OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Learning Continuity & Attendance Plan

Learning Continuity & Attendance Plan

New tool created to explain to students, families, and stakeholders how District will provide in-person and distance learning for 20-21

Covers 2020-21 plan for:

○ In-person instruction and Distance learning program

○ Addressing the unique needs of English language learners (ELLs) and newcomers; low-income students; unhoused students; foster youth; students with dis/abilities; and African American, Asian Pacific Islander, Latino, and Middle Eastern students

○ Addressing unfinished learning resulting from extended school closures

○ Supporting mental and social-emotional health of students and staff

○ Providing students with continued access to food

○ Increasing/improving services for foster youth, low-income students, and ELLs

SY 20-21 COVID-19 FUNDING SOURCES SUMMARY

LEARNING LOSS MITIGATION FUND

$39.1 Million

GENERAL FUND

Expires:
December 30, 2020

$3.26 Million

RESOURCE
7420

CORONAVIRUS RELIEF FUND

Expires:
December 30, 2020

$8.45 Million (Sec. 110(a))
$22.1 Million (Sec. 110(b))
$2.65 Million (Sec. 110(c))

TOTAL: $33.2 Million

RESOURCE
3220

GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND (GEER)*

Expires:
September 30, 2022

$2.62 Million

RESOURCE
3215

ELEMENTARY AND SECONDARY EDUCATION RELIEF FUND (ESSER)*

Expires:
September 30, 2022

$14.49 Million

RESOURCE
3210

**$36.5 Million
Expires: December 30, 2020**

*Subject to Private School Equitable Services
Created by Strategic Resource Planning
8/24/20

Funding Sources included in LCP

Local Control Funding Formula (LCFF) Supplemental & Concentration Funds	$75,638,663
Federal Title & Comprehensive School Improvement (CSI) Funds	$25,431,158
Learning Loss Mitigation & Emergency Relief Funds	$53,593,333
Learning Continuity and Attendance Plan Funds	**$154,663,154**

*See Appendices for full list of funds included in LCP

LCP Timeline

Drafting	• **June 29:** Legislature creates LCP as part of Senate Bill 98 • **July 17:** CDE releases draft plan template; OUSD teams shift to writing
Feedback	• **August 13–September 3:** LCAP PSAC (Parent & Student Advisory Committee) and subcommittees review draft and provide feedback • **September 16:** Second PSAC review of Public Hearing LCP draft and Superintendent's response to initial feedback
Hearings	• **September 9:** Board holds Public Hearing on LCP • **September 23:** Board adopts final LCP

LCP Sections and Themes

1. Stakeholder Engagement	• Student, family and community member engagement • Staff and labor partner engagement • How the draft plan is responsive to stakeholder feedback
2. Continuity of Learning	• Proposed plan for in-person instruction • Plan for distance learning program and professional development • Tracking student participation and progress in distance learning • How staff roles and responsibilities are changing • Targeted supports for students with unique needs
3. Increased & Improved Services	• Investments in college, career and community readiness • Targeted supports for focal student groups • Strategies for welcomed, safe, healthy, engaged families/students • Supports to recruit, develop and retain high-quality staff

District Counterpart LLMF Use

This is a summary of some of the items we have learned other districts plan to invest their LLMF in to support their distance learning and safety needs.

- Chromebooks, laptops, and hot spots for students and teachers
- Short term teacher hiring for smaller classes
- PPE, plexiglass barriers, and sanitation stations
- Intervention aids and mental health services
- Supplemental curriculum, distance learning software, and Zoom upgrades
- Salary cost for position changes to address needs directly related to the pandemic
- Upgrades to phone systems to support communication to students/families
- Student learning (at-home) supplies

Part 1: Stakeholder Engagement

Areas	Sample Actions
A. Stakeholder Engagement Process B. Options for Remote Participation in Public Meetings C. Summary of Stakeholder Feedback D. Aspects of the Plan Influenced by Stakeholder Input	● Host multiple Zoom meetings and conduct surveys by paper, on our website, and by phone to understand student, family, and staff needs and concerns. ● Identify a main contact at each school site to lead communication, the Family Navigator.

Stakeholder Feedback: Key Themes

- Start the school year remotely in distance learning.

- Expand technology access for both students and staff.

