Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

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

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

Oro Grande is a small community located in the High Desert in Southern California. The population of Oro Grande is 1,064.

The main industry in Oro Grande comes from a large cement factory located near the elementary school. Most residence travel into other areas of the high desert for employment.

OGSD operates a TK-6 elementary school in a rural community with 91 students. OGSD also partners with and supports two charter schools. Riverside Preparatory School (RP) is a TK-12 traditional classroom-based program. RP maintains an elementary campus with approximately 960 TK-5 students and a Secondary campus with approximately 1,500 6-12 students. Mojave River Academy Schools (MRA) is a TK-12 independent study school system. MRA consists of 7 Charters with 13 locations, serving approximately 2,500 students.

Oro Grande Elementary School District educates around 105 students per year in grade transitional kindergarten to the sixth grade. The Oro Grande Elementary unduplicated percentage is 94%. The English Language Learner population is 32% of students (all EL students' primary language is Spanish).

Stakeholder Engagement

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

Stakeholders in Oro Grande include both internal and external groups, all of whom share a

common interest in creating a successful and sustainable school program.

Weekly video conferences between educators, support staff, and administrators allow for the sharing of best practices among colleagues and provide a forum for staff to request specific supports and resources to improve their virtual teaching strategies. Teachers are also interacting with students daily and requesting ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services. Feedback was solicited from both our School Site Council and DELAC committees.

All meetings were conducted virtually allowing for all parents to participate and give feedback. These meeting occurred at times when students were not required to be in virtual classrooms to ensure that they were available.

Feedback received from the community and staff in connection with the Public Hearing where OGEDS's Learning Continuity and Attendance Plan is presented will also help to inform the direction of the school programs. Individuals wishing to provide input may join the meeting virtually or submit written comments/questions via a Google Form survey, email, social media or phone call.

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

All stakeholders were given the opportunity to participate in all public meetings and public hearings virtually. All schools continue to provide instruction via distance learning, therefore all stakeholder meetings were held virtually through Zoom. Weeks before the meetings were held, stakeholders were encouraged to submit questions via a Google Form to ensure detailed answers were explained

The school district has provided technology resources for all families that do you not have Internet or a device. Stakeholders were informed of these public meetings by phone calls, digital flyers (Peachjar), social media and in students Google Classroom.

Parents are also encouraged to provide feedback buy directly contacting schools or commenting on social media platforms.

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

Parents communicated concerns regarding the schedule and curriculum used during distance learning. Families voiced concern regarding the pacing of assignments on the new digital platform being utilized at the 6th grade level. They also shared the struggle that many students are having on all online platforms and accessing zoom throughout the day with limited

Families also communicated the need for additional support, especially for students that have special needs and are on Individual Educational Plans.

Families are also communicating the desire for student to return to school and have in person learning. There was also feedback communicating the need to provide more supports for the most vulnerable populations *special education.

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

This school district appreciates and used the feedback from all stakeholders while developing this plan. Parents overwhelmingly have communicated to Oro Grande school District their desire to have students return to in person learning as soon as possible. This school district has worked diligently to plan for both in person and distance learning that provides a quality and rigorous education for all students.

Parents also communicated their concerns regarding social distancing and safety precautions. This plan and resources ensure that students can return to school in small cohorts and proper sanitation and cleaning will allow for a safe environment.

As a result of the comments given by all stakeholder, Oro Grande Elementary School district will submit a waiver to return their Tk-6 populations as soon as the Covid numbers in the community reach the appropriate numbers. The district will also use the recommendations set by the Governor to bring back special populations to receive in person interventions and one-on-one direct instruction. A committee of district administrators, site administrators, coordinators and teachers will work through the data to ensure the neediest students participate in this process.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Oro Grande School District is committed to providing a quality educational experience for all students and families that meets guidelines and expectations of the California Department of Education. In the COVID-19 environment we have developed a comprehensive plan for re-opening our schools which will be executed in phases. This plan has been developed comprehensively for all learning settings; traditional, blended and independent study. Timeframes for phases and implementation are dependent on Department of Public Health guidance along with state and local orders and what they will allow.

