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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orchard School District</td>
<td>Wendy Gudalewicz</td>
<td><a href="mailto:wgudalewicz@orchardsd.org">wgudalewicz@orchardsd.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>(408) 944-0397</td>
</tr>
</tbody>
</table>

General Information

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

In March of 2020, Orchard School District, along with other schools in Santa Clara County abruptly closed our campus for in-person learning. In March we did not have the technology available to go full online distance learning. Our teachers attempted online learning and gave students individual packets to complete. Teachers tracked who was participating and who was not. They also gave feedback regarding programs that best engaged students in their learning. Due to a drop off in student and family engagement, we began planning for a more robust distance learning environment for 2020-21. We focused on obtaining the hardware necessary to ensure 100% participation online. Our reopening committee met every week beginning in May and we continue to meet weekly to refine our plans.

We also noticed families were in greater need of support (food and other basic need items). We were able to identify families who were in need of additional support. We were able to give families grocery cards and are now planning to provide food bags in addition to our free breakfast and lunch program.

The information we learned from last school year, number of families needing WiFi, computers, school supplies, and food provided us with the information to create this Learning Continuity and Attendance Plan and to support our students in both distance learning and in-person instruction upon return.

Stakeholder Engagement
We have presented elements of this Learning Continuity and Attendance Plan at three Board Meetings: July, August, and September. During these meetings, members of the public and staff had the opportunity to speak on the updates provided. We held additional meetings for a Public Hearing and Board Approval.

Our reopening committee worked on the plan and included feedback from all staff members: Certificated, classified, and administration. The plan was adjusted based on feedback provided at weekly meetings that began in June 2020.

The plan was presented to our families at four separate meetings. Two meetings were held in English, one in Spanish, and one in Vietnamese. All of our families have access to the internet due to our distribution of chromebooks and WiFi hotspots.

Parents had the option to attend four Board Meetings related to the plan. We gave updates to the Board throughout the process (July, August, and twice in September).

In addition to the Board Meetings, we held four parent meetings via Zoom. Two were conducted in English, one in Spanish, and one in Vietnamese. We held the meetings in early September and at that time all families had access to the internet as we had provided Chromebooks and WiFi hotspots.

Our teachers and classified were part of the planning process from the very beginning. The plan was developed with full participation from teachers and classified. We met weekly for a minimum of one hour each week beginning in June and ending in mid September.

Our parents gave us only positive feedback on the plan. At our Board Meeting in August a parent requested that we have a more structured scheduled for online learning and that it be easier for parents to login. We also had a request from a parent in one of our September Meetings to allow parents the option of staying in distance learning if we return to in person instruction. Several parents requested more communication.

Our parent stakeholders endorsed the plan. The only questions/concerns raised were to make sure to include in the plan that parents will have an option to opt-out of in-person instruction when we return, we have a consistent online instruction schedule, we make logging in easier, and we increase parent communication. We have included Canvas which is our online learning management system and Clever
which assists families with one login point in our plan. We are also purchasing Talking Points which will allow us to communicate with parents (two way) in their primary language.

Once the draft of the plan was released for a final review by all certificated and classified we received no feedback as they were an integral part of the planning process.

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**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.]

Each classroom will have an A group and a B group (Hybrid Model) - See attachment for the schedule.

Siblings will be kept together - both being in either A or B.

Middle school students will travel together (be with the same group of students all day).

Students will physically attend school two days a week (either A - Monday and Thursday or B - Tuesday and Friday). Wednesdays will be a distance learning day for all.

Special education students in SDC will attend four days a week - providing additional learning time.

Special education students receiving resource support will attend three - four days a week - providing additional learning time.

TK and kindergarten students will attend school four days a week, either A.M. or P.M. This will provide more opportunity for routines and in person learning.

