

# 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.]

In order to address the needs of students and families in response to the school closures due to the COVID-19 pandemic, during the week of March 16-20, Educational Services developed a multi-phase instructional plan. For Phase 1 (March 23-April 3), Educational Services Directors and TOSAs created hard copy packets for each grade level, that were picked up at each school site or district office. The work was posted on our website, along with slide shows (in English, Spanish and Mixteco) explaining the plan. While students worked on these packets, all teachers developed lessons in grade level teams following guidance from Ed Services in terms of content and standards.

Spring break occurred from April 6-17 and Phase II began on April 20 (through May 1). Teachers delivered lessons using various platforms (e.g. Seesaw, Class Dojo, Google Classroom) and created Zoom or Google Meet live instruction sessions. For students in Pre-School, TK and Kindergarten, teachers created packets and organized instructional supplies which could be picked up at each site. In order to provide alternatives for our preschool, TK and Kindergarten students, instructional videos were created by our Reading, Math and Science Specialists on foundational reading skills and math and science concepts. These videos were broadcast on our cable channels as well as our website. While adult participation was ideal, students in this age group were able to access the videos independently.

All teachers, including Special Education case managers, maintained regular contact with families and established office hours. Teachers continued to meet in grade level teams to collaborate and develop lessons. Principals monitored family contact and lesson delivery. Logs were implemented by special education teachers to assure that all service minutes were provided to the maximum extent feasible. Logs were submitted monthly.

A Distance Learning Task Force was created which was made up of district and site administration at all school levels, representing all types of instruction (SpEd, DLI, ELD, social-emotional) to provide specific guidelines for Phase III for the time period of May 4 to the end of the school year. Items included were: expectations for all stakeholders, guidelines for synchronous and asynchronous standards-based instruction, best practices, pedagogy, time frames for engagement, grading and district provided support. Special education tasks forces were also implemented so that the teams would know the needs of the groups in special education affected by the distance learning model.

Each school has at least one counselor and outreach consultant (ORC) there are three Family Liaisons to serve general education and special education preschool families. They addressed the social, emotional and basic needs of students and families due to the prolonged school closures. While the instructional plans were implemented, they, along with teachers, made regular contact with families to gather information regarding internet access, available devices, and any needs such as, food, counseling or other services. They provided support and connected families with community services.

Principals also delivered weekly phone messages to families to facilitate the flow of information. We also have Mixteco translators who assisted in communicating with our families who speak Mixteco.

The Child Nutrition Department implemented a plan to provide meals to the community as soon as the schools closed. The plan has evolved as the school closures were prolonged and is described in detail in a subsequent section in this report.

Our district was 1:1 for iPads in grades 2-8, therefore each student in those grades already had a device. Any extra iPads were gathered and orders were placed to obtain iPads for students in 1st grade before the end of the previous school year. Mobile WiFi Hotspots were also ordered to address the need of families without internet access and were distributed in May to be kept over the summer so that students could continue to practice and use their iPads for learning opportunities. Over the summer, devices were ordered for TK and Kindergarten students and those were distributed in August just before school was scheduled to begin. Devices have also been ordered for preschool students, these will be distributed in September.

In June, a Re-opening of Schools Task Force was formed by the Superintendent in order to obtain input to start to create a plan for the new school year with the intention of informing families before the end of the school year. That plan was completed and focused on a Blended Learning Model of a combination of in-person and virtual instruction. In July, Ventura County then declared that schools would not re-open to in-person instruction and the plan was amended to reflect 100% distance learning. Through the negotiations process with our teacher's union, student schedules were developed so families would know the time frames and types of learning spaces their children would be participating in on a daily basis. Plans for attendance guidelines, teacher expectations and technology and instructional supplies distribution were developed. The Social Emotional Learning (SEL) Task Force worked to implement resources related to social-emotional wellness. These resources supported the social and emotional wellness of the students within the Oxnard School District.

## Stakeholder Engagement

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

From the first moment of the school closures, communication to all stakeholders became a priority. Principals, teachers, counselors, ORCs and family liaisons made contact, by phone, with students and families. Logs kept track of contact and recorded the needs and frequently asked questions. Principals sent weekly phone messages and regularly updated school websites. Surveys were sent to families from school sites and various district departments regarding devices, internet access, school meals, best modes of communication and social-emotional needs. This information informed plans made by the district. Information for families was located on the district web site on the front page and under the “Parents” and “News” tabs. Information from the website and phone calls were also made available through Twitter and Facebook. Our survey indicated that these were the most frequently used methods of social media by families. School websites were updated to include device/supplies/textbook distribution schedules, student schedules and other information.