- Provide professional development and training to ensure that staff fully understand the changing landscape due to COVID-19.

- Develop a robust system to purchase and distribute Personal Protective Equipment (PPE) and other supplies to keep staff and students safe.

- Identify point people at each site for Family Navigation, Safety, and Distance Learning.

- Ensure that needs of most vulnerable students are being addressed.

Part 2: Continuity of Learning

Areas	Sample Actions
A. In-Person Instruction B. Distance Learning Programs C. Unfinished Student Learning (Learning Loss) D. Mental Health & Social-Emotional Well-Being of Students & Staff E. Student & Family Engagement & Outreach F. School Nutrition	● Create phased plan for in-person instruction (safety, cleaning, nutrition, and transportation) ● Create Strong Start Plans: Schedules, grade-level/subject matter content, streamlined technology platforms, mental health resources for classroom use, professional learning

Part 2: Continuity of Learning

- **Special Education Students:** Distance Learning Plan, support for families on Special Education tools and platforms, Assistive Technology, emphasis on small group instruction, continue to hold Individualized Education Program (IEP) meetings, collaborate with families, support staff providing additional time or support with small group breakout rooms during whole group instruction.

- **English Language Learners:** Access to tools, newcomer intake, support with barriers, social workers supporting, community navigators, Essential Practices in Integrated and Designated English Language Development (ELD), professional development.

Part 2: Continuity of Learning

Serving Diverse Learners: Sample Actions

- **Foster Youth:** Coordinate with Alameda County and CASA advocates; implement use of database to monitor foster youth students; develop targeted communication strategies; share best practices during quarterly meetings; provide case management through lead agencies and school based case managers; fund expanded supports for 20-21 school year.

- **Unhoused Students:** McKinney Vento monitoring enrollment; address unique technology needs; provide 1:1 tutoring; engage families; connect families to COVID-19 housing support services through the County.

Part 2: Continuity of Learning

Serving Diverse Learners: Sample Actions

- **Black Students:** Create partnerships to co-construct a Black Student/Anti-Racism Collaborative for OUSD to recognize and prioritize needs of our Black students; African American male literacy mentors for TK students to build foundational literacy skills; Staff Racial Justice Affinity Circles; Racial Justice Equity and Healing Professional Development for Teachers and Principals; Development of Racial Justice Discussion Guides for Teachers

Part 2: Continuity of Learning

- **Newcomer Students:** Continue to implement our Young Hawks program, monitoring and supporting re-engagement of secondary unaccompanied minors in distance learning through case management, court advocacy, academic intervention, and culturally relevant curriculum.

- **Latino, Middle Eastern, and Pacific Islander Students:** Celebrate our scholars in grades 6–12 at our annual Student Honor Roll events in spring 2021; leverage community partnerships to implement literacy intervention and family engagement support across 10 elementary and secondary sites, A-G completion monitoring across 5 sites, and targeted high school graduation support for secondary students across five sites.

Part 2: Continuity of Learning

Unfinished Learning: Sample Actions

- Develop strategies and best practices to address social emotional needs.

- Assess unfinished learning through virtual assessments.

- Adjust grade-level/subject area content to meet student need.

- Measure the effectiveness of strategies through engagement and assessments.

Mental Health: Sample Actions

- Implement the Collaborative for Academic Social Emotional Learning (CASEL) Roadmap.

- Provide relationship-centered daily contact.

- Provide anti-racism and de-escalation training.

- Refer students and staff for mental health services/support.

Part 2: Continuity of Learning

Participation: Sample Actions

- Ensure daily outreach to families if a student misses a day of distance learning.

- Initiate extensive interventions after three missed days.

- Develop new dashboards specifically designed to monitor distance learning engagement.

School Nutrition: Sample Actions

- Provide meals to all Oakland students at 22 food distribution sites located strategically across the city.

- Connect high-need families with additional resources.

Part 3: Increased & Improved Services

Areas	Sample Actions
A. College, Career & Community Readiness B. Targeted Supports for Focal Student Groups C. Welcomed, Safe, Healthy, and Engaged Students and Families D. High-Quality Staff	● Continue to invest in Linked Learning program. ● Continue to invest in Alternative Education programs. ● Continue to fund Behavioral Health team. ● Continue to focus on recruitment and retention of new teachers.

