

# 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>.

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## General Information

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

The COVID-19 pandemic and subsequent school and business closures threw Ventura and the Ventura Unified School District into turmoil. Many families in our community became either unemployed temporarily or permanently due to the pandemic, as businesses across the city shut down. With stay at home orders in place, our staff worked to make sure that the basic and social emotional needs of our families - especially those that are vulnerable - were met.

From the first day of school closures, March 16, 2020, Ventura Unified School District worked to provide distance learning opportunities to our students, first in the form of paper-pencil and online learning activities, and then using digital platforms. All students were provided with learning activities created with a Universal Design for Learning (UDL) lens, while we distributed electronic devices and wifi access to students. We were especially concerned about equity and worked to ensure that the students of poverty, homeless/foster youth, English Learner, and special education students who did not have devices were served first. The district immediately distributed breakfast and lunch to needy families five days a week through the end of March. Beginning in April, a week's worth of breakfasts and lunches were distributed once a week to ensure the safety of families and staff. Counselors and school psychologists met with students and families online via Zoom to address concerns. Teachers suddenly thrust into an entirely new paradigm of instruction and lesson delivery, established office hours each week, and connected with students through Zoom, Google Meets, and phone calls.

Recognizing the need to communicate with our families as a district, our Communications Coordinator provided daily Crisis Communication updates in English and Spanish via Edulink and on the district website through April. Beginning in May, she communicated with families every Wednesday. We conducted stakeholder engagement meetings to complete our LCAP process and write our COVID-19 Written Report via Zoom. In addition, we successfully engaged our families with surveys on distance learning, graduation and year-end activities, and more. Input from these surveys informed the Board as they made decisions about reopening schools for the 2020-2021 school year.

# Stakeholder Engagement

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

The district held a series of Distance Learning Committee meetings, which were well attended by teaching and other staff, in order to discuss the reopening of school. In addition, the district held virtual town hall meetings via Zoom Webinar in English and Spanish in July, and sent surveys to students, families and teachers, classified staff, and association presidents to get input prior to making final decisions for what Fall 2020 would look like in Ventura Unified. Paper copies were available at school sites and the district office, and call center personnel assisted English and Spanish-speaking families complete and submit these surveys as requested. Feedback from these surveys was shared with the Board of Trustees, who engaged in robust discussions at every Board meeting. Once the Board of Trustees decided that VUSD would provide distance learning through January, the district held additional informational webinars and followed up by surveying families on their choice of program and needs around technology devices and connectivity, childcare, and meals. This information was shared with sites and district departments so they could prepare for the start of the new school year. VUSD also created a centralized help center for frequently asked questions, resources and more. The district implemented a Call Center to provide assistance to families in English and Spanish regarding the reopening of schools, connecting to devices and answering general questions about student learning platforms. They also assisted families who were uncomfortable with technology complete and submit the surveys. The district has implemented ParentSquare to assist us in communicating with our families in the language in which they are comfortable. District translators assisted Arabic-speaking families navigate the surveys. The district contracts with Mixteco Indigena Community Organizing Project (MICOP) to provide assistance to our Mixtec-speaking families.

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

The district held a series of virtual town hall meetings via Zoom Webinar. Meetings were live-captioned in English and interpreted in Spanish and American Sign Language. Links to these virtual town hall meetings were shared in weekly district communications to families, posted on the district website and the district Facebook page. Call Center staff were on hand to assist families with technology barriers access the information provided at these meetings; they did so via individual phone conversations. The Call Center staff provided a haven for families in need of assistance; staff formed meaningful professional relationships and continue to receive questions from families with whom they connected.

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

Feedback received from this outreach and from emergency teaching in the spring indicated strongly that our younger learners found it challenging to click in and out of different platforms. As a result of this feedback, our learning platforms are fully integrated to the extent possible, so students log onto one platform and all the information they need is within that platform. In addition, high school students and families were frustrated by Edgenuity, the learning platform used during emergency teaching.

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

Feedback from families and staff greatly influenced the choice of learning platforms for Fall 2020 - we are using Seesaw for early elementary students, and Canvas for all grades.