The Superintendent now creates a blog entry which is posted on the district website every Thursday. These entries contain the most updated information families need to be aware of throughout the summer and fall. Weekly updates were posted on the website and sent to families through our automated phone system. The Superintendent also shared information during his closing remarks at every Board meeting from March through August and will continue to do so once school commences.

The School Re-opening Task Force was the driving force in the development of the plans for the re-opening of school. 65 participants represented all stake holder groups: parents (of children in general education, who are English Learners and in Special Education), the bargaining unit for teachers, the bargaining unit for classified staff, site and district administrators, Board members and community members. There were 3 virtual meetings which participants could join via phone or internet. Translation was provided. The group was divided into subcommittees for each aspect of the plan. The subcommittees were: preschool, health and safety, child nutrition, communication, facilities, fiscal impact, technology, and teaching and learning. The group started each meeting as a whole for general updates, then broke out into the subcommittees. Notes were taken in each group. A Google Drive was created where all notes were kept so all task force members could have access to all the information. All feedback was considered and the result was the Blended Learning Plan for in-person and distance learning. When returning to school in-person was no longer an option the plan was amended with those in-person aspects removed. If student are able to return to school physically some time during this school year, the Blended Learning Plan can be implemented. In order to prepare for this in advance, all students were scheduled into cohort groups using an A/B model that ensures all student households are kept in the same cohort group.

Public webinars, featuring the Superintendent and the Assistant Superintendent of Educational Services, for teachers and families were presented regarding information on how schools would open, student schedules, adherence to SB 98 guidelines and to address questions gathered from our other means of communication. The webinars were well attended and questions could be posted on the chat feature. Answers were presented live and recordings of the webinars and the presentations were posted on the district website. Again, these questions and concerns informed any adjustments to our plans.

All communication is translated into Spanish and Mixteco. Our Mixteco translators are housed at the district office, but have created schedules to be at sites with high numbers of Mixteco families in the mornings and afternoons and are also available via phone or by appointment to any parent or site needing support.

All sites can communicate effectively in English and in Spanish. Mixteco translation is available when needed.

A meeting occurred on August 26, 2020 with representatives from our standard parent groups (Parent Advisory Committee and DELAC) and staff groups (teachers and classified) to gather additional input on the Learning Continuity Plan.

The Learning Continuity Plan was presented at a public hearing for review and comment on September 2, 2020, at a regularly scheduled School Board meeting. It will be presented for Board approval on September 16, 2020 at a regularly scheduled Board meeting.

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

All Board of Trustees meetings were held via virtual meeting platforms and accessible through internet or telephone to all members of the public seeking to observe and to address the local legislative body. The agendas for all board meetings were published 72 hours in advance of the meeting, and the minutes were posted on the website after being approved by the board. Instructions for how to participate in public comment are on the district website.

Webinars were also accessible via internet or phone. They were presented in English, Spanish and Mixteco. Presentations and recordings of the webinars were posted on the website.

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

A comprehensive survey was sent out in June to all stakeholders (families, teachers and classified employees) to gather information regarding comfort levels for returning physically to school, preferences in the type of instruction, best methods to receive information, etc. The survey was pushed out to student iPads, linked to the district and school websites and advertised through all social media outlets. The district received approximately 3342 parent responses and 271 staff responses.

Survey results regarding the comfort level of returning to school physically for the new school year showed that about 41% of staff, 36% of Spanish speaking families and 49% of English speaking families were not very comfortable.

In order to accommodate families who indicated they would rather keep their children at home, the Independent Study Board Policy was amended to include protocols for application into the program to make it more accessible to more families.

Other results of the surveys were in regard to communication. There was an interest in more frequent communication on our plans for the re-opening of school. A communication team was formed to assist the superintendent in creating and executing a communication plan. The plan included the aforementioned webinars, weekly updates via phone calls home and social media posts and Superintendent's blog.

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

Stakeholder feedback, in the form of the work of the Re-opening Task Force, directly influenced the development of the plans for the hybrid model of returning to school and the distance learning model. This feedback assisted in addressing details related to safety protocols, purchasing of necessary equipment and instructional materials and software, communication plans, distribution plans, employee expectations, student schedules and teaching and learning expectations. A robust attendance plan was put into place that was inclusive of stakeholder input while adhering to the district's legal obligations per SB98.

