instructional assistants and substitute teachers will be scheduled for September.

The Orinda Union School District will provide high quality, rigorous professional development to ensure positive, equitable outcomes for all learners. Some of the most significant actions include:

- Shifting the 2020-21 School Calendar to add an additional Professional Development Day on August 10th. (In addition to August 11th)
- Using Teachers on Special Assignment (TOSAs) and other teacher leaders from all sites to train teachers in Orinda USD's digital tools and platforms: Zoom, Google Classroom, Seesaw, etc.
- Offering stipends for voluntary professional development from the International Society for Technology in Education (ISTE) with a bundle of Distance Learning Micro-Courses (more than 120 teachers enrolled)
- Continuing support through Digital Tools and Resources including District Technology Badging Program, Teacher Resource Website, and a Distance Learning Resource Site for staff
- Acquiring several new virtual digital tools and resources such as the Teachers College Reading and Writing Virtual Units, Freckle Math and Science Programs, FossWeb for Science, and Digital Licenses for all staff in History: SAVVAS for K-5, and National Geographic for 6-8.

If a teacher's device requires technical service, or if the teacher needs technical support with our adopted electronic platforms, Orinda USD has a protocol in place for them to receive support as described in our Orinda USD O.P.E.N. plan that is posted on the District Website.

Staff Roles and Responsibilities

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

A wide variety of student needs, including trauma, lack of mental wellness, stress and anxiety, and low academic performance have been intensified as a result of the COVID-19 pandemic.

As a result of the need to effectively operate under different circumstances during the COVID-19 pandemic, the roles and responsibilities of staff members have been revised to meet the needs of our community.

New responsibilities for administrators include:

- Preparing school campuses for social distancing and safety procedures.
- Facilitating staff training on social distancing and safety procedures.
- Monitoring personnel to ensure adherence to social distancing and safety procedures.
- Providing training and support to staff for the virtual learning environment.
- Complex classroom assignment procedures factoring in family needs when possible.
- Coordination of remote learning systems.
- Ensuring equitable access to at-home technology.
- Daily family outreach to determine and address barriers to student engagement in the virtual classroom.
- Conducting meetings with colleagues, staff, families, and community members through video conferencing platforms.

New responsibilities for teachers in the virtual classroom environment include:

- Designating teachers at every grade level to become "tech leads" in order to facilitate support of their teams with grade level learning.
- Using new online platforms and programs.
- Ensuring instructional plans are appropriate for a virtual environment.
- Communicating access procedures for instruction and resources to parents and students.
- Engaging and motivating students in a virtual environment.
- Posting all assignments and providing feedback on progress through a learning management system.
- Conducting meetings with colleagues and families through video conferencing platforms.

New responsibilities for Counselors and Mental Health Professionals:

- Counselors continue to work with students at the middle school. We have signed contracts with four psychologist interns to provide added support for students during this time.

Orinda USD has an assistive technology aide who works with students. During COVID-19 she has worked with teachers to provide technological support for distance learning. She has provided district training to all of the Student Support Aides and Instructional Aides. She has worked directly with students to ensure they are accessing their classes through the online platform. This employee has enabled students who would not otherwise have access to their classes to engage. Additionally, she has simplified the system to access links so students and their parents have a "one stop shop."

(From Tentative Agreement: Memorandum of Understanding with CSEA: COVID-19 Pandemic and Reopening of School in 2020-21 School Year)

NOTE: This is an example of additional duties that may be included:

*Student Support family classifications: Support student learning through attending virtual meetings with teachers and students and monitoring breakout rooms. Support wiping down and disinfecting items within the classroom on a regular basis in order to maintain cleanliness standards.

*Clerical job family classifications: Support with morning health screening, supervision before school, during passing periods, recess, and lunch.

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.]

Support of EL Students

English learners will receive daily designated and integrated ELD instruction to practice their English language skills and achieve academic standards, and instruction targeted at their proficiency level. Currently there are 23 Classified EL students from 2019-20 who are being supported daily with ELD instruction both integrated in their Zoom classrooms as well as 30 minutes daily in 1:1 and small group settings. All RFEP students are monitored, and five students daily join the designated ELD lessons. Some students who need more support, such as newcomers, are receiving an additional 30 minutes of ELD instruction. Students who are classified as both EL and SPED/Speech and Language are receiving services as mandated by their IEP along with adherence to the modifications and goals outlined in each IEP. Some EL students are receiving additional reading intervention for 30 minutes three times each week. EL students are working on reading, writing, listening, and speaking skills as prescribed by our EL Specialist teacher. Incoming students will be informally assessed using an informal inventory developed in accordance with the CDE guidelines. The Informal Language Assessment for English Language Proficiency is used to help identify EL students' English language proficiency in order to support student placement in English Language Development (ELD) services through distance learning instruction. The informal assessment does not replace the administration of Initial ELPAC. It is given until a time that the Initial ELPAC can be administered in-person or adjusted and administered remotely. Please refer to our EL Specialist's schedule which is subject to change:

https://drive.google.com/file/d/1QxLH6Tad7HouWdB3Y_MWRRsEwYXnMCN7/view?usp=sharing