## 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 it is safe to open sites, we will open in an “AB” hybrid model. This means that students will come to school either Monday/Tuesday or Thursday/Friday. We will have a two week transition period in elementary schools where students only come one day a week to get used to routines. In secondary, this transition period will most likely be longer than 2 weeks due to larger cohorts and the needed staggering of arrival/dismissal times, redistribution of classes. In addition, it is our goal to bring smaller groups to sites sooner such as special day classes, El Camino and Pacific students, English Learner supports and tutoring for learning loss mitigation. We just received guidance for small cohorts on 8/25/2020 and we are starting to analyze and plan next steps.

In preparations for in-person instruction all staff have received training on Covid-19 Health and Safety protocols. Sites have been intensely cleaning, and custodial staff trained on increased sanitization procedures. The District has ordered disinfecting foggers that will be used daily after the routine nightly cleaning is completed to increase sanitization of surfaces. Additionally all high touch surfaces will be disinfected often throughout the day. All sites have Personal Protective Equipment (PPE) issued (masks, shields, no touch thermometers, hand sanitizer stations) and plexiglass shields have been installed in areas with higher public contact. Signage, and stickers have been printed and supplied to all sites to promote safe practices and social distancing. Transportation will be installing new software and technology in all buses that will increase the Districts ability to route students, know exactly who rode on a bus on any route (for contract tracing purposes). Restrictions on the number of students on each bus will be put in place to increase social distancing, and all buses will be cleaned and disinfected daily, with high touch surfaces cleaned between runs.

Upon returning to in-person instruction, with health and safety a priority, VUSD will continue to support student outcomes in core curriculum. The well-being of stakeholders will be at the forefront, and social-emotional and mental health services will be available to our students, families, staff and community. The progress and well-being of Low Income students, English Learners, Students with Disabilities, Foster, and Homeless students will be monitored closely, and academic and social-emotional needs will be addressed by support staff.

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

Description	Total Funds	Contributing
Safety - Provide PPE to all sites, including but not limited to Masks, Face Shields, Plexiglass partitions, Gloves, N95 masks, no touch thermometers, sanitizer, cleaning supplies, sanitizer stations (every classroom). Includes	\$893,770	N

signage to all sites to promote social distancing practices, hand washing, sanitizing, crowd movement, etc. Additional supplies for cleaning and disinfecting schools as well as providing employee training on Covid-19 awareness, policies and procedures.		
Safety - Transportation routing adjustments to lower the number of students on buses, track student ridership (for contact tracing). Additional expense to implement software and equipment to achieve action	\$107,000	Y
Instructional materials - All students provided with basic school supplies for at home use separate from at school use to prevent materials coming back and forth during hybrid	\$999,970	Y
Student Support - Additional Services for at risk students (outreach, counseling, social workers, Assessments)	\$350,000	Y

## 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.]

Prior to Governor Newsom’s July 17 order, Ventura Unified School District (VUSD) planned for a hybrid learning model, mixing on-campus teaching with offsite lessons. Once distance learning became the order of the day, VUSD shifted gears to focus exclusively on that option. The resulting WEAVE model is a “woven” mix of elements intended to give students more teacher interaction, greater support and an enhanced off-campus education. WEAVE includes both “synchronous” (live teaching via Zoom or Google Meet) and “asynchronous” (virtual lessons and independent work) learning based on teacher-created/curated courses. To reduce screen time, some assignments will be completed using pencil, paper and work/textbooks, and there will be more hands-on activities also. Art, music, and some form of movement/PE will be incorporated, and there will be opportunities for students to connect with each other — through projects as well as virtual classroom time.

VUSD will continue to use course management systems Canvas, Google Classroom and Seesaw, as well as BurlingtonEnglish, Estrellita and Adelante programs for English language development, dual language education and two-way immersion. Implementation will, hopefully, be more straightforward than it was in Spring 2020.