## 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.]

Oxnard School District is located in Ventura County, which is on the state Monitoring List, therefore will not physically open for in-person instruction until state and public health officials allow it. This will be based on CA Public Health guidance and removal from the county monitoring list for 14-consecutive days. At such time, the district will be ready to move to a learning model inclusive of both classroom-based instruction with distance learning. Both elementary and middle school schedules have a draft of cohort A/B model that ensures social distancing guidelines when students are physically in school, which will be used when or if the district is given the approval to bring students and staff back on campus. Students have already been scheduled in these cohorts to ensure a quick and smooth transition to hybrid learning.

The hybrid student schedules can be found here: <https://drive.google.com/drive/folders/0ACfJW6DUc2L9Uk9PVA>

Safety protocols for staff can be found here:

<https://drive.google.com/file/d/1ZiZOBaJ-h4NOV7jvX-LnSyRSdcHWVSCq/view?usp=sharing>

Other safety protocols and guidance for teachers can be found in the MOU created with the teacher bargaining unit:

<https://drive.google.com/file/d/1SfE47S090gAL5902gdWlh9Q6cUEuA1Bb/view?usp=sharing>

In order to identify students who have experienced significant learning loss due to the school closures in 2019-20, teachers will continue to use the teaching and learning cycle, which includes checking for understanding and formative and summative assessments. During in-person learning, teachers will check for understanding using a variety of methods and strategies. This information will drive subsequent instruction and appropriate scaffolds and interventions that will be utilized. Analysis of assessments, which occurs during grade level

collaboration/ Professional Learning Communities will further facilitate the adjustment of instruction in order to meet student needs and mitigate learning loss. This collaboration time is built into the instructional schedule.

Professional development for teachers was conducted during the month of July to prepare them for both the hybrid and full distant learning models. The Blended Learning Institutes were developed by the Educational Services Department using the Google Classroom format and integrating our district adopted curriculum for reading and math. Approximately 180 teachers participated. Blended learning lesson plans were developed which will be shared with other teachers. Repeating the institute during the school year is planned.

In October, OSD Connected, a program which brings back students under McKinney-Vento was implemented. Students are served through our After School Program. Support is provided to assist them in connecting to synchronous and asynchronous learning. Participating students also receive meals.

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

Description	Total Funds	Contributing
Provide for the health and safety of students, staff, and community by adhering to COVID-19 guidelines issued by the Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH), the California Department of Education (CDE), and the Ventura County Public Health Department. This includes providing PPE such as masks and gloves, hand-washing stations and hand sanitizer, preparing school and classroom spaces to maintain social distancing, and additional cleaning and sanitizing of all facilities.	342,407	No
Maintain 45 additional Special Education teachers and service providers	4843	Yes
Maintain class size of 24:1 in Grades TK-3 with additional teacher staffing.	5,200,000	Yes
Adopt new core textbooks in subject areas as SBE-approved frameworks, assessments and instructional materials are made available; select materials with a focus on the quality of ELD components and accessibility for English Learners.	1,700,000	Yes

Description	Total Funds	Contributing
Provide Site-based funds to support attendance, academic performance, interventions and tutoring.	2,155,993	Yes
Provide a full-time counselor for each school site to address social, emotional, and basic needs of students.	3,058,696	Yes
Provide an Outreach Consultant (ORC) for each school site to address social, emotional, and basic needs of students.	1,274,143	Yes
Provide Mixteco translators to assist in communicating with families who speak Mixteco.	126,713	Yes
Provide professional development for teachers to prepare them for both the hybrid and full distance learning models (Blended Learning Institutes). This includes PD provided to approximately 180 teachers in the month of July, as well as plans to repeat the Blended Learning Institutes during the school year.	250,000	Yes

Description	Total Funds	Contributing
Director of Dual Language Programs and Administrative Assistant, to support the Dual Language Immersion, Transitional Bilingual Education, and World Language programs.	293,901	Yes
Continue to support the Deferred Maintenance program to promote learning in a safe, clean and secure environment.	1,000,000	Yes
Provide additional custodial support to maintain a safe and clean school environment.	942,111	Yes

## 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.]

Phase III of our Distance Learning Plan for the end of the 2019-2020 schoolyear outlines our expectation that new, standards-based teaching takes place in all grade levels with differentiation provided to all groups of students (ELD, SpEd, DLI, etc). A Board resolution to change current grading policy to use hold harmless for grades TK-5 and Credit/No Credit for grades 6-8 was approved. The policy was shared directly with teachers and with families through site communications, the district website, DELAC, SSC and ELAC. Each site continued to hold these meetings virtually to conduct regular business and communicate new information regarding instruction and services.

In order to provide alternatives for our preschool, TK and Kindergarten students, instructional videos were created by our Reading, Math and Science Specialists on foundational reading skills and math and science concepts. These videos are broadcast on our cable channels as well



as our website. While adult participation was ideal, students in this age group could watch the videos by themselves.