Interventions:
Additional time with reading specialists for elementary students who are struggling
Middle School English Learners will receive an additional period of instruction
Additional time in math and ELA for those struggling in middle school
Summer school at the end of the 2020-21 school year
Assessments to determine those in need of additional support:
Our staff has received professional development on MTSS and trauma informed practices. Teachers use formative assessments to determine student progress toward standards. Students not making progress are referred to our Support Team for additional services. Each student sent to the Support Team is reviewed both academically and behaviorally. A member of the Support Team is assigned to work with the teacher and family to create a plan for Tier 1 targeted support. The Support Team will then monitor progress and if progress is not made additional services will be provided:
Reading - DRA, ESGI and NWEA in elementary, STAR reading and NWEA in middle school
Math - ESGI and NWEA in elementary, NWEA in middle school
Social/Emotion/Behavior - Counseling services, individual and/or group, behavior plan

If progress is still not evident then the student will be given an SST.

Health and Safety:
PPE has been purchased and some has been provided by CDE
Individual desks have been purchased to allow for social distancing of six feet
All staff and students will wear masks when on campus (under age 6 and special needs children will not be required to do so)
Contact-less thermometers will be in each classroom and in the office areas
Staff and students will be screened prior to the start of the day.
We will create markers throughout the campus to direct foot traffic and socially distance students in waiting areas
All table groups are replaced with single student desks and capped based on capacity recommendations (currently 15 students max in hybrid model)
Classrooms will be cleared of shared items - Bins will be stored in the pods
Front office check in will be outside of the building
Visitors will be restricted from entering campus, including parents and guardians

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four middle school teaching sections for intervention purposes (ELA and Math) - These sections are to address learning loss for low income, English Learner, foster and homeless youth</td>
<td>155,810</td>
<td>Yes</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Reading Specialist in elementary - Learning loss in reading for low income, English Learner, foster and homeless youth</td>
<td>163,319</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchase of PPE</td>
<td>40,000</td>
<td>No</td>
</tr>
<tr>
<td>Individual desks</td>
<td>73,472</td>
<td>No</td>
</tr>
</tbody>
</table>

### 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.]

During the summer our Instructional Leadership Team made up of teachers from each grade level, superintendent, principal, CBO and two classified representatives worked to identify key standards and grading practices to ensure all students will receive instruction at each grade level that is focused and consistent. We also reviewed instructional programs and materials necessary for all students in all subject areas.

Students were given instructional supplies for their use in distance learning along with chromebooks and WiFi hotspots as needed. What we learned in the spring is our students and their families had difficulty accessing the online content we were offering. Each teacher was utilizing different formats to deliver online instruction. We are now utilizing Canvas, a learning management system, across all grade levels. Now our students and families can enter one space and have access to all assignments, videos, apps, and Zoom links. Students and families can also monitor their progress via Canvas. Using Canvas allows our support staff to monitor student engagement as we can see when a student is logged in.

Our teachers are utilizing our adopted core curriculum for distance learning and will continue to use the same curriculum when the students return for in-person instruction as well as the following electronic programs:

- Mystery Science
- Reading - Lexia, Raz Kids, Scholastic News, Accelerated Reader, STAR Reading
Vocabulary - Flocabulary
English Learners - Rosetta Stone
Core curriculum - Engage NY, TCI
ST Math
Typing.com

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 received 330 ATT hotspots from the City of San Jose. Families were asked if they had WiFi at home and those who did not were given a hotspot. Teachers are identifying any families with weak WiFi and we are contacting them to give them a hotspot

Chromebooks were distributed prior to the start of school. Every family that did not have a device at home was given at least one Chromebook. We have ordered enough Chromebooks for each student to have their own, but our order is on backorder. Once we receive the order, we will conduct additional distribution days. As of September 1, all students are online and we regularly monitor their participation.

We purchased Canvas, Learning Management System, to provide easier access to online learning and are using Clever to assist children with logging into multiple apps - single login.

All students have successfully logged into our Learning Management System, Canvas

Families have access to our IT help desk on a daily basis to assist with troubleshooting.

Our counselor and school psychologist are hosting a Parent University for parents on Wednesdays, via Zoom, to assist parents with strategies to help their child during distance learning

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.]