PHASE I - Small Learning Hubs 1 Day Per Week

In Phase I, RP/OG students who have previously signed up for the 5-day traditional or 2-day blended program (outlined below) will attend school one (1) day a week in small learning hubs. Traditional and blended learning cohort classes will be at 12-17% normal capacity – or four (4) students and one (1) teacher per class. Students will be in a cohort with the same students all day. On days where students are not physically on campus, they will be on the distance learning platform continuing their studies. No students will attend on Friday, but will still continue to distance learn. COVID-19 procedures, protocols and routines outlined in this document will be established and taught to all students. Students in distance learning or independent study will continue procedures as in Phase 0.

All ceremonies, dances, assemblies, rallies, club meetings or activities, and field trips will be suspended during this time or offered in a virtual format. Athletics will follow guidelines as outlined in the Athletics section of this document.

PHASE II - Small Learning Hubs 2 Days Per Week

In Phase II, OG students who have previously signed up for the 5-day traditional or 2-day blended program will attend school two (2) days a week in small learning hubs. Traditional and blended learning cohort classes will be at 24-34% normal capacity – or 7 to 8 students and one (1) teacher per class. Students will be in a cohort with the same students all day. On days where students are not physically on campus, they will be on the distance learning platform continuing their studies. No students will attend on Friday, but will still continue to distance learn. Students in distance learning or independent study will be allowed to attend small learning hub activities of no more than 4 students and 1 teacher.

All ceremonies, dances, assemblies, rallies, club meetings or activities, and field trips will be suspended during this time or offered in a virtual format. Athletics will follow guidelines as outlined in the Athletics section of this document.

PHASE III - Family Choice Instructional Model With Restrictions

In Phase III, OG students who have previously signed up for the 5-day traditional or 2-day blended program will attend school 5 and 2 days a week accordingly in small learning hubs. Traditional and blended learning cohort classes will be at or below 50% normal capacity with 12 to 15 students and one (1) teacher per class. Students will be in a cohort with the same students all day. On days where students are not physically on campus, they will be on the distance learning platform continuing their studies. At RP/OG Friday's will be minimum days. Students in distance learning or independent study will be allowed to attend small learning hub activities of no more than 4 students and 1 teacher.

All ceremonies, dances, assemblies, rallies, club meetings or activities, and field trips will be suspended during this time or offered in a virtual format. Athletics will follow guidelines as outlined in the Athletics section of this document.

PHASE IV - Family Choice Instructional Model With Expanded Activities

Continue with Phase III educational operations with opening of after-school and group activities/interactions including concerts and athletics with limited spectators. Lunches may be conducted outside with greater social interaction outside of cohorts.

Throughout all phases in this plan teachers will work with students on an individual basis to assess and identify gaps in instruction and learning. Small group lessons and reteach cycles will be used to support deeper understanding of content.

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

Description	Total Funds	Contributing
Graphics West Inc- Masks Action Sales- Masks	$ 7,436.91 $ 180.98	[Y/N]
Creative Bus (Portion of new Bus)	$75,217	[Y/N]

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.]

Distance learning requires daily live interaction with their teacher and peers. Examples of daily live interaction include in-person and virtual communication or interactions, including but not limited to synchronous online instruction and phone calls where both parties communicate at the time of occurrence. One-way communication, including voicemails, emails, or print materials, is not considered a live interaction. Students will engage in distance learning assignments through the Edgenuity platform in grade 6 and Google classroom in grades TK-6. Students will have daily check-ins with their cohort teacher via online meeting platforms or phone calls, as well as daily lessons that rotate through all core subject areas. The cohort teacher will take attendance on a daily basis based on the student's daily online activity. Chromebooks or iPads, depending upon grade level, will be issued to all students during distance learning.

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.]

Students will receive a device during the first week of the 2020-21 school year. Devices will be assigned to each individual student to be used in class, at home for distance learning, or at home for independent study. Mobile Wi-Fi hotspots will be provided to families in need. Parents and students will be required to sign the Oro Grande School District Acceptable Use Policy prior to receiving a device.