The 2020-21 Learning Continuity & Attendance Plan: APPENDICES: Past Presentations

Special Education Community Advisory Committee (CAC)

Students with Dis/abilities & Special Education

- All IEPs will be followed to the maximum extent possible, including direct academic and related services.

- Along with other students, students with disabilities started the year participating in Special Education services virtually.

- Each student will have a Distance Learning Plan to specify services and supports they will receive during distance learning.

- Related service providers, such as occupational therapists, speech-language pathologists, and others, continue to provide direct services virtually.

- Mental health clinicians provide daily student check-ins to support coping and de-escalation skills, in addition to providing group services per IEPs.

Students with Dis/abilities & Special Education

Special Education teachers will:

- Provide direct instructional services that align to each students' IEP to the maximum extent possible;

- Hold IEP meetings and share data on students' levels and goal progress;

- Consult with other service providers and general educators to ensure materials are adapted for student access;

- Collaborate and communicate with families as partners in learning;

- Provide schedules and guidance for support staff to maximize the support they can provide to students.

Students with Dis/abilities & Special Education

Paraeducators and instructional support specialists will provide direct instructional support such as:

- "Pushing in" to general education content sessions to facilitate breakout groups or provide accommodations in real time;

- Supporting teachers with delivery of content during separate setting sessions;

- Working with individual students to facilitate access to asynchronous content prepared and provided by the Special Education or General Education teacher;

- Providing behavioral supports during sessions;

- Ongoing contact with students to support attendance and engagement; and

- Collaborating with teachers to adapt materials and lessons to ensure implementation of student accommodations and modifications.

Students with Dis/abilities & Special Education

To support families as their students are in distance learning:

- Staff will host technology-focused trainings online two times per week, which will be recorded for later access by families and staff.

- For students who have technology tools and devices in their IEPs (e.g., switches, communication devices), the devices will be provided to them, and technology support will be available to ensure parents and caregivers understand how to use the devices.

Students with Dis/abilities & Special Education

To address unfinished learning, students will be offered tiered supports based on the level of skill regression.

Tier I: Intervention materials, increased family/parent partnership to ensure use of asynchronous learning tools, and small groups for targeted instruction.

Tier II: Additional small intervention groups built into the weekly schedule of each Special Education teacher.

Tier III: Additional services such as individual tutoring, in-home behavior intervention & support, additional speech-language sessions.

District English Language Learners' Subcommittee (DELLS)

ESSENTIAL PRACTICES *for* ELL ACHIEVEMENT

1
Access & Rigor

2
Integrated & Designated ELD

3
Data-Driven Decisions

4
Asset-based Approach

5
Whole Child

Find them here: Tinyurl.com/essential-practices-ELLs

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ESSENTIAL PRACTICE 1
ACCESS & RIGOR

Access to:

➜ Grade-level content and standards with language support (High Challenge, High Support)

➜ Programs and opportunities that grade-level peers enjoy (HS Pathways, electives, etc)

Acceso a:

➜ los estándares del nivel de grado en todas las materias.

➜ programas y oportunidades que disfrutan los compañeros del nivel de grado
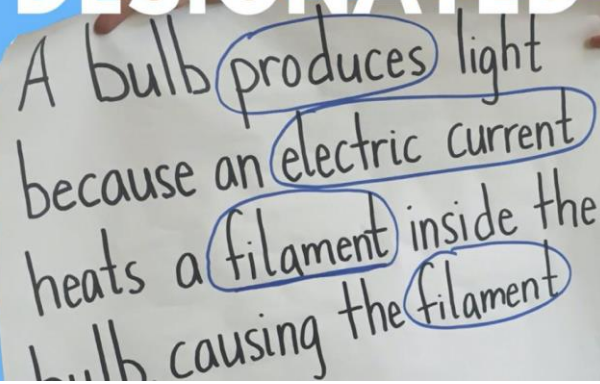
IN DISTANCE LEARNING, THIS MEANS...
➜ Access to technology
➜ Clear and explicit instructions
➜ Language supports for all assignments
    --use of visuals, audio, etc.
    --teaching strategies for before, during, and after reading complex text

EN EL APRENDIZAJE A DISTANCIA, SIGNIFICA...
➜ Acceso a la tecnología
➜ instrucciones claras y explícitas
➜ Apoyo con el lenguaje
    --uso de visuales, audio, etc.
    --estrategias de enseñanza antes, durante, y después de leer textos complejos

ESSENTIAL PRACTICE 2
INTEGRATED & DESIGNATED ELD

ELLs must receive both Integrated and Designated ELD whether instruction is in person or distance.

