

Learning Continuity and Attendance Plan Template (2020–21)

DRAFT DOCUMENT

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.]

Like all schools, the immediate closure of our campus in March impacted many aspects of our school programming. With our county on the active watch list, we are currently not in a position to program any “in-person” instructional offerings. In response to this challenge we have spent considerable time and resources in developing a remote learning plan that will promote learning continuity and high student engagement. With many members of our school community being essential workers, the need for comprehensive student supports is more now than ever. The current circumstances demand that we provide these supports remotely. With ongoing student nutritional, technological, academic, and mental health needs we have worked to redefine roles and reassign resources to meet the needs of our community. Frequent family surveys and town halls have provided us with the data needed to do so appropriately. Many members of our teaching staff have also expressed concern with being on campus for any reason, even if we are technically permitted to do so. In addition to this, the transition to extended daily screentime has posed challenges for our students, families, teaching staff, and administrators. Lastly, being in a situation where we are currently not occupying our facilities anywhere near capacity has brought up concerns around the leases on our buildings while we remain in a remote program.

Stakeholder Engagement

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

OSA has solicited stakeholder feedback throughout our Remote Learning transition and continues to do so. From the very beginning of our shelter in place in the spring, we conducted surveys with our families, teachers, and students in order to receive feedback and improve the remote learning experience as much as possible. We engaged in regular surveys of our families and shared out responses and actions at bi-weekly and interactive Town Hall meetings on Zoom. We were able to contact 100% of our students and families to ensure a food supply, internet access, and a home computer and delivered any missing components to student homes. We worked with parents as well to ensure

understanding of expectations and supports. Finally, we created a grading policy ensuring student grades would not fall below their pre-COVID scores in order to avoid unnecessarily penalizing students for a situation outside their control.

A survey is being formulated and will be offered in September to collect timely input from all stakeholders including students, families, teachers, school leadership and our governing board. The timing is such that there will be some experience with the current Fall schedule in order to provide meaningful experience and feedback. Students will be given class time to complete the survey to ensure it is prioritized. In reviewing results, the input consistently mentioned and/or which came from a variety of stakeholders will be implemented into our final document. We also collect data and feedback from our ongoing and well-attended Town Hall meetings with our families.

This draft document will be published in advance of the public hearing in accordance with Brown Act, and open for public discussion at the August 27, 2020 public hearing with our governing board. Input from stakeholders at the public hearing as well as the above mentioned surveys and continuing Town Hall meetings will also be implemented into our final document. Our final document will be publicly shared in accordance with Brown Act prior to its adoption, and adopted at a public hearing on September 24, 2020 by our governing board.

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

OSA conducted a technology needs assessment of our families prior to the start of the school year and provided computers and hot spots to all who indicated a need, with priority given to pupils with unique needs. All families who did not respond to the needs assessment were determined to be more-likely in need and received individual follow up phone calls. In so doing, we have ensured that options are available for all to participate in public meetings and hearings and that lack of technology is not a barrier.

In addition to ensuring families had the means to participate, we also provided extensive communication regarding this process. As all our enrollment is done online, we have working email addresses for all our families and have sent multiple messages to them. Families received text alerts of important messages, and we've had Talking Points as an additional method to communicate with those who primarily speak a language other than English. We also have a log of all outgoing communications on our website, to ensure everyone is able to access our information. Our public meetings are noticed in accordance with Brown Act and we proactively email all families to alert them of our governing board meetings as well. We ensure our meeting limits on virtual meeting software can accommodate our enrolled families and other members of the public and we include public comment on each agenda item.

OSA has provided multiple options for all our families to have access to participation in public meetings, public hearings and to engage in providing feedback and completing surveys.

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

Teachers expressed concern around in-person classes due to safety concerns. They also flagged learning loss as a concern in their survey responses. Parent survey feedback focused on a desire to close the school and move to remote learning out of safety concerns, as well as a concern about grading and how remote learning would impact student education and GPAs. Through our Town Halls, parents also expressed concern around increased screen time, particularly for younger students, and socio-emotional development and resulting stress and anxiety from both the pandemic and loss of social support. Feedback was mixed about instructional and art time, with some feeling that there was too little scheduled time and homework, and some feeling that the expectations for homework and participation were too high. Student

feedback centered on their grades and stress around remote learning and loss of social interaction. Parents and students both felt that more arts time would be welcome.