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.]

Based on guidance from Senate Bill 98, instructional minutes have been adjusted during the COVID era. For students enrolled in Modified Traditional or Blended Learning attendance is compulsory based on daily minutes of active participation in learning activities for the following time frames:

- 240 minutes for grades 4-6
- 230 minutes for grades 1-3
- 180 minutes for elementary TK-K

Daily participation is used to track attendance and ensure daily engagement by all students in learning activities. However, documenting daily participation may be met through daily live interaction with a teacher or virtual assignments. Daily participation may also be documented through participation in online activities, completion of regular assignments, and contacts between employees of the LEA, including those other than teachers, and pupils or parents or guardians.

To meet these requirements, students can participate in learning options in a variety of ways, including synchronous and asynchronous activities.

- Synchronous: Attendance at cohort Zoom meetings, interaction with teacher or classmates during zoom meetings, phone calls or check-ins with the teacher.
- Asynchronous: Completion of assignments on Edgenuity or Google classroom, watching recorded lessons from the teacher, participating in educational activities with the family, completing a reading log.

Within Phases 0-III students enrolled in the Modified Traditional and Blended Learning options, OGSD will provide the following structures and safeguards to ensure student meet the required minutes:

- Students may meet each morning with their teacher (within their student cohort) from 8:30 - 9:00 via zoom for daily check in and SEL enrichment activities.
- Students may work in Edgenuity (grade 6) and/or Google Classroom (TK-6) learning platforms. Cohort teachers, as well as support staff, will check and monitor student log-ins daily. Teachers will grade and provide feedback on student work submissions.
- Students may meet virtually with a core subject specific teacher for direct subject lessons on a daily basis. These lessons will rotate through all subject areas. For example, English instruction on Monday, Math instruction on Tuesday, etc.
- Cohort teachers will be responsible for entering daily attendance for their cohort students into Aeries by 10:00 am the following day.

As described in Education Code Section 43504(f), daily participation in one of the options listed above will be used to calculate student attendance. Students not participating in the provided synchronous options will receive a phone call from their cohort teacher. A required contact will occur if three consecutive days or 60 percent of the school week are missed.

If students are not in attendance, cohort teachers will follow the following steps:

- The cohort teacher will call and/or email parents/guardians to check-in and inquire if there are any concerns that are keeping the student from participating, i.e., technology issues, access issues, need for more one-on-one instruction/guidance or unforeseen family hardships/concerns.
- The cohort teacher will collaborate with colleagues to see if another staff member has made contact with the family to determine the best means of communication and/or to strategize a common approach in assisting the family unit.
- The cohort teacher will submit a referral to support staff such as Family Engagement Specialists and Counselors to determine appropriate services and interventions.
- In the event that this does not bring a change in participation, school site administration will be included and consider various supports, including the Director of Student Assistance, Welfare and Attendance for support in home visits and addressing individual family needs.
- If absences are due to COVID-19, then the cohort teacher/administrator will notify the Coordinator of Health Services for proper reporting, monitoring, and tracking of COVID-19 related illnesses.

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.]

All teachers will participate in monthly (middle/high school) and bimonthly (elementary) meetings with professional development consultants. These meetings will focus on scope and sequence of content standards, identifying the lessons aligned to the standards, review of Edgenuity lessons looking for gaps, and identifying supplemental materials needed to fill gaps. Teachers will plan how to teach the lesson in an online format through the use of Zoom and Google classroom with the focus on learner engagement and depth of learner understanding.

In addition to monthly professional development meetings, Instructional Coordinators will be coaching teachers. The coaching provided will include content support, online engagement strategies, reteach cycles in an online classroom, student mastery and assessments, and individual teacher needs. This will be real time, interactive coaching that will support teacher growth and efficacy.

Staff Roles and Responsibilities

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

The impact of COVID-19 on the Oro Grande instructional programs has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative offices.