Integrated ELD: Language development through content area instruction (math, history, etc>)

Designated ELD: A separate class focused on their level of English proficiency
(Live instruction + Apps like Brainpop, Duolingo, Imagine Learning)

Estudiantes Ell deben recibir enseñanza ELD tanto integrada como designada ya sea que la enseñanza sea en persona o a distancia.

→ **ELD Integrado:** Desarrollo del lenguaje mediante enseñanza de área de contenido (matemáticas, historia , etc.)

→ **ELD Designado:** Una clase por separado que se enfoca en su desarrollo a su nivel de proficiencia en el idioma inglés (enseñanza en vivo además de aplicaciones como Brainpop, Duolingo, Imagine Learning)

ESSENTIAL PRACTICE 3
DATA-DRIVEN DECISIONS

Differentiate based on student need and engage students in prompt feedback.

Decisions are based on data in order to
➔ inform language program placement
➔ inform instruction
➔monitor progress of English Learners
➔ evaluate the effectiveness of our programs

Las decisiones se basan en los datos para:
➔ informar la asignación de los estudiantes en los programas del lenguaje
➔ informar la instrucción
➔ monitorear progreso de estudiantes ELL
➔ evaluar la eficacia de los programas

IN DISTANCE LEARNING, THIS MEANS...
➔ assessing unfinished learning
➔ using data to differentiate support for every student
➔ providing helpful and prompt feedback to students on both content and language learning

EN EL APRENDIZAJE A DISTANCIA, SIGNIFICA...
➔ evaluar aprendizaje incompleto
➔ usar información para diferenciar el apoyo para cada estudiante
➔ proporcionar retroalimentación (asesoramiento y sugerencias) rápida y que ayude a los estudiantes tanto en el contenido como aprender el idioma

ESSENTIAL PRACTICE 4
ASSET-BASED APPROACH

Provide programs and instruction that affirms and builds on students' linguistic and cultural assets, including: → Dual language programming
→ Biliteracy Pathway Awards
→ Instructional practices that build on students' knowledge

Proveer programas y instrucción que afirman y aprovechan de las fortalezas de los estudiantes, incluyendo: → programas de lenguaje dual
→ premios de la habilidad bilingüe
→ enseñanza que aprovecha del conocimiento del estudiante

IN DISTANCE LEARNING, THIS MEANS...
→ teachers take time to learn about the resources in the students' families and community
→ students have the opportunity to learn in their home language and with family
→ bilingual programs continue to provide instruction in both languages according to their program design

EN EL APRENDIZAJE A DISTANCIA, SIGNIFICA...
→ los maestros toman tiempo para aprender acerca de los recursos de las familias y la comunidad
→ los estudiantes tienen la oportunidad aprender en su lengua materna y con su familia
→ programas bilingües siguen la instrucción en ambos idiomas según su programa normal

ESSENTIAL PRACTICE 5
WHOLE CHILD

Leverage family and community supports to address the unmet, non-academic needs that hinder students' ability to thrive in school.

➜ Family partnerships
➜ Attend to social-emotional and mental health needs of ELLs, with special attention to newcomers
➜ Ensure a welcoming, bully-free environment for all families (Sanctuary district)

IN DISTANCE LEARNING, THIS MEANS…

➜ **multilingual resources, tutorials and workshops for families to support home-based learning**
➜ **identify the barriers to learning and access available supports (social workers, partner organizations)**
➜ **incorporate mindfulness, strategies to relieve stress, and joy into the instructional day for students**

Para español mire la próxima ficha.