VUSD’s structured schedule has been developed to provide stability and increase teacher-student interaction, but flexibility is built into the system. While the first day of school was Tuesday, August 18, the first two weeks served as an orientation period. During this time, students engaged with teachers in live teaching; families picked up supplies, staff ensured devices and WiFi barriers were removed, students, families, and staff became familiar with remote learning platforms, and acclimated to live teaching online. Graded lessons began on Monday, August 31. Live teaching will follow some semblance of a bell schedule, and there will be additional time for small group sessions (decided upon by each teacher). Each teacher will provide 3 or more hours of live teaching daily, except Wednesdays which focuses on SEL and asynchronous learning after a 30 minute live teaching check in for all students.

For elementary students, live teaching sessions will be offered both mornings and afternoons. For middle and high schoolers, Periods 1, 3, 5 and 7 will take place on Mondays and Thursdays and Periods 0, 2, 4 and 6 will be on Tuesdays and Fridays. Alternative lessons and assignments will be available to all K-12 students in the event that some can't join a live session, and all live sessions will be recorded for later viewing if needed. Teachers will accommodate students as needed to ensure that all students are successful, both academically and in the social-emotional realm.

VUSD will support students and families more effectively than we did during emergency teaching in the spring. In addition to the orientation period and teacher-designed courses, teachers will be giving feedback and communicating with families on a regular basis. In addition, the progress and overall well-being of Low Income students, English Learners, Students with Disabilities, Foster, and Homeless students will be monitored closely, and academic and social-emotional needs will be addressed by support staff.

Students who are eligible for Special Education services will receive the services and supports listed in their IEPs to the greatest extent feasible in the respective instructional model (Distance Learning vs. Hybrid). Families will be provided an Individualized Distance Learning Plan within 11 days of an emergency related shutdown of in person instruction that describes the manner in which Special Education services and supports will be provided.

Special Education providers will work together and with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services.

Career Technical Education teachers have worked together all summer to develop hands on project based industry level instructions. Teachers ordered hands on kits for every student. We also purchased Virtual Job shadow to bring in industry based resources for each and every student.

English Learners will have dedicated Designated ELD time built into their Synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD. English Learners have access to word cards in English and Spanish and a clearinghouse of online English and Spanish resources to support an immersive language learning environment at home. Students have access to consumables in English and Spanish to support the online learning.

Technology Services supported the integration of our Learning Management Systems (LMS), Canvas and Seesaw, and a variety of specific applications such as, Renaissance Place, Moby Max, Dyknow, Read180, etc. Canvas will also support and track our levels of engagement and the work performed by our students. Our SIS (Q) was also modified to help support the new attendance model required by the CDE.

## **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 need appropriate devices and reliable Internet access for WEAVE, and the district is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. For wifi needs we have partnered with various vendors to provide low-cost or no-cost internet access for our students. Our Call Center staff is trained in helping families access these services.

## 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 the requirements set forth by SB 98, attendance and weekly engagement reports are managed via tools developed in our Student Information System, Q-SIS. Attendance and engagement procedures were developed in our Student Information System to track and record Distance Learning attendance through video conferencing (synchronous instruction.) asynchronous student work and weekly engagement monitoring utilizing the learning platforms (Canvas and Seesaw). All staff have been trained to manage both attendance and weekly engagement. Teachers will measure participation by taking attendance utilizing the code “DL present/work submitted” and “DL absent/work not submitted.” Teachers will track engagement by reviewing student work completed in Canvas and Google. Weekly reports will be certified by teachers. Time value and participation will be the equivalent of daily work a teacher assigns to students that they would have had assigned during live teaching. Teachers will be able to assess the student’s completion of daily work and have up to ten days to enter student engagement in the Student Information System. Attendance training slides are linked here: [VUSD Attendance Procedures - Distance Learning](#)

Special Education service providers will log their services in the IEP platform. Asynchronous work that applies to the students’ IEP minutes will also be logged by teachers in self contained classrooms.

Pupil progress will be assessed using local district monitoring tools including reading progress monitoring tools for K-5 and formative/authentic assessments.

## 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.]

Canvas and Canvas/Seesaw course builders were recruited and extensively trained in Canvas in the spring and summer of 2020. These VUSD teachers were supported by subject-area TOSA’s, and worked together in subject-area pods to share best practices and course-building problems and solutions.