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. Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of Learning Management Systems (Edgenuity) to assist with the delivery of instruction, alternative methods of meeting with students such as Google Classrooms and video conferencing tools, and training on the use of these systems.

Instructional staff are spending more time reaching out to students to engage them in distance learning and making themselves available throughout the day to respond to students. Instructional staff will also assume responsibility for taking student's temperatures and implementing site safety protocols related to COVID-19 when in-person instruction resumes. Oro Grande was already using Gog for some of the instructional delivery; however, COVID-19 prompted an immediate expansion of this delivery model, which required additional technology support for staff and students. Staff created curriculum content for the LMS and tutorials for students, teachers, and parents on how to access LMS curriculum and communication methods being used such as video conferencing tools. The Educational Technology User Support Assistant expanded the training and troubleshooting support provided to staff and students. A new Director was hired to help manage all components of the learning management systems and to provide support to staff and students. OGESDE's Informational Technology Department had to expand their support due to a huge rollout of technology for staff and students and the additional technical support needed. To address the mental and physical health of students, OGESD has purchased a new program to assist with social and mental health. The program (Care Solace) assists with contacting a mental health provider to provide timely assistance. The school psychologist along with School Counselors are working to support the social and emotional well-being of students. The School Nurses are providing support with COVID-19 student tracking and resources for students and their families.

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.]

Unduplicated Students

Ensuring quality education for our highest need students is a top priority for Oro Grande Elementary School District. The following modifications and supports will be put in place to ensure these students receive additional supports in all content areas.

English Learners

All EL students will have online curriculum modifications to meet their language acquisition needs. Teachers will receive extensive training in the ELD frameworks along with professional development in instructional strategies to support students based on their students' language levels.

The school will provide support for families with translation and support in primary languages. DELAC meetings will continue to be held to support and provide information for all parents of English Language Learners whether virtual or in-person depending upon phase. Instructional Support Teachers and Academic Coordinators will support teachers with instructional practices and curriculum modifications. Supporting the ideology of the new California Road Map for English Learners will ensure that teachers and staff continue to support EL students and understand the asset based approach of EL education. Teachers will record and monitor language acquisition progress through a digital portfolio. All supports will continue to ensure that students are working towards reclassification.

Foster Youth

Social/Emotional support will be provided by school counselors and district student services staff. The Oro Grande Elementary School District will work to provide individual support for the needs of foster youth. These services will include academic support, resources for financial support, basic needs and post high school planning. Wellness information will be provided to families through school sites and district staff. All foster youth will have access to one to one technology provided (device and mobile wi-fi hotspot). Oro Grande employees will continue to work with foster families and social services to meet the individual needs of foster youth. Nutritional resources will continue to be provided by the school district.

Low Income Students/Homeless

Oro Grande School District educates approximately 80% low socioeconomic students and the needs of this population continue to be a priority for the school district. The district will continue to provide one to one technology to all low income students as needed (device and mobile wi-fi hotspot). Students will also receive classroom supplies (paper, pencils, crayons) that will help them complete any necessary assignments. Social/Emotional support provided by school counselors and district student services staff and wellness information provided to families through social sites and district staff. Students have access to transportation that ensures daily attendance for in person learning. Project Coordinators work to connect community resources to students and families. These resources include health services and community financial resources. Nutritional resources will continue to be provided by the school district.

Special Education

OGSD will provide Distance Learning for the following Special Education and related services: 1) Specialized Academics Instruction: 2) Speech and Language Therapy: 3) Educationally Related Mental Health: 4) Assistive Technology: 5) Occupational and Physical Therapy: 6) Hard of Hearing: 7) and Visual Impairment. Services will be conducted by virtual class meetings (synchronous and asynchronous), virtual individualize instruction and check-in via computer or communication technology (video/audio), and/or the use of print materials and assignment with teacher feedback. The Individuals with Disabilities Education Act (IDEA) outlines the kinds of services and supports children with disabilities may be eligible to receive. Throughout the phases of implementation, services will be determined by the Individualized Education Program (IEP) team.