ESSENTIAL PRACTICE 5
WHOLE CHILD

Apoyar a la familia y la comunidad tratando las necesidades no académicas del estudiante que no se cumplieron y que minimizan su habilidad de avanzar en la escuela

- Colaboración con la familia
- Atender las necesidades socioemocionales y de salud mental de los ELL, con atención especial a los recién llegados
- Asegurar un ambiente de bienvenida sin bully para todas la familias (Distrito Santuario)

EN APRENDIZAJE A DISTANCIA, ESTO QUIERE DECIR...
- **recursos multilingues, tutorías y talleres para apoyar a familias en aprendizaje con base en casa**
- **identificar las barreras para el aprendizaje y acceso a apoyos disponibles (trabajadores sociales, organizaciones asociadas)**
- **incorporar conciencia total, estrategias para minimizar el estrés y regocijo a la enseñanza diaria de los estudiantes**

Investments for Access & Rigor, Integrated & Designated ELD, and Data-Driven Decisions

ESSENTIAL PRACTICE 1
ACCESS & RIGOR

ESSENTIAL PRACTICE 2
INTEGRATED & DESIGNATED ELD

ESSENTIAL PRACTICE 3
DATA-DRIVEN DECISIONS
Differentiate based on student need and engage students in prompt feedback.

ELLMA Office Central Instructional Staff
➜ 6 Language Specialists aligned to networks
- Two focused on newcomers
- Two focused on Spanish literacy and Dual Language

Central Investments
➜ Professional Development stipends for teachers
➜ BeGLAD contract for foundational PD for elementary teachers

Site-based investments
➜ Newcomer English Language Teacher Leaders at 9 sites
➜ Newcomer Assistants at 5 sites
➜ Platforms for English Language Development (BrainPop ELL, etc.)

Personal Académico Oficina de ELLMA
➜ 6 Especialistas del Lenguaje alineados a las redes de trabajo
--2 enfocados en apoyar a recién llegados
--2 enfocados en Lenguaje Dual

Inversiones Centrales
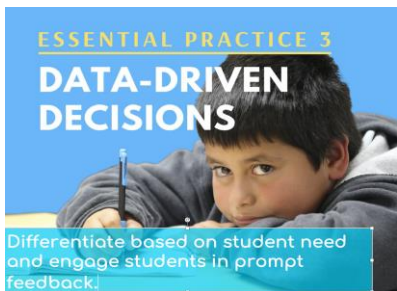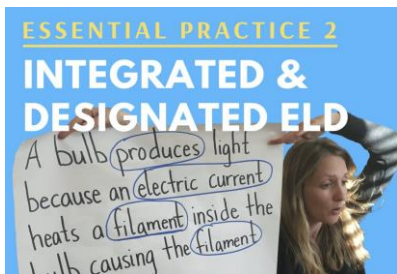➜ Desarrollo Profesional, estipendios para maestros
➜ Contrato BeGLAD para bases PD desarrollo profesional para maestros de primaria

Inversiones Designadas para la Escuelas
➜ Maestros líderes en el Idioma Inglés para recién llegados en 9 escuelas
➜ Asistentes a recién llegados en 5 escuelas
➜ Plataformas para el desarrollo del inglés (BrainPop, etc.)

Investments for Asset-Based Approach

ESSENTIAL PRACTICE 4
ASSET-BASED APPROACH

➔ Dual Language Arts curriculum and on-line licenses

➔ Dual Language specialists

➔ Professional Development stipends for teachers to unpack new curriculum and adapt instruction to distance learning

➔ Dual Language enrollment process, including Spanish language testing for placement

➔ Assessment AVANT for progress monitoring and to qualify for the Seal of Biliteracy as well as World Language validation

➔ Currículo de Artes del Lenguaje Dual y Licencias en línea

➔ Especialistas en Lenguaje Dual

➔ Estipendios en Desarrollo Profesional para que los maestros desarrollen currículo nuevo y lo adapten a la enseñanza y aprendizaje a distancia

➔ El proceso de asignación en programas de Lenguaje Dual, incluyendo evaluaciones de espanol.

➔ AVANT, evaluaciones para monitorear progreso y para calificar para el Sello de Doble Alfabetización y validación de créditos de Lengua Extranjera

Aligned Investments for Whole Child Support

➜ ELLMA Student Services Team
   --Social Workers at 14 sites
   --Refugee/Asylee Program (2 staff + contracted community navigators)

➜ Contracts that provide direct services to newcomers (Soccer without borders, Refugee Transitions, etc.)