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

Our current school schedule was created by a collaborative group of almost 30 teachers and administrators centered on specific input from parents regarding screen time, access to teachers support, and arts time. The resulting schedule has breaks of 15 minutes or more between classes and is in block-schedule format to address screen time concerns. Teacher office hours by class period have been scheduled throughout the week, primarily on Wednesdays, to ensure supports are available. Additionally, in response to parent concerns around student emotional support and well-being, we created weekly grade level meetings as well as maintaining our weekly small group Advisory class. This Learning Continuity Plan also encompasses addressing learning loss, which was an expressed concern of our stakeholders.

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.]

When the health and safety circumstances allow, we are prepared to begin phasing in in-person instruction to our programming. As a school with an arts focus, our first phase of introducing in-person instruction will be to hold in-person art classes at an outside location in close proximity to the school. We do not have outdoor space in our current facility, so we plan to work with the city to determine public space where we can hold small class (approximately 20 students) gatherings with appropriate distancing protocol in place. The next phase would be to bring these art class gatherings onto our campus in our larger classroom/gathering spaces for students to have a weekly opportunity to engage in-person on campus. All PPE and distancing protocols will be strictly adhered to and any student showing any symptoms of illness will not be permitted on campus. The third phase will be to begin in-person academic classes in our classroom spaces. We would first allow on campus instruction to families facing financial hardship and with essential workers as parents/guardians in addition to students in greatest need of academic support. A significant constraint to implementing this phase is the physical layout of our building. Our narrow hallways do not allow for 6 foot distancing while passing and therefore we will be required to allow traffic to move in only one direction through our building. This will require specific training of our students and close monitoring by our campus supervisors. Teachers who are members of vulnerable populations or have specific medical concerns will not be required to return to campus until it is determined safe to do so.

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

Description	Total Funds	Contributing
PPE	\$5,000/mo	No

Custodial Services	\$15,000/mo	No

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.]

A remote learning design team spent the month of June engaged in a design process focused on ensuring continued academic and artistic growth in a remote environment. This design team was composed of academic and arts teachers as well as administrators. The process began with a focus on ensuring the needs of students at highest risk of facing challenges in a remote environment were present in all decision making. This design process resulted in the creation of a weekly schedule, embedded student supports, redesign of our advisory structure, shared classroom norms/expectations, and an artistic focus that will support student engagement and community building. The weekly instruction schedule has students meeting virtually for direct instruction with each academic class twice a week and with their arts classes 5 times a week. Middle school students will have 10 hours of academic direct instruction and 5 hours of arts direct instruction weekly. High school students will have 10 hours of academic direct instruction 9 hours of arts direct instruction weekly. Classes will be held on Zoom and classroom assignment and communications will be posted through google classroom. Trainings will be made available to parents and students to ensure that technological comfort level is not a barrier to student success. Curriculum for core content classes will follow state standards and aim to keep students at or above grade level. Six days were designated for textbook and material pick up. Employees were assigned to deliver books and materials to families who were unable to travel to campus due to health concerns or access to transportation. The SRI will be administered for all students 3 times this school year to monitor reading growth and the MDTP will be administered twice to monitor mathematical proficiency. All academic departments will continue to monitor the established metrics for student growth to have a close watch on areas of learning loss due to remote programming. Grade level meetings and advisory meetings will happen at the start of each school day on Wednesdays to promote student engagement and provide socio-emotional supports. A designated employee will make phone calls to the households of all students who are absent each day and communicate with the student support team needs of the family to provide necessary support to promote ongoing student engagement. Each of our arts subpathways will begin the year with focusing on what the artform represents for each individual student and how the city of Oakland has historically supported/experienced each of the 10 arts subpathways. Our COST (Coordination of Services Team) will meet weekly to analyze the progress of all students and initiate needed supports for students demonstrating less progress than expected. Our Special Education department will also be fully functioning (with the exception of limited assessment due to campus closure) to ensure that our students with IEPs are receiving all support services documented in IEPs.

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.]

We will be deploying chromebooks and mobile hotspots to any student/household who is in need of this technology. Surveys have been sent out to families to determine who is in need of this support. Any students who do not show up to classes will be contacted by the appropriate grade level support person to determine if there is a technological need in their household. If a family is unable to travel to campus to receive appropriate technology, a member of our staff will deliver the technology to the home of the student.