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

Description	Total Funds	Contributing
Printing Service (additional support for students who initially could not access curriculum)	$ 155.16	Y
Instructional Supplies (additional instructional supplies for students to keep at home)Southwest School Supply	$ 317.86	N
Online and phone counseling (services for students who might be experiencing mental health emergencies or in need of treatment) Care Solice	$12,500	Y
Portable internet devices (T-Mobile Hot Spots- for students who do not have connectivity at home)	$21,210	Y

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.]

The Oro Grande School District is our implementing a variety of strategies to make up for learning losses that occurred during the school closures of the 2019–2020 School year. All teachers have participated in rigorous professional development to understand standards and content of grade levels that matriculate into their specific content.

Teachers have worked to create new curriculum maps and pacing guides. These new documents our spiraled with content that was taught in their previous school year. At the beginning of the 2020–2021 School year all students took =English language arts and math assessments to gauge any learning loss that occurred in the last school year. Vertical planning and intervention have been put in place for all students not meeting grade level. In the sixth-grade students have been assigned a double block of English language arts to ensure they leave the elementary level reading at grade level.

The Oro Grande School District has also provided students with social and emotional on curriculum to help with any social obstacles that may be in place and are keeping students from learning.

Throughout the school year, students will take interim block assessments that will help with the alignment of standards. These assessments will help teachers evaluate and plan for the end of the year summative state assessments.

Pupil Learning Loss Strategies

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

The Oro Grande school district has put in place a variety of learning and instructional strategies to minimize the learning loss that occurred during distance learning. Students during synchronous and asynchronous times have opportunities to work with teachers one on one or in small groups to receive intervention in areas of English language arts, math, and English language development. The EL department has worked with teachers administrators to modify distance learning assignments to ensure they are at the appropriate language development level.

A new reading intervention teacher

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The school district will use a variety of local and state assessments to evaluate the progress of all students during distance learning. All students will take a quarterly lexile assessment to determine if they are reading at grade level. Teachers will also evaluate Learning loss by using assessments that evaluate grade level standards along with assessing standards that might have been missed during the spring of 2020.

Interim block assessments from the State Will be administered throughout the school year to gauge if students are on track to perform at proficiency in the summative state assessments.

An English language development portfolio is kept for every English language learner in Oro Grande. This portfolio evaluates the progress of EL students during the school year. If students are not making adequate progress, their goals and assignments are evaluated to determine if interventions are needed and assignments need to be modified further.

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

Description	Total Funds	Contributing
Online lexile testing – Online reading assessment to determine reading	$2106.50	Y

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.]

The Social-Emotional Health of students and staff will continue to be a priority for OGSD. All students will have access to School Counselors for academic advisement, specific small-group counseling, and individual counseling that will be conducted via online platforms. The District's adopted social-emotional curriculum, Lions Quest, will be a component instruction in every phase and in every learning option. Students, families, and staff needing additional services beyond the scope of school-based offerings have access to a free, online mental health concierge service to get the services needed. Additionally, families can access the Student Assistance Program (SAP) through the San Bernardino County Department of Behavioral Health for essential mental health services.

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.]

Assignments, Homework, & Progress: For grades 6-12, our online program has a comprehensive curriculum and immediate grading capabilities. The program tracks which lessons students complete and needs to complete. There is assigned fluency or writing practice within the program to help your student meet mastery of learning goals. TK-5 grade students' progress will be monitored by the teacher as they report online daily with their teacher. All students work log and grading will be through Google Classroom. In addition to assignments pushed out via Google Classroom, the teacher will be able to monitor students progress and independent work through our Core Curriculum digital platforms (ConnectED - ELA, ConnectED - My Math)

Students not participating in the provided synchronous options will receive a phone call from their cohort teacher. A required contact will occur if three consecutive days or 60 percent of the school week are missed.