For the 2020-2021 school year, distance learning schedules were developed for students. There are 3 learning spaces: synchronous, asynchronous and independent. Synchronous time will be live teaching sessions via virtual meeting programs, such as Zoom, Google Meet or Teams. Teachers will develop standards-based projects and assignments meant to be completed by students during the asynchronous time. The district has purchased software (Lexia Core 5, Lexia Power up and STMath) which students can work through during their independent learning space. The schedules are located on our website for families to access and were shared with teachers before school started. They can be found here at this link: <https://www.oxnardsd.org/domain/5764>

The expectation is for teachers to deliver standards-based instruction guided by the state framework. They will use the district-adopted curricula for all subjects, most of which have digital components. They have been provided with all necessary materials, resources and access needed to competently deliver instruction. The distance learning schedules and the hybrid (in-person) schedules dovetail nicely and if we have to transition from distance to the hybrid, there should be few transitional issues to contend with.

The district has purchased the learning management system, Canvas, as the platform that all teachers will use to provide instruction and it will be the major communication portal between families and teachers. Per the MOU with the teacher's union, Canvas will have a soft roll out in the fall with the expectation that all teachers will be completely trained and using the platform by December. Teachers received initial training on its use just before school started and continued training is planned. "Canvas Lead Teachers" have been identified at each school who will receive up to 50 hours of compensation for providing direct support to the teachers at their site. Training for parents on Canvas will also occur in the fall.

Due to the digital nature of instruction during distance learning, we have a district-based Educational Technology TOSA (teacher on special assignment) who can support staff in developing their skills to create digital lessons. Due to the size of our district and increased support needs due to distance learning, the board recently approved the addition of another Ed Tech TOSA to provide this support.

Parents and students have been provided with Learning Protocols for distance learning as well as Online Learning Expectations. These are available in English and Spanish.

## **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.]

All students have access to an iPad. In the 2019-2020 school year, all students in grades 2-8 had an iPad and in the spring during the closures, we purchased iPads for 1st graders. Then over the summer, we purchased additional iPads for our students in grades TK and Kindergarten. The results of one of our surveys indicated that many of our households did not have internet access. Families were able to submit a request form and internet Hot Spots were purchased. They were distributed to families in late May/early June based on a student need criteria (free/reduced lunch, etc.) and continued to be distributed before school began. We also provided bags of basic school supplies

and textbooks and consumables. Devices and Hot Spots have also been ordered for preschool students, these will be distributed in September.

We have a schedule for technology support personnel, who are assigned to sites, to provide support to teachers and families. Anyone at the site or at the district can submit a support ticket to our IT Department on behalf of a parent. There is also a link to an appointment desk on our website and we have a phone number families can call, which is just for them. This information has been posted on the district and site websites.

## **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.]

The distance learning schedules we have developed are very clear in the number of minutes for each learning space. We are adhering to the state mandated instructional minutes by grade level spans. Teachers will synchronously teach “live” through a virtual meeting platform in the mornings and students will engage in asynchronous and independent work for the remainder of the day. Teachers are able to check in with students and meet with small groups during the asynchronous time periods. This facilitates differentiation and will help mitigate learning loss. Live teaching sessions are not required on Wednesdays, but teachers must check in with all students to provide clarification, answer questions, give reminders and provide any needed additional support.

Attendance will be taken each day through our SIS system, “Q,” during synchronous instruction. Teachers and site Attendance Technicians have been given explicit instructions on how this will be done. The district will document daily participation of each student on each school day. If the student does not participate in distance learning, then that student will be marked absent. Participation includes evidence of participation in online activities, completion of regular assignments, completion of assessments and contact with a staff member, the student, or the parent/guardian of the students. To adhere to SB 98 guidelines, a weekly engagement record is completed for each student participating in distance learning.

## **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.]

Last Spring, professional development was offered to teachers for available platforms and apps through Live Support Sessions with our Ed Tech TOSA and other teachers who have expertise. District-wide Teacher Collaboration Meetings by grade level were created so they could share ideas and make connections with their colleagues across the district. Additionally, 6th-8th grade ELD collaboration meetings were held bi-weekly to support teachers instructing our English Learners during distance learning. Use of virtual meetings allow more accessibility and we may continue these into the new school year. A Twitter group (#oxnardk8) which “meets” once a week for an hour has become another

place teachers from our district, as well as from other districts, can share ideas related directly to distance learning. These structures will continue in the new school year.

More comprehensive professional development for