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.]

Pupil progress will be assessed through observation in synchronous setting, student homework completion, and formal assessments. Our middle school students will be in a synchronous setting between 4-5 hours daily and our middle school students will be in a synchronous setting between 3-4 hours daily. Time value of pupil work outside of this synchronous time will vary depending on the student but the target time of non-synchronous work is between 1-2 hours daily for each student. Participation will be measured through daily attendance and completion of homework. Any students that exhibit reason for concern with daily attendance or homework completion will be contacted by the appropriate member of our student support team and a support plan will be developed with the family of the student and implemented.

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.]

Comprehensive technology support will be provided including trainings on Zoom, Google Slides, Pear Deck, Google Classroom, SPED strategies for distance learning, student engagement strategies for distance learning, Powerschool, Talking Points, and using video for effective artistic development.

Staff Roles and Responsibilities

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

- All roles are shifting to some degree to support the transition into a comprehensive remote learning program.
- Our front desk support will be shifting responsibilities largely to monitoring attendance

- Our Director of Technology is taking on a significant increase in responsibility to configure all hot spots and chromebooks
- Our campus supervisors will be supporting material pick-up and drop offs for students
- All teachers roles are shifting to include extensive use of technology on a daily basis
- Student support leads will be acting as grade level supports to monitor the progress of students in their designated grade level and run weekly grade level gathering through Zoom to ensure ongoing student engagement.

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.]

One on one and small group support will be provided for students with learning difficulties, English language learners. Additional support staff and instructional aides will be able to push into online classrooms. Resource periods and academic support periods are integrated into the academic course schedule.

Virtual counseling is available. Drop In Family Support Groups-. This is a time and space for parents to check in and talk about the challenges of parenting during distance learning. Drop in high school and middle school groups- these drop-in groups allow students to talk to peers about in a group with facilitation from an adult to keep the space safe students want and need support.

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

Description	Total Funds	Contributing
Reassignment for daily attendance monitoring and communication with student support	\$11,990	N
Travel expenses for delivery of material to students	\$ 500	Y
Increased technology for students/teachers including hotspots and chromebooks	\$104,000	N
Increased Special Education Support through Consultants (Revise from email from Susan)	\$64,326	Y
Remote Learning Design Team Stipends	\$13,500	N
Cell phone and internet for employees	\$50,000	N
Zoom Licenses	\$10,080	N

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.]

Formal math assessments are given to all incoming students to place students in the appropriate math class and any needed support. All students take the Scholastic Reading Inventory (SRI) test to assess reading comprehension skills. Data is reviewed and monitored to provide necessary intervention. At the end of each month, the Student Achievement Report details the arts and academic progress for every OSA student. Student Support Team and grade level teams review this data to identify students impacted by remote learning or struggling in their academic progress. This is one indicator measured year to year that provides disaggregated data that can be broken down into categories such as region, gender and ethnicity. Additionally, OSA is offering a variety of supports for students which are embedded into the remote learning schedule. These supports are detailed below:

Student Support During Remote Learning: Support periods are available to all students for **every** class each week in a schedule that does not conflict with arts periods of club meetings. Set office hours are offered by each period as a space for students to work in small groups with their content area teacher. This will provide time for additional instruction, tutoring, time to make up missing assignments or ask questions.

Literacy Support - Middle School and High School Dedicated class periods in a student's schedule to focus on literacy, vocabulary building, reading and writing skills. This course is offered as a supplement to English courses. Any students that may need support with reading and writing skills and strategies are highly encouraged to enroll in this course.

Academic Success/Habits of Mind-High School Students will learn strategies to further critical thinking and learning habits, develop effective time management strategies, tools to build resiliency and improve personal wellness and academic performance.

Math Support-High School Dedicated period open to students of all math levels, but focused on the foundational math skills necessary for high school math.

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.]

Teacher referrals to the COS Team will be reviewed weekly, assigned a point person who will review their academic progress with grade level teachers. For struggling students, support classes such as Math Success, Literacy Support or Academic Support may be added to their schedule. Office hours will provide small group tutoring or one-on-one support. English learners are enrolled in designated English Language Development course to receive additional instruction and support for their classes. The point person works to create an individualized plan to support students and families.