Middle school students will receive a minimum of 190 minutes four days a week of live synchronous instruction. On Wednesday the students will receive a minimum of 60 minutes of live instruction. In addition to live instruction all students will be expected to complete a minimum of 60 minutes a day of asynchronous instruction: assignments, assessments, applications/programs, four days a week and 180 minutes of asynchronous instruction on Wednesdays for a total of at least 240 minutes of instruction daily.
Middle School
Monday and Thursday Tuesday and Friday Wednesday

8:00-8:40 Office hours/intervention Office hours/intervention Office hours/intervention
8:40-9:50 Period 1 Period 4 Office hours/intervention
9:50-10:00 BREAK BREAK BREAK
10:00-11:00 Period 2 Period 5 Period 1 (SEL homeroom check in)
11:00-11:10 BREAK BREAK BREAK
11:10-12:10 Period 3 Period 6 Office hours/intervention
12:10-12:55 LUNCH LUNCH LUNCH
12:55-2:35 Office hours/intervention Office hours/intervention Staff Meeting time and PLCs
**also can view schedule via attachment

Our plan is to adjust the middle school schedule in mid October to include more synchronous time. Students will receive 240 minutes of synchronous instruction four days a week.

Elementary students will receive a minimum of 120 minutes four days a week of live synchronous instruction. On Wednesday the students will receive a minimum of 60 minutes of live instruction.

In addition to live instruction kindergarten students will be expected to complete a minimum of 60 minutes a day of asynchronous instruction: assignments, assessments, applications/programs MTTHF and 120 minutes on Weds. for a total of at least 180 minutes of instruction daily

1st - 3rd grade will be expected to complete a minimum of 110 minutes a day of asynchronous instruction: assignments, assessments, applications/programs MTTHF and 170 minutes on Weds for a total of at least 230 minutes of instruction daily

4th - 5th grade will be expected to complete a minimum of 100 minutes a day of asynchronous instruction: assignments, assessments, applications/programs MTTHF and 180 minutes on Weds.. For a total of at least 240 minutes of instruction daily

Elementary
Monday and Thursday Tuesday and Friday Wednesday

8:00-8:30 Office hours/intervention Office hours/intervention Office hours/intervention
8:30 - 9:30 TK/Kinder and First ELA or Math TK/Kinder and First ELA or Math TK/Kinder and First Science/Soc St
9:30 - 10:30 Second and Third ELA or Math Second and Third ELA or Math Second and Third Science/Soc St
10:30 - 11:30 Fourth and Fifth ELA or Math Fourth and Fifth ELA or Math Fourth and Fifth Science/Soc St
11:30 - 12:30 TK/Kinder and First ELA or Math TK/Kinder and First ELA or Math Office hours/intervention
12:30 - 1:30 Second and Third ELA or Math Second and Third ELA or Math Office hours/intervention
1:30 - 2:30 Fourth and Fifth ELA or Math Fourth and Fifth ELA or Math Office hours/intervention
**also can view schedule via attachment
In order to monitor student participation, teachers are taking attendance in Powerschool each day and also complete a spreadsheet that tracks students attendance and participation (completion of assignments, assessments, other contact, etc). The Student Support Team monitors the spreadsheets and makes contact with families if a student is not attending or attending but not participating regularly.

**Elementary School Instructional Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday and Thursday</th>
<th>Tuesday and Friday</th>
<th>Wednesday</th>
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</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Office hours/intervention</td>
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<td>Office hours/intervention</td>
</tr>
<tr>
<td>8:30 - 9:30</td>
<td>TK/K and First ELA or Math</td>
<td>TK/Kinder and First ELA or Math</td>
<td>TK/Kinder and First Science/Soc St</td>
</tr>
<tr>
<td>9:30 - 10:30</td>
<td>Second and Third ELA or Math</td>
<td>Second and Third ELA or Math</td>
<td>Second and Third Science/Soc St</td>
</tr>
<tr>
<td>10:30 - 11:30</td>
<td>Fourth and Fifth ELA or Math</td>
<td>Fourth and Fifth ELA or Math</td>
<td>Fourth and Fifth Science/Soc St</td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>TK/Kinder and First ELA or Math</td>
<td>TK/Kinder and First ELA or Math</td>
<td>Prep/office hours/intervention</td>
</tr>
<tr>
<td>12:30 - 1:30</td>
<td>Second and Third ELA or Math</td>
<td>Second and Third ELA or Math</td>
<td>Prep/office hours/intervention</td>
</tr>
<tr>
<td>1:30 - 2:30</td>
<td>Fourth and Fifth ELA or Math</td>
<td>Fourth and Fifth ELA or Math</td>
<td>Prep/office hours/intervention</td>
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</tbody>
</table>