If students are not in attendance, cohort teachers will follow the following steps:

- The cohort teacher will call and/or email parents/guardians to check-in and inquire if there are any concerns that are keeping the student from participating, i.e., technology issues, access issues, need for more one-on-one instruction/guidance or unforeseen family hardships/concerns.
- The cohort teacher will collaborate with colleagues to see if another staff member has made contact with the family to determine the best means of communication and/or to strategise a common approach in assisting the family unit.
- The cohort teacher will submit a referral to support staff such as Family Engagement Specialists and Counselors to determine appropriate services and interventions.
- In the event that this does not bring a change in participation, school site administration will be included and consider various supports, including the Director of Student Assistance, Welfare and Attendance for support in home visits and addressing individual family needs.
- If absences are due to COVID-19, then the cohort teacher/administrator will notify the Coordinator of Health Services for proper reporting, monitoring, and tracking of COVID-19 related illnesses.

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.]

Breakfast and lunch will be in the classroom or at an assigned outdoor area with cohorts during Phases I-III, with an easing of restrictions during Phase IV. Meal distribution procedures will vary depending upon the phase and the learning option as described below. All students will need to show their OGSD school identification card. Students who wish to bring their own lunch may do so.

Modified Traditional (5-day per week) Meal Service Model:

- Breakfast and lunch will be consumed in class each day or at assigned outdoor area with cohorts
- All Meals served will be individual and prepackaged to reduce contact by other students
- All tableware and utensils will be disposable and thrown away after each meal
- Sharing of food will not be permitted
- Weekend meals will be distributed Wednesday at school site

Blended Learning (2-days per week) Meal Service Model:

- Grab and Go meals will be distributed at school site, Tuesday and Wednesday and will contain 7 days of meals
- All Meals served will be individual and prepackaged to reduce contact by other students
- All tableware and utensils will be disposable and thrown away after each meal
- Floor markers are used for social distancing in line
- Contact areas are sanitized between students
- Sharing of food will not be permitted

Distance Learning/Independent Study Meal Service Model:

- Grab and Go meals will be distributed at school site, Tuesday and Wednesday and will contain 7 days of meals

- All Meals served will be individual and prepackaged to reduce contact by other students
- All tableware and utensils will be disposable and thrown away after each meal
- Floor markers are used for social distancing in line
- Contact areas are sanitized between students
- Food is to be consumed off campus

OGSD staff will:

- Wear appropriate PPE when serving students
- Wash and sanitize their hands prior to and after handling food
- Maintain social distancing during meal preparation and distribution, as feasible
- Create markers to allow social distancing between students
- Use disposable tableware and utensils
- Serve only prepackaged individualized meals
- Clean and sanitize all food service equipment and food service areas before and after use

OGSD students will:

- Wash and sanitize hands prior to and after eating meals
- Maintain social distancing while consuming meals
- All tableware and utensils will be disposable and thrown away after each
- Sharing of food will not be permitted
- Sit at desks/tables to provide physical distance as feasible

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
38.61% and	$284,121

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.]

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

Additional Double block reading classes for all sixth-grade students will allow all students receive all intervention supports, this will specifically help the English Language Learner population with language acquisition intervention built in.

All Oro Grande students are mixed in classes with Riverside Preparatory School (charter) all class numbers have been minimized to 15 to 16 students per class. This lowering class size will allow for smaller class size that will allow for social distancing. It also allows for smaller intervention groups for language acquisition and more time for social -emotional support and family interaction.

An additional counselor was added at the 6th grade level to work on building appropriate cohorts and allow for check-ins with students that are not engaging in distance learning.

A reading intervention teacher was also hired to assist teachers with building a more rigorous and richer curriculum during distance learning. This teacher pushes into teaching planning and also plans with the districts

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

Oro Grande School District educates 94.72 % population rate of low-income students. Due to the high population of this unduplicated population, programs offered are appropriate for the total LEA's student population. Oro Grande School District provides an increased 8-hour day program to provide time for intervention programs for unduplicated students. These programs include intervention programs (instructional

materials specifically targeted for the EL population (reading intervention materials),staffing and professional development for increased services for EL students and low-income populations.