For all sites, both elementary and secondary, at least one Canvas Support Site Liaison was hired to provide site-based support and training of staff, coordinated by the C&I department through the Educational Technology TOSA. In addition, all sites hire proficient Canvas users to serve in the role of “Canvas Buddies” who provide one-on-one support to a single teacher struggling to learn Canvas. These Canvas Support Site Liaisons and Canvas Buddies will continue in their roles for however long VUSD is in distance or hybrid learning.

For Special Education, the Early Intervention Center has also selected a “Canvas Buddy” and the Instruction, Behavior, and Inclusion Teachers on Special Assignment will be holding regular office hours to support special education staff across sites and grade levels. Paraeducators will be provided training needed to replicate their student support in a distance learning and/or hybrid environment.

Distance Learning Professional Development Calendar August 2020

## Staff Roles and Responsibilities

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

Various classifications of employees have been flexed to accommodate the new roles and responsibilities that affect the campuses.

Food & Nutrition- Once Food and Nutrition duties are met, staff may be assigned light custodial duties and assist with campus supervision needs.

Transportation - Staff have been reassigned to the following departments: Distance Learning Call Center, Transportation Training, Graphics, Technology, Warehouse, extra Clerical, Custodial, Grounds Crew, and Facilities.

Noon Duty/Playground Supervisors- Clerical duties at the site that they are currently assigned.

PE Equipment Attendants- assigned to assist with clerical duties, light accounting duties, and other special projects needed on campus.

Campus Supervisors at Secondary Schools- will continue to provide campus supervision and be assigned light custodial duties

## 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.]

The district will continue to follow Individual Educational Plans for students requiring special education services. Meetings and assessments will be conducted while observing state and county health and safety guidelines. All services will continue to be provided and paraeducators will continue to offer support. GATE teachers were provided with specific professional development to serve GATE students in distance learning. Students who are eligible for Special Education services will receive the services and supports listed in their IEP's to the greatest extent feasible in the respective instructional model (Distance Learning vs. Hybrid). Families will be provided an Individualized Distance Learning Plan within 11 days of an emergency related shutdown of in person instruction that describes the manner in which Special Education services and supports will be provided. Homeless/Foster Youth SSS section

Our Homeless/Foster Youth Liaison will be monitoring the attendance and grades and communicating regularly with our Homeless/Foster Youth students and their families to identify barriers and remove those barriers. For example, students with accessibility issues were provided Wi-Fi hotspots and Chromebooks. Also, referrals to services and organizations were provided to our students/families that expressed a need for shelter, food and other resources. Over the summer, a counselor was hired to provide Trauma Informed Practices training to staff and families of students experiencing homelessness.

Career Technical Education serves a large number of students with unique needs. Teachers are reaching out to their students and giving them additional resources both through Canvas with the Immersive Reader tool that translates multiple languages. Additionally, Canvas is ADA compliant and gives additional resources to all students.

The Multilingual/Multicultural Department is supporting teachers of English Learners with targeted professional development on supporting increased opportunities for student output in the targeted language and the use of visual clues and multimedia in a digital environment. In addition, weekly parent trainings are held to support families in supporting students' distance learning modules and participation. English Learners will have access to tutoring to support language and content instruction.

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

Description	Total Funds	Contributing
Technology Purchases to ensure all students have a device (chromebooks and Ipads) and provide additional technology supports to Special Education students	\$3,488,467	Y
Contract and equipment to ensure all students have WIFI access	\$118,228	Y
Software(s) to improve online access to a quality educational program that meets state standards	\$605,921	Y
Professional Development for teachers	\$1,305,999	Y
Counseling support for trauma, and support to families experiencing homelessness	\$350,000	Y
Provide Supply kits for students to use at home in Distance learning (basic supplies, art, science, manipulatives)	\$999,970	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.]

To address the impacts of pupil learning loss in English language-arts, mathematics, and English Language Development, additional teaching staff are being assigned to each school site including regular teachers to provide lower class sizes during distance and hybrid learning as well as intervention teachers.