**Middle School Instructional Schedule**

<table>
<thead>
<tr>
<th>Time</th>
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<th>Wednesday</th>
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</thead>
<tbody>
<tr>
<td>8:00-8:40</td>
<td>Office hours/intervention</td>
<td>Office hours/intervention</td>
<td></td>
</tr>
<tr>
<td>8:40-9:50</td>
<td>Period 1</td>
<td>Period 4</td>
<td></td>
</tr>
<tr>
<td>9:50-10:00</td>
<td>BREAK</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Period 2</td>
<td>Period 5</td>
<td>Period 1 (SEL homeroom check in)</td>
</tr>
<tr>
<td>11:00-11:10</td>
<td>BREAK</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>11:10-12:10</td>
<td>Period 3</td>
<td>Period 6</td>
<td></td>
</tr>
<tr>
<td>12:10-12:55</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>12:55-2:35</td>
<td>Office hours/intervention</td>
<td>Office hours/intervention</td>
<td></td>
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</tbody>
</table>
Distance Learning Professional Development

[description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development (PD) prior to the start of school was focused on Canvas and Zoom. We also completed PD for Go Guardian and Clever. All teachers are using both Canvas and Zoom and we are planning follow up professional development to target additional areas of need. We will utilize our Wednesday PD schedule to focus on additional applications being used by teachers.

We have onsite IT support as well as the ability to assist teachers remotely using Splashtop.

Staff Roles and Responsibilities

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

Campus supervisors are now assisting with free and reduced lunch distribution, calling homes of the students who are not attending synchronous sessions, assisting with library book distribution and IT support.

Office staff is screening staff prior to entering campus.

Supports for Pupils with Unique Needs

[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.]

English Learners:
We are providing English Learners in grades 6th - 8th with an additional period of instruction in ELD (7 periods a day as opposed to 6)
Elementary English Learners are receiving integrated instruction and small group designated time
Elementary students who are exhibiting learning loss will receive additional synchronous instruction from the Reading Specialist and/or our two resource teachers

Students with special needs
Special needs students receiving resource support are receiving additional minutes of synchronous support per IEP (minimum of 30 minutes a week) and may receive tutoring support outside of the synchronous schedule
Those struggling with reading may also receive two sessions per week with our reading specialist (30 minutes each session)

Foster Youth and Homeless
All are provided Chromebooks and Wifi hotspots as needed to ensure access to all instructional programs
We are a School Linked Services site and have staff trained to offer additional resources (connecting families to housing services, job assistance and food/clothing)
We provide homeless families with grocery cards and they have access to our Family Resource Center by appt. The Center has clothing, toiletries, blanks and other basic items
Our numbers of Foster Youth are low. Foster Youth will be monitored by our Counselor for participation and attendance on a weekly basis
Elementary students who are exhibiting learning loss will receive additional synchronous instruction from the Reading Specialist and/or our two resource teachers
Middle school students exhibiting learning loss will receive an additional period of instruction in ELA and/or Math
Schedules are designed so that each teacher has time during the instructional day to pull small groups of students for targeted instruction.
Families are invited to our Weds. Parent University sessions to assist them with distance learning

Middle school is conducting Social Emotional Learning sessions weekly - Restorative Practices

<table>
<thead>
<tr>
<th>Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Canvas Learning Management System - Purchased because families struggled with no platform in the spring particularly our English Learners and Low income students</td>
</tr>
<tr>
<td>Student technology - Chromebooks - The majority of students who did not have access to technology at home were low income, homeless and English Learners</td>
</tr>
<tr>
<td>Staff technology</td>
</tr>
<tr>
<td>Instructional supplies - In the spring of 2020 when we went into shelter in place we realized our low income and homeless students did not have basic school supplies at home to be successful in their learning.</td>
</tr>
<tr>
<td>Online Curriculum &amp; Subscriptions - Addresses learning loss by giving students who are struggling access to additional learning time in math and reading. The programs are available to all students but the focus in on English Learners and low income students</td>
</tr>
</tbody>
</table>
**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.]