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.]

Support periods as monitored by academic teachers and the support team. Student support plans are written to include measurable learning goals or that are monitored every 6 weeks. These plans are shared with the student, who adds additional goals and the family. The Student Support Team will closely monitor the progress of students in intervention support classes or receiving other tier 2 supports and adjust plans as needed. Students on the Student Achievement Report with a 2.5 or below for more than one month, a family teacher and student conference will be held to discuss potential barriers, possible interventions, and set goals for the student as a team.

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

Description	Total Funds	Contributing
Paraprofessional Support: Dedicated staff is providing 100% of time direct support to SPED students	\$ 24,112	Y
.2 FTE for Increased EL supports	\$13,272	Y
Teacher office/support hours	\$181,534	N

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.]

OSA will continue to support the mental health and emotional wellbeing of students, family and staff as we continue to participate in remote learning for the start of the 2020-2021 school year. The mental health team, which consists of a full time school psychologist, a part time social worker, two part time MFTs and a part time MFT associate, will meet weekly and monitor the progress of the various tiers of support that are being offered during this time.

Tier 1:

Teachers have access to a referral form to help easily communicate students of concern to the mental health team when they identify them in their classes.

Utilize weekly advisory meetings to implement social emotional curriculum for all students.

Direct families to our Family Resources Website for information on free and low-cost mental health resources, links to free audiobooks and other educational websites, training for students and parents on how to use Zoom and Google Classroom, access to free internet and free meals, how to enroll in Medi-Cal and Cal-Fresh, summer camp options, and how to support those in our community if they are in a position to do so.

In the classroom, teachers will consider the impact of the stress and potential trauma that students are facing when delivering curriculum and assessing students.

Provide professional development training for teachers on trauma informed care and trauma informed teaching.

Include mental health professionals on all student support policies to ensure that the school is taking a trauma informed lens.

Tier 2:

Provide small group counseling for students, families and teachers that will target the current mental health needs of each group.

Coordinate care with outside providers for students when appropriate to ensure students mental health needs are being met in the learning environment.

Tier 3:

Continue to provide individual mental health counseling to students who receive that service through their IEP or students who are otherwise unable to access 1:1 care when needed.

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 is not engaging in instruction and is at risk of learning loss.]

Members of the OSA Student Support Team will be responsible for the outreach and engagement of one entire grade level. Weekly grade level meetings will be held to provide students with important information and build community among their cohort. Attendance in these meetings and in student classes will be monitored by the team member. Teachers take attendance in every class meeting and absences are reported to members of the support team. Families of students with unexcused absences or poor attendance will be contacted by the team member to address any potential barriers to distance learning and potential intervention strategies. All students are part of a small group Advisory, a space for social emotional curriculum and academic and wellness check ins. Advisors communicate with families and the Support Team to support student success and wellness. Communication to families will continue in weekly newsletters, translated to languages other than English. Town Hall meetings will occur every three weeks to invite members of the OSA community to share concerns, ask questions and learn about ongoing programming.

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.]

School lunches have been ordered from Revolution Foods. Prepared meals will be available for students/families to pick up on campus or can be dropped off at homes as requested. A survey was sent to current OSA families enrolled in the FRL program. Families that do not respond to the survey are called directly. In August, the 2020-21 school year application for FRL will be sent to all families to enroll in the program. Each week we will assess the need and adjust the lunch order accordingly. At each pick up or drop off, students will be able to take at least three days of lunches.

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

Section	Description	Total Funds	Contributing

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
	\$13,272

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.]

If we can return to campus, we would first allow on campus instruction to families facing financial hardship and with essential workers as parents/guardians in addition to students in greatest need of academic support.

OSA will continue to support the mental health and emotional wellbeing of students, family and staff will be prioritized by need. The mental health team will meet weekly and monitor the progress of the various tiers of support that are being offered during this time.

The Support Team's outreach includes support for families experiencing food or housing insecurity. OSA's website provides referrals to local agencies and support groups, social services, food and health services. Student and family feedback surveys will evaluate the need for additional actions to support students such as tutoring groups or additional curriculum to support teaching and learning.

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

Student Support Team has expanded to include daily attendance calls and weekly calls to ensure students have access to lunches provided by the school. Teaching and counseling staff are point people for English learners and their families to increase communication between home and school.