Local and district assessments will be used to determine whether or not students are at grade level. Data from these assessments will be examined to determine gaps in learning, and Intervention will be provided in distance learning, hybrid learning, and in in-person learning to students who are not achieving. The progress of Low Income students, English Learners, Students with Disabilities, Foster and Homeless students will be monitored closely. Support staff and intervention teachers will provide instruction to fill the gaps in learning.

Special Education providers will collect data related to student Individualized Education Plans and included goals in order to identify and respond to learning loss on an individual basis.



## 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 LEA is partnering with our on-site childcare providers to provide additional wifi access, expanded use of facilities and scholarships, using donor funds.

Special Education teams will be conducting in person assessment for Triennial and Initial special education eligibility and progress monitoring. Special Education teams will be able to observe in the virtual classroom during live instruction. Analysis of significance of regressions without possibility of recoupment will occur on a case by case basis. Special education teachers will structure their live teaching time to best meet the needs of their students' learning needs, utilizing paraeducator support to provide whole group, small group, and individual instruction as needed.

Opportunities for remediating learning loss were first provided during the 2020 Summer Session for all secondary students through 6th and 7th grade booster classes focusing on key core grade level standards, and students who earned "Incompletes" at the end of second semester (high school only) were allowed to remediate their coursework to "Pass" during the July session. A 6th grade Bridge was provided as well, which is for students who are entering 6th grade below grade level, focusing on core standards and skills required for success in 6th grade. VUSD also lengthened the duration of semester 2 for high school students in the "Intersession" and "FLEX" programs in order to allow students to complete courses that they struggled with in transition to all-distance learning after March 13th.

### Homeless/Foster Youth SSS

In addition to being provided the opportunity to remediate learning loss, Homeless/Foster Youth students were case managed by the Homeless/Foster Youth District Liaison. Ongoing communication with the student and school staff will occur to ensure removal of barriers and access to Distance Learning. In addition to being provided with access to internet and Chromebooks and iPads, the District's Liaison case manages the students to ensure they are enrolled in school, attending regularly and communicating with their staff the barriers that inhibit their ability to succeed. The Liaison has scheduled ongoing professional development and collaboration with school site counselors and administrators. School site Liaisons have been identified at each school site to provide an additional layer of supports for the students and families.

Opportunities for remediating learning loss were provided during the 2020 Summer Session for all students grades 3-5 focusing on key core grade level standards. In addition prior to the start of 2020-21 all K-5 reading intervention and SAI teachers were trained in an evidence based reading intervention curriculum with digital access during distance learning. After School Education & Safety programs (ASES in elementary and middle school and ASSETS in high school) will be utilized to support students during distance learning, offer credit recovery, provide tutoring and social emotional learning opportunities.

Ventura Adult and Continuing Education (VACE) continued to support concurrent high school students throughout the end of the 2019-20 school year via distance learning. A total of one hundred eighty-two students completed 1,564 credits toward their high school graduation

requirements. In addition, a six-week credit recovery summer school program was available to concurrent students from Ventura, Buena, Foothill, and Pacific High School.

Independent study “FLEX” program provided to high school students as an education option for families wanting full or hybrid independent study. Model uses Edgenuity for all online courses and the District’s distance learning base program, Weave, at boundary school for “site-based” courses. FLEX is available at Ventura, Buena, Foothill and El Camino High School.

English Learners will be part of small group instruction and will have access to paraeducator support. ELs who need additional support will be proficient with additional tutoring. Families of ELs have the opportunity to participate in weekly workshops to support their student’s online learning and understanding of content. EL parents can find support through a call center that provides ongoing support regarding access to community resources, district resources, technology and academic support.

### 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.]

Local assessments and progress monitoring tools will be used to measure the effectiveness of services and supports. These include teacher developed classroom assessments, District-developed trimester assessments for TK-5, and District-developed quarterly assessments for grades 6 - 12. Teachers will examine the data from these assessments to determine learning gaps, and then create plans to provide instruction that will help the students who are struggling, achieve at grade level.