At the elementary level teachers will conduct DRA assessments to identify learning loss in reading. The first round of DRA assessments will be completed by the end of September, 2020. Students with DRA scores below grade level will be assessed again mid year or sooner if they are working with the reading specialist. Our reading specialist support cycles are six weeks. At the end of each cycle students are assessed and provided with additional time or exited if significant progress is being made.

We will give the ELPAC to all English Learners.
At the primary level, grades TK- 3rd the teachers will also use ESGI to measure student progress in ELA and Math
We are also planning to continue NWEA MAP assessments with all students in grades 3rd - 8th in both ELA and Math.
Our first round of ESGI and NWEA assessments are planned for mid October and a second round will be completed by the end of March

In addition to the assessments listed above, our teachers monitor student progress through assignments and in class assessments. We have a referral system in place that prompts teachers to refer students if there is no progress being made with tier I interventions (small group instruction, modified assignments, etc). The Support Team reviews all referrals every Tuesday. Students are then assigned to a Support Team Member (Counselor, School Psych, Program Specialist, principal or superintendent) for follow up. The Support Team member will then make contract with the teacher to gather more information, observe the student in class and make contact with the family. A plan is then developed for the student and weekly monitoring of progress occurs. If no progress is being made the student will have an SST.

We also providing individual counseling, small group counseling and parent support. We are also a School Linked Services site and provide families with connections to services in the County (medical, mental health, housing, etc.). We also have a Family Resource Center that is accessible by appointment and families can receive food, clothing and household items for free.

We have also opened this school year knowing which students were struggling with reading last school year and are providing interventions to that group of students beginning the Week of September 7, 2020

Our goal is to provide students exhibiting learning loss with additional instructional time.
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.

Middle School ELD students are receiving an additional period of instruction in designated ELD and are assigned to Rosetta Stone. Progress on Rosetta Stone is monitored weekly by the ELD teacher.

Middle school students exhibiting learning loss will receive additional instruction, a 7th period, provided by one of three teachers in ELA and Math. Priority will be given to low income, foster youth and homeless students.

Struggling elementary readers (based on DRA scores) are receiving either weekly instruction twice a week for 30 minutes each session, in addition to their scheduled class Zoom time or are assigned time on Lexia, Accelerated Reader or RAZ Kids. Priority for placement is given to low income, foster and homeless youth. Two resource teachers and our Reading Specialist are providing the additional instruction. After six weeks of this intervention students are reassessed to monitor progress.

All teachers in grades TK - 8th have time in their instructional day to target struggling students via small group instruction and will provide small group instruction to English Learners.

Our counselor and school linked services coordinator have worked to re-open our Family Resource Center. Through the Center we provide, food, clothing, household items and assistance with outside resources such as mental health services, housing and medical care.

Our counselor is monitoring our foster youth to ensure they are attending and are engaged in learning. Any low income, foster youth or homeless youth will be provided access to additional instructional time if needed.

Special education students who are struggling will receive additional instruction via the resource teacher. SDC students in need will receive tutoring sessions outside of their regular school day.

We will provide summer learning opportunities for students in grades 3 - 8 in math, Ellevate Math and and in English Language Arts. English Learners, Foster Youth, Homeless Youth and Low income students will have priority.

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.

DRA, ESGI and NWEA scores will be used to monitor progress of elementary students receiving targeted reading interventions. The intervention cycles are every six weeks and we are beginning interventions the week of September 7, 2020.
At the middle school we will use NWEA scores to monitor progress.

We are planning to give ESGI and NWEA in October and March. DRA assessments will be completed by the end of September, 2020 and students will be reassessed mid-year unless they are placed into reading intervention and then they will be reassessed after six weeks of reading intervention.

Students assigned to Rosetta Stone, Lexia, RAZ Kids or Accelerated Reader are monitored weekly.