➜ El Equipo de Servicios Estudiantiles de ELLMA
   --Trabajadores Sociales en 14 escuelas
   --Programa para Refugiados/Asilados (2 de personal + por contrato pilotos comunitarios)

➜ Contratos que proporcionan servicios directos a recién llegados (futbol/soccer sin fronteras, Transiciones para refugiados, etc.)

Committee to Empower Excellence in Black Students' Education (CEEBSE)

Planned Support for Black Students

- Continue investments in African American Achievement Office (African American Male Achievement and African American Female Excellence)

- Create partnerships to co-construct a Black Student/Anti-Racism Collaborative for OUSD in which the needs of our Black students will be recognized and prioritized with SMART goals and achievable outcomes.

- Create a quarterly report for African American students with an intentional focus on the schools that have a population of 30 percent or more African American student population.

- Invest in eight African American male literacy mentors for our TK students to build foundational literacy skills.

Professional Development: Targeted Supports

- Staff Racial Justice Affinity Circles

- Racial Justice Equity and Healing Professional Development for Teachers and Principals

- Development of Racial Justice Discussion Guides for Teachers

LCAP Parent & Student Advisory Committee (PSAC)

Student Engagement & Attendance

- Each day a student misses instruction, the school site has been provided the following steps to attempt contact:

  - Contact family through their preferred method of of contact;

  - Contact individuals on the emergency contacts; and

  - Document each attempt and result of each attempt in the Aeries Attendance Tab.

Student Engagement & Attendance

- Multi-Tiered Systems of Support (MTSS) Re-Engagement and Attendance Plan identifies tiered strategies to support students to re-engage in school after three or more absences.

- Attendance Procedures developed and shared with sites in the Strong Start Plans to support teachers in taking attendance.

- See [MTSS Re-Engagement and Attendance Plan](#).

Student Engagement & Attendance

- Based on the OUSD Attendance MTSS Plan for Distance Learning:

  - **After every absence:** Daily phone call and or text message when a student is absent each day.

  - **After three absences:** Auto-generated letter emailed to family, and teacher connects with family. Letter is translated into Spanish, Arabic and Chinese

  - **After six absences:** Auto-generated letter emailed to family, and attendance team identifies/implements Tier 2 intervention

  - **After nine absences:** Auto-generated letter emailed to family, and attendance team identifies a Tier 3 intervention (Distance Learning SART-like interventions/supports, COST referral)

Student Engagement & Attendance

- In addition, OUSD is developing a new data dashboard that will show the following for each school site:

  - Absences in descending order

  - Chronic absence rate (prior year)

  - Connectivity and Tech Status

  - Intervention status in Aeries

- Every site is expected to have a functioning Attendance Team, which is responsible for implementing the Attendance MTSS Plan and using the data dashboard to determine Tier 2 and Tier 3 interventions and supports for students who fit into these categories.

Professional Development: SEL

- To support mental health and social and emotional well-being of students and staff, OUSD will provide virtual professional development for school leaders and staff in a variety of related topics, including:

  - Equity and social emotional learning and community building and how to start the year virtually using the Collaborative for Academic and Social Emotional Learning (CASEL) Roadmap;

  - Relationship Centered Schools as part of a Professional Learning Community (PLC) for administrators; and

  - Whole School Restorative Justice PLC as part of a Professional Learning Community (PLC) for administrators.

Family Communication & Partnerships

- All principals identified an Equity-Family Navigator for their school to serves as a liaison to teaching staff to ensure Tier 1 structures for direct teacher-parent communication and engagement are in place.

- Navigators work with teachers and COST and attendance teams to follow up with families who are absent.

- Navigators are part of a professional learning community with the Office of Equity throughout the year and receive ongoing training and support on new guidelines and ways in which they can engage and support families during distance learning.

Family Communication & Partnerships

- Additional structures to ensure families are receiving information and support during distance learning and opportunities for shared decision making:

  - [Family Central](#): An accessible website designed for family access via cell phone in multiple languages to share key district updates, resources, and weekly supplemental grade level family packets.

  - Weekly multilingual virtual learning sessions for families on various topics such as how to set up your home for distance learning, how attendance works, and distance learning and A-G completion for high school families

  - Weekly Office Hours for families to call in and share any comments, questions or concerns, currently offered in English, Spanish and Arabic.