Special Education teachers and service providers will collect progress monitoring data and send home regular progress reports, using that data and district assessments to mark baselines and set new goals for annual IEPs.

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

Description	Total Funds	Contributing
Professional Development for Teachers	\$1,305,999	Y
Learning Loss Mitigation - Intervention/ Lower Class Size	\$1,450,000	Y
Special Education Additional Professional Supports	\$400,000	Y
Summer School	\$100,000	Y
Providing WIFI access at Day Care centers to support distance learning	\$10,000	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.]

Beginning in Fall 2020, VUSD is implementing a social emotional learning component, led by a teacher or a school counselor and taking place on Wednesdays for all VUSD students. Social emotional supports are embedded throughout the WEAVE program — including resources on cultural proficiency and anti-racist resources. All employees have been trained on COVID -19, including symptoms, social distancing, the importance of wearing a face covering and self screening.

Beginning on 9/9/20, Week 4 of instruction, all teachers Tk - 12 will have access to Social Emotional Learning lessons that have been built in the learning platform, Canvas using lessons from Second Step (TK - 5 and School Connect (6-12) The first unit provides students with school and community based resources and self care tips. All teachers are encouraged to assign lessons to every student and track attendance and engagement. In addition, counselors will have the opportunity to lead lessons with teachers and collaborate on student wellness check in's.

Throughout school closures, over the summer, and moving on into the 2020-2021 school year, Principals have been checking in on teachers and classified staff informally to provide support and assistance finding resources as needed. District employees with health and welfare benefits also have access to the Employee Assistance Program, which includes counseling and other resources and support. Mental health personnel will be available during the school year to respond to situations where individuals or groups of individuals may be in need of mental health and social-emotional support, including both pupils and staff. This team will also provide school and community based resources. In addition, professional development modules addressing trauma, suicide prevention, and bullying prevention and tiers of support have been created in order to support the continued professional development of staff. These modules include resources associated with each area along with a behavioral matrix addressing pupil behavior in regards to the potential behavioral and social-emotional responses displayed as a result of COVID-19. The behavioral matrix provides examples of these behaviors and how to appropriately address the behaviors through a tiered system of support. In regards to pupil support, a module has been created to provide social-emotional learning resources, a variety of school based and community resources which address anxiety and stress during COVID-19, hotlines and websites, time management tips, and information on how to stay productive while having an irregular schedule. In addition, pupils are able to easily access school based counselors.

VUSD will also be contracting with multiple county based social workers in order to support students and families. The social workers will carry caseloads and provide direct counseling services in order to support the social-emotional well being of students who are struggling as a result of COVID-19 and distance learning. In addition, the social workers will provide resources to families and students and work in unison with county and district based mental health personnel.

We have contracted with Hatchings Results to provide all counselors and administrators with high quality training aligned to the ASCA Model guidelines and the professional development initiatives for our district.

## **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.]

A tiered system of re-engagement and intervention has been developed. School sites will run their daily attendance reports and identify students that have not logged in to virtual learning or asynchronous learning platforms (Canvas/Google) for three or more days or sixty percent of the school week. School office staff will contact students/families by phone, ParentSquare, letters and/or Wellness Checks at home. Ongoing communication with parents and students to help identify and remove barriers will be documented in our Student Information System. Re Engagement strategies will be implemented by the school team (teacher, counselor, administrator, support staff, etc) utilizing the multi- tiered systems of support that can be as simple as a phone conference or more intensive referrals to outside agencies. Our engagement rubric can be found here: [VUSD Engagement Rubric](#)

The district implemented a Call Center to provide assistance to families in English and Spanish regarding the reopening of schools, connecting to devices and answering general questions about student learning platforms and distance learning. Through the end of August, the Call Center operated from 7:30 a.m. to 7:30 p.m. Monday through Friday, and 9 a.m. to 3 p.m. on Saturday. Beginning September 1, the Call Center will operate from 7:30 a.m. to 7:30 p.m. Monday through Thursday, and 7:30 a.m. to 4:30 p.m. on Friday. Call center staff continue to reach out to families who are struggling with distance learning and help them navigate this new paradigm. They also assist families who are uncomfortable with technology complete and submit the surveys.