Data from our assessments are being loaded into Datazone and will be monitored after each assessment cycle by our Student Support Team. In addition, our teachers meet monthly to monitor student progress by grade level and use the data to develop targeted interventions provided by the teacher.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Specialist</td>
<td>163,319</td>
<td>Yes</td>
</tr>
<tr>
<td>4 MS Intervention Sections</td>
<td>155,810</td>
<td>Yes</td>
</tr>
<tr>
<td>NWEA MAP Assessment - Schoolwide use but gives Orchard the ability to identify students who are exhibiting learning loss for targeted services - English Learners, low in come, foster and homeless youth</td>
<td>11,826</td>
<td>Yes</td>
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<tr>
<td>STAR Reading/Accelerated Reader - Assessments embedded to provide teachers with information on the progression of English Learners, low income students</td>
<td>8,313</td>
<td>Yes</td>
</tr>
<tr>
<td>Lexia - provides leveled reading for struggling students</td>
<td>11,900</td>
<td>Yes</td>
</tr>
<tr>
<td>Rosetta Stone</td>
<td>4,000</td>
<td>Yes</td>
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<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>RAZ Kids</td>
<td>4,618</td>
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<tr>
<td>ESGI Assessment - Schoolwide use but gives Orchard the ability to identify</td>
<td>1,990</td>
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<tr>
<td>students in grades TK - 2nd who are exhibiting learning loss for targeted</td>
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<td></td>
</tr>
<tr>
<td>services - English Learners, low in come, foster and homeless youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer School program</td>
<td>72,000</td>
<td>Yes</td>
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</table>

**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.]

During the 2019-20 school year we established a Student Support Team to monitor social emotional well being of students. The team began meeting last year and continues to meet weekly. The team consists of the counselor(s), school psychologist(s), program specialist, principal and superintendent.

We spent the 2019-20 school year providing all staff with professional development focused on Trauma Informed practices. We also established a referral process to ensure all students are identified and given support. Each week the support team reviews all referrals and assigns a member of the team to work with the referring staff member and the student and family. The student is observed and a plan is put into place to assist the student and staff member. We review the progress of each student each week. If the student is not making progress an SST is eventually held.

We use Kimochis at the lower elementary grades to assist students with identifying and experiencing their emotions.
This year, 2020-21, we will be using the Responsive Classroom curriculum in upper elementary and middle school. The middle school schedule has one hour a week focused solely on social/emotional well being and they will be using the Responsive Classroom curriculum during that hour.

For staff we have "Power Hour" which is hosted by our school psychologist on a weekly basis and is designed to assist with stress management. We also provide staff with EAP opportunities. At our monthly staff meeting we are recognizing staff members for assisting others.

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.]

Since school opened on August 13 we have accounted for all students. We used both daily attendance taken by teachers as well as student log in information from our learning management system, Canvas, to determine whether or not students were engaging.

Any student who was absent and/or did not log into Canvas was contacted. Based on the contact we were able to determine if the student moved, needed assistance with technology or we simply choosing not to engage. By the second week of school all of our students had logged in.

Moving forward we are monitoring attendance and participation in the following ways:

Tier I - Classroom level supports
If a student is absent for the first time during the week the teacher will make contact with the family.
Review prior assessments and talk to previous teacher.
Check in with student during class or ask student to stay in class to receive support.
Modify assignments as needed.

Tier II
Once a student is absent for the second time during the week a member of our office staff will make contact with the family.
If the student has a pattern of not attending (missing a class or more each week) the student will be referred to our Student Support Team for additional assistance and support.
Our Student Support Team will also monitor engagement. Each Support Team Member is assigned grade levels to monitor. Each day the Team Member will review the attendance/participation sheets for each grade level. Any student showing a pattern of non participation (not completing assignments or missing some portion of their instructional day) will be brought to the support team for follow up.
The team member will also reach out to the family to provide assistance. The Team will discuss the student, meet with the teacher to gather more information and will make contact with the family (Pre-SST data collection)
Small group instruction to re-engage the student
One on one check-ins with the student
Counseling support
Reading specialist support or for middle school additional instructional time

Tier III
Intervention steps listed above are unsuccessful - student is referred for SST/504 or formal assessment

When needed we will use translation services to communicate with families. We are also contracting with Talking Points. This system will allow us to communicate with families in languages other than English on a regular basis and get feedback from all families instantly. The system allows the user to communicate in their primary language while the receiver gets the message in their primary language. It also allows the district to quickly poll parents on any topic and the poll is sent to the family in their primary language.