Support of Students in Special Education

- To mitigate learning loss and prevent additional learning loss for pupils with unique needs, we utilize a separate tracking system for engagement.
- Providers meet weekly to discuss any student difficulties.
- Students who have aide support written in their IEP are provided this service through the distance learning platform.
- Communication between home and school is on a weekly and for some students, daily basis.
- Emergency Circumstances Plans are being developed per Senate Bill 98 to explain how goals will be addressed if it is different from in person instruction.
- Parents receive emails weekly for updates pertaining to students in special education.

Support of Students who are Foster Youth or Homeless

- The Foster and Homeless Youth Services programs will provide school supplies to foster and homeless students in need.
- Communication between teachers and their administrators will be used to identify student needs and address barriers to education.

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

Description	Total Funds	Contributing
<p>Instructional Materials & Resources</p> <p>In order to provide continuity of instruction the following instructional resources were purchased to support remote instruction: SeeSaw Pro, Virtual Units of Study for Reading and Writing Workshop, Freckle Digital Math Tool Licenses and STAR math Diagnostic Assessment Digital resources for History / Social Studies: SAVVAS learning and National Geographic Cengage, Elementary math manipulative kits, Virtual Units of Study for English Language Arts, Studies weekly (digital), and additional instructional software tools such as Mystery Science and BrainPop</p>	<p>\$139,000</p>	<p>Yes</p>
<p>Professsional Learning</p> <p>In order to provide high-quality professional development to staff in order to support the remote learning program the following resources were purchased: ISTE micro courses, a variety of virtual courses focused on supporting high-quality on-line instruction such as Teacher's College Reading and Writing Project, consultation and work with Silicon Valley Math Project, extra professional development days focused on Distance Learning provided by Teachers on Special Assignment, and additional hours for teacher planning and preparation in order to prepare for facilitation of the August professional development days.</p>	<p>\$96,000</p>	<p>Yes</p>
<p>Access to Devices and Connectivity</p> <p>In order to ensure access to devices and connectivity the following technology supports were purchased: Doc Cams, Hotspots, Chromebooks, I pads, software.</p>	<p>\$ 80,000</p>	<p>Yes</p>

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.]

Orinda USD will administer diagnostic and ongoing benchmark assessments in English Language Arts, English Language Development, and Math.

For English Language Arts, assessments include Fountas and Pinnell (F & P) Reading Level Assessments, along with DIBELS (now Acadience) and other literacy benchmarks for all students. These assessments are being administered virtually until live assessment protocols can be approved and deemed safe by Contra Costa Health Services.

All of our ELD students are given the ELPAC interim and summative assessments, and kindergarteners are given an informal language assessment for proficiency.

In Mathematics, students are given benchmark trimester assessments three times a year, including a diagnostic Star assessment from our digital math tool, Freckle.

Teachers also use running records, phonics units, data from our literacy intervention program, and other formative and summative measures. These data will measure learning loss as a result of COVID-19, as well as help to monitor student progress throughout the school year. Orinda USD district and site administrators will also collaborate with leadership teams to develop common formative assessments to measure student learning loss and determine the next steps in the areas of English Language Arts, English Language Development, and mathematics.

Pupil Learning Loss Strategies

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

The total composition of English Learners, Low Income Students, and Foster Youth in Orinda USD is less than 4% of our student population; for the 2020-21 school year, there are currently two students designated as homeless, and Orinda USD has given specific support to meet their needs. Our actions and strategies have focused on both the unduplicated student population, but also ways that we can benefit all student groups. To provide increased support of students in English Language Arts, Lexia is being used for students needing intervention support along with targeted lessons by the Orinda USD literacy intervention specialist. Our ELD Specialist is also meeting personally with all EL students and using instructional strategies that target and support any learning gaps in student language development. She will host live lessons for our English Learners both in small groups and 1:1. Additionally, our school nurses are working with parents to support and monitor changes to students' health.

The implementation of pupil learning loss strategies is a necessary step in addressing the needs of students at this time. Student data is essential in understanding the effectiveness of implemented learning loss strategies. For data to lead to meaningful change in student outcomes, teachers and administrators need time to analyze the data, determine trends, and implement targeted instruction to meet identified student needs. (Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools - <https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>)

Orinda USD is committed to the following protocols and processes to monitor the effectiveness of implemented pupil learning loss interventions:

- Administer Orinda USD baseline, diagnostic, formative, and summative assessments.
- Orinda USD plan for generating individual and group progress reports based on current formative and summative assessments.
- Orinda USD plan for comparison of student levels in growth to growth in previous years by reviewing past report cards and discussing student learning profiles with former teachers.
- Orinda USD plan for professional time set aside for teachers and administrators to analyze student assessment results and student work.

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.]

Orinda USD will measure the effectiveness of our learning loss strategies through student progress in the areas of focus.

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

Description	Total Funds	Contributing
<p>Support for Student Assessments</p> <p>Orinda USD is purchasing Presence Learning for some virtual assessments to ensure the safety of students and staff.</p>	\$40,000	Yes
<p>Literacy Intervention Materials/Personnel</p> <p>Additional literacy intervention curriculum programs such as Lexia and Learning Ally are available to address possible learning loss and ensure a strong early literacy foundation for all students. Orinda USD supports a literacy intervention program that identifies and supports struggling readers in grades K-2.</p>	\$24,000	Yes
<p>Professional Learning</p>	No additional Cost	Yes

Description	Total Funds	Contributing
Orinda USD has a designated EL Specialist who is providing support directly to EL students and to their classroom teachers. Teachers on Special Assignment provided training for all new teachers in the form of a "new teacher bootcamp" to help support the implementation of signature practices such as Reading and Writing Workshop, Silicon Valley Math Institute, and Distance Learning best practices.		

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.]

Orinda USD will provide staff development in several areas related to the social emotional health of staff, parents, and students. We will deliver professional development and parent education opportunities throughout the Fall and will create a resource bank for parents and teachers in conjunction with the Contra Costa County Office of Education. Additionally, Orinda USD will provide staff development as outlined in our re-opening plan:

<https://drive.google.com/file/d/1PIduAgDABJ-gCwaK3JVHlukzhmHut7c/view>

<https://drive.google.com/file/d/1IDwbE04mSX46UeSGx7taSjcUIMf1MKzS/view?usp=sharing>

The following resources will be provided to pupils and staff to address trauma and other impacts of COVID-19:

Sample trauma resources:

<https://selproviders.casel.org/sel-resources/> (large clearinghouse of resources during COVID-19)

<https://www.understood.org/en/school-learning/for-educators/empathy/5-tips-for-supporting-students-socially-and-emotionally-during-distance>

(Article about tips for supporting students emotionally during distance learning)

<https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus> (Trauma informed approach during school closure and distance learning)

<https://www.rulerapproach.org/managing-anxiety-around-covid-19/> (Tips for managing adult anxiety around COVID-19 from Yale Center for Emotional Intelligence)

https://selcenter.wested.org/wp-content/uploads/sites/3/2020/05/SEL_Center_Strategies_for_Trauma_Informed_Distance_Learning_Brief.pdf

(Strategies for trauma-informed distance learning from WestEd)

<https://www.search-institute.org/wp-content/uploads/2020/03/Coronavirus-checklist-Search-Institute.pdf> (Strategies to build relationships during COVID-19)

<https://casel.org/wp-content/uploads/2020/06/5-Minute-Chats-with-Students.pdf> (Sample questions to ask during 5-minute individual check-ins with students to build relationship)

https://docs.google.com/forms/d/1c7W-Z9O_cno8MSyaUd7OpAbtfAG374u309HDKtLkdIY/viewform?edit_requested=true (Sample Google Forms check-in survey)

<https://docs.google.com/presentation/d/1rMyNxAv7n5HNm8Aja-wJzJ-4Yygu8ByO0vK2zjY0GnM/edit?pli=1#slide=id.p6> (Google slide deck with several check-in and exit ticket activities for emotional check-in's)

The National Child Traumatic Stress Network (NCTSN): [Trauma-Informed School Strategies During COVID-19](#)

SEL Center: [Strategies for Trauma-Informed Distance Learning](#)

CCEE [Trauma Informed SEL:Dist.](#)

[Trauma Informed SEL:Hyb](#)

Aperture: Social and Emotional Learning at Home

<http://info.apertureed.com/sel-at-home>

Instructional Materials and Professional Development

Orinda USD is preparing for 2020-2021 distance learning and in-person hybrid programs in the following critical ways:

For Teachers:

- Two days of required Professional Development prior to the first day of school and voluntary Professional Development opportunities.
- Teachers will engage in Professional Learning Modules from the International Society for Technology in Education (ISTE) focused on high caliber online instruction and learning.
- Teachers will receive training on how to implement available tools in the Zoom platform to enhance students' learning.
- Acquiring digital materials, such as virtual lessons from Teachers College Reading and Writing Project (TCRWP), for teachers to use in distance learning.
- Teachers collaborating in grade levels and within departments to share and align content and emphasize content expertise within and across each grade levels or departmental teams.