Weekly “Mucho mas que Miercoles” meetings over Zoom allow Spanish-speaking families to learn about the various distance learning platforms and ask questions. These meetings are translated in English so that all families may participate.

## 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.]

Food and Nutrition Services will continue to offer meals at 10 sites district-wide once per week. Meal packs include both breakfasts and lunches. Drive through or walk up service is available on Mondays from 11:30am-1:00pm. If Monday is a District approved holiday or no-student contact day, meals will be available the next open school day.

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

Section	Description	Total Funds	Contributing
Pupil Learning Loss	Actions include digital curriculum, supplemental resources, and service supports such as counselor training. Custom engaging course work provided to students at all levels.	\$605,921	Y

Pupil Learning Loss	Online platform course building (Canvas) and professional development for teachers to develop engaging online course content.	\$1,450,000	Y
Pupil and Family Engagement/Outreach	Call center providing families with support for technology, distance learning supports, and referrals for services such as internet assistance, homeless/foster youth referrals, etc.	\$470,000	Y
Pupil and Family Engagement/Outreach	Live Captioning during Informational Webinars and Back to School Night Events	\$100,000	Y
Mental Health and Social and Emotional Well-Being	Additional mental health services including contract for social workers and other supports including	\$350,000	Y
School Nutrition	Contribution to Nutrition Services to cover associated costs related to providing Meal services during Distance Learning and additional supports needed to continue allowable services.	\$1,010,000	Y

## 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
11.90%	\$16,285,569

### 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.

Ventura Unified is very aware of the digital divide that exists in our community, and is committed to ensuring that the students who need the most are served first, in particular, Low Income students, English Learners, Students with Disabilities, Foster and Homeless students. We

have delivered iPads and ChromeBooks and provided wifi access to students to remove barriers to learning and ensure that every student is able to access online learning. Direct outreach was and is being made to all homeless and foster youth; home visits are being made to provide devices and wifi. Bilingual paraeducators have teamed with teachers to assist students with online learning. District translators interpret at parent meetings, IEP meetings, district and site Zoom meetings, and Zoom webinars for our Spanish-speaking families. A paraeducator assists our Arabic-speaking families. Teachers are incorporating English Learner Choice Boards into the base lessons in Canvas. Teachers on Special Assignments provide training on meeting the needs of diverse learners, including effective videoconferencing and authentic assessment. English Learners enrolled in our Dual Language program will continue to learn in English and Spanish during distance learning. Foster youth students were identified by our district's Foster Youth liaison from our Student Information System. School site staff referred Foster youth students for follow up services and to identify the student's needs that were inhibiting their success. Case management by the district's liaison and individual meetings with each student and family is another important method to identifying needs. By intentionally designing learning experiences to meet the needs of English Learners, we are helping make sure that they are able to access core curriculum and enrichment activities, and excel. Our outreach to our Spanish and Arabic-speaking families has resulted in them being more engaged in their student's distance learning experiences. Additional outreach and support, including internet/Wi-Fi assistance, is being provided through the district call center which includes bilingual staff to assist families.

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

Through the pandemic, VUSD is focused on using LCFF funds to ensure that we focus on academic achievement, learning loss mitigation, and the mental well-being of our high needs student groups. District funds are principally directed to provide increased or improved services, including targeted intervention and support. With over 55% of our students qualifying as low income, supporting our students living in poverty is at the forefront of our efforts. In addition, we focus on improving the academic achievement and social-emotional health of our English Learners, who comprise 16.5% of our enrollment; our Foster Youth, who make up 0.4%, and our Homeless students, who make up 1.3%.

A counselor was hired over the summer to provide TIPS training and organize resources for Foster Youth students and staff. The district's liaison has communicated directly with each school site to follow up on Foster Youth students' enrollment, accessibility needs, technical issues and access to resources. Additionally, we work to ensure that our Foster Youth staff are aware of AB 216 for students that qualify for reduced credits towards graduation.