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.]

In August meals were available for pickup on school days (Mon-Fri 11:00 a.m. -12:30 p.m.)

As of September 21, meals are available for pickup Tuesdays & Fridays.
Two meals are provided for all days of the week even though pickup days were reduced to two (including weekends)

Students receive Tue-Thu meals on Tuesdays.
Students receive Fri-Mon meals on Fridays.
We are feeding any children below age 18.

Planning is in process to provide alternative pickup sites at Golden Wheel and Casa del Lago due to the fact that nearly half of our students live in these two mobile home parks. We hope to increase participation of this valuable free service.
We are also supporting families in need by providing grocery cards that have been donated through our family resource center. We are working on donations for grocery bags with essential items that can be distributed with lunch and breakfast pick up.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>Talking Points - Family communication tool that translates. Targeted for English Learners</td>
<td>6,520</td>
<td>Yes</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Responsive classroom - PD and curriculum</td>
<td>48,411</td>
<td>Yes</td>
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<tr>
<td>Pupil Engagement and Outreach</td>
<td>Parent University - Assist English Learner and Low income families with assisting their students during distance learning</td>
<td>87,748</td>
<td>Yes</td>
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<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Counselor - Brought on in 2019-20 to focus on students experiencing trauma (ACES) and low income, foster youth and homeless youth experience more trauma. Also works directly with all faster youth and is one of our School Linked Services Coordinators who assist low income families with resources</td>
<td>125,904</td>
<td>Yes</td>
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<tr>
<td>Pupil Engagement and Outreach</td>
<td>Telehealth - Providing mental health services to low income families, foster and homeless youth</td>
<td>3,500</td>
<td>Yes</td>
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</table>
### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.65%</td>
<td>1,202,445</td>
</tr>
</tbody>
</table>

#### 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.]

**Technology**

When we went into distance learning in March of 2020, we did not have the necessary resources (technology). Most of the learning was done through printed work packets. We began tracking the students that teachers had a difficult time reaching by phone, email or online. The students who were struggling were our English Learners, low income students and some homeless youth. We only had one foster youth and he was in a group home and had internet connection. We realized we needed to provide computers and Wifi if we were going to ensure all students have access to high quality teaching and learning.
We purchased Chromebooks and received Wifi Hotspots from the City of San Jose. Now our English Learners, low income students and our homeless students have access to the internet and daily instruction. We also realized that logging on is difficult for English Learners. We purchased Canvas, an online learning management system that has the capability of translating the entire page view to other languages. This has assisted our English Learners, and their parents, to access the online content.

Social/Emotional Supports and Family Engagement

If a student has experienced any trauma then learning is more difficult. We look at ACES and know that low income students, homeless and foster youth experience trauma. We have the following in place to assist children:
Responsive Classroom will provide our 4th-8th grade teachers with social/emotional curriculum and practices.
Counselor and School linked Services Coordinator are providing outreach services to families and individual and group counseling to students.
School Psychologist and Counselor are providing Parent University classes to assist parents with students who are struggling.

We are purchasing Talking Points which automatically translates any communication into the receivers primary language. This program will assist our ELs, low income and our homeless families as they will be able to receive messages on their cell phones and be able to respond immediately.

Instructional Support

Our data shows that English Learners, low income student, homeless and foster youth struggle academically. While the strategies listed in the plan may benefit all students, the goal was to ensure our ELs, low income students and foster youth would receive additional instructional opportunities to mitigate any learning loss.