For Students and Families:

- School sites will coordinate with families to deliver any hard copies of materials that will be needed in our Distance Learning Program.
- Orinda USD will work to ensure that students who need access are provided with devices and WiFi access to ensure accessibility of the instruction.
- For students impacted by COVID-19, provide academic accommodations and intervention in addition to social/emotional support.
- For students who have difficulty learning online, prepare alternative methods for showing mastery so that learning deficits do not occur.
- For students from low-income backgrounds, disabilities, English Learners, Foster/Homeless youth, and other vulnerable student groups, provide targeted support as needed.
- For students who are absent for more than two days of instruction per week, establish procedures to re-engage them.

- Offer parent education events related to supporting student success with distance learning, the in-person hybrid model, and social emotional well-being. Orinda USD has twelve parent/guardian education sessions being offered through the [Orinda USD Online Parent University](#). These sessions are one hour in length and are recorded so parents/guardians can view them at a time that is convenient for them.

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 provide outreach to all parents/guardians, we have created a tiered approach for attendance. Our teachers take attendance daily in addition to tracking students' participation in synchronous learning, asynchronous learning, and work completion. We are working with our data management partners at Illuminate to create a streamlined tool that teachers will use to track student engagement and participation. Included in our program/plan we have written procedures for tiered re-engagement strategies for students who are absent:

- Teacher email to parent
- Teacher call to parent
- Administrator call to parent
- Student Services call to parent

We will work with families to re-engage students through scheduling, counseling, and teacher support.

[EC 43504](#) Attendance and Absences

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.]

Orinda USD has no foster youth at this time and fewer than 15 students who participate in the free and reduced lunch program. Orinda USD has partnered with Acalanes Union High School District to prepare meals that are ready for pick up at the District Office. Orinda USD is delivering food to one family who has no transportation. We are also partnering with El Cerrito School District for two of our families on an interdistrict transfer.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
0.71%	3,318

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.]

The following actions are provided on an LEA-wide basis but are specifically designed to meet the needs of our unduplicated student populations:

Professional Learning

Every certificated staff member participated in two districtwide professional learning days prior to the start of school. The focus of these days was on supporting the needs of all our students through distance learning. The needs of our unduplicated students were addressed through developing instructional practices such as social-emotional learning, building relationships with students, best practices for online teaching, formative assessment practices, technology, etc. Additionally, the Monday "flex" day will give our teachers a chance to have professional development opportunities to address topics such as formative assessment, differentiating instruction, and student engagement.

1:1 Devices & Connectivity

Every student who needed technology access received an Orinda USD configured device. We have distributed internet hotspots to families and staff in need of internet connections. Our EL specialist connects with families to ensure those who do not speak English are able to connect their devices in order to access daily instruction. Elementary Intervention Teachers will provide additional support in academics and English learner development at the primary grades.

Counseling Services

We have restructured responsibilities of the equivalent of 2.0 middle school counselors to provide intentional outreach, monitoring, services (i.e. individual or small groups) for students who are homeless, foster youth, English learners and/or low-income. Counselors have the responsibility to ensure that students are well served in the remote and/or hybrid learning model. Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in schools.

Schedule Structure

Both the elementary and the middle school daily schedules are structured to support students' social and emotional health. For elementary schools, teachers hold morning and closing meetings and have blocked time during which they are meeting regularly with students either individually or in small groups. The Middle School opted for a "Cycle Session" schedule where students have only two teachers for a two week period. Their live sessions are normally held with only half of their total class. This has allowed for teachers to build stronger relationships with students and for students to participate in small breakout groups with their peers. This also allows for students to focus on two subjects and not be overwhelmed with a full load of 6-7 classes during their distance learning experience.

Unduplicated Students

The total composition of English learners, low income students, and foster youth in Orinda USD is less than 4% of our student population; for the 2020-21 school year, there are currently no foster youth, and two students designated as homeless. Orinda USD has given specific support to meet their academic and social-emotional needs. Our actions and strategies have focused on the unduplicated student population, but many of our implemented strategies also benefit all student groups.

Foster youth: Orinda USD has no foster youth at this time.

English learners: Currently there are roughly 38 students designated as EL students.

All students who are participating in the Free and Reduced lunch program are receiving free and reduced lunch. They have been given a device to work on from home if needed. Any additional supplies will be provided if required for their classes.

Students are able to participate fully when they have the materials they require. Orinda USD is in communication with these families to ensure our students have what they need to participate fully and be successful.