We purchased applications that would allow students to use asynchronous time to improve their reading and math skills - RAZ kids, Lexia, Accelerated Reader, ST Math.
Two assessment systems are being used ESGI and NWEA. The systems are necessary to identify struggling learners in order to provide targeted instruction.
We added three periods to the middle school schedule to give struggling students additional instructional time in reading and math.
We added an additional period of instruction for our English Learners at the middle school.
The Reading Specialist and two resource teachers are providing additional instructional time for students - priority is given to ELs, low income students and foster youth.
Students received learning supplies to use at home. This assisted low income students as many did not have the needed supplies to engage in their learning in the spring.

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

Orchard School District is required to increase services for English Learners, Foster Youth, and Low Income students by 17.65% which is equal to $1,202,445 as shown above. This increased percentage is met by actions and services included in the Learning Continuity and Attendance Plan. Some actions in the plan are offered schoolwide but are principally directed towards these students (such as technology devices) while other actions strictly benefit our neediest students.

In the plan you will see the following actions marked as "Contributing" which are actions included to support our English Learners, Foster Youth, and Low Income students. They are described in greater detail in the plan. This is a short list of services principally directed our foster youth, low income and EL students:

*Access to technology at home and in the classroom including Chromebooks loaned out by the District, free hotspots including free unlimited data internet service for a year in partnership with the City of San Jose, and access to online curriculum, education tools and subscriptions.
*Three (3) extra periods outside of the normal bell/class schedule to provide additional support to these students that are struggling to keep up with the pace of the classes
*One MS ELD period
*Talking Points app/software to translate school communication going out to families into the language of their choice. Their responses are taken down in their preferred language and translated back to English for school staff.
*Extensive summer school program to help students catch up from learning loss
*Social-Emotional supports from home and when school resumes in person
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday and Thursday</th>
<th>Tuesday and Friday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:40</td>
<td>Office hours/intervention</td>
<td>Office hours/intervention</td>
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<tr>
<td>8:40-9:50</td>
<td>Period 1</td>
<td>Period 4</td>
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<tr>
<td>9:50-10:00</td>
<td>BREAK</td>
<td>BREAK</td>
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<tr>
<td>10:00-11:00</td>
<td>Period 2</td>
<td>Period 5</td>
<td>Period 1 (SEL homeroom check in)</td>
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<tr>
<td>11:00-11:10</td>
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<td>11:10-12:10</td>
<td>Period 3</td>
<td>Period 6</td>
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<tr>
<td>12:10-12:55</td>
<td>LUNCH</td>
<td>LUNCH</td>
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<td>12:55-2:35</td>
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<td>Time</td>
<td>Monday and Thursday</td>
<td>Tuesday and Friday</td>
<td>Wednesday</td>
</tr>
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<tr>
<td>8:00-8:30</td>
<td>Office hours/intervention</td>
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<td>8:30 - 9:30</td>
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<td>TK/Kinder and First</td>
<td>TK/Kinder and First Science/Soc St</td>
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<td>ELA or Math</td>
<td>ELA or Math</td>
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<tr>
<td>9:30 - 10:30</td>
<td>Second and Third</td>
<td>Second and Third</td>
<td>Second and Third Science/Soc St</td>
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<td>ELA or Math</td>
<td>ELA or Math</td>
<td></td>
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<tr>
<td>10:30 - 11:30</td>
<td>Fourth and Fifth</td>
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<td>Fourth and Fifth Science/Soc St</td>
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<td>ELA or Math</td>
<td>ELA or Math</td>
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</tr>
<tr>
<td>11:30 - 12:30</td>
<td>TK/Kinder and First</td>
<td>TK/Kinder and First</td>
<td>Prep/office hours/intervention</td>
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<tr>
<td></td>
<td>ELA or Math</td>
<td>ELA or Math</td>
<td></td>
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<tr>
<td>12:30 - 1:30</td>
<td>Second and Third</td>
<td>Second and Third</td>
<td>Prep/office hours/intervention</td>
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<td>ELA or Math</td>
<td>ELA or Math</td>
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<tr>
<td>1:30 - 2:30</td>
<td>Fourth and Fifth</td>
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<tr>
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<td>ELA or Math</td>
<td>ELA or Math</td>
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## Hybrid Schedule

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<thead>
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<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>Distance - All</td>
<td>A</td>
<td>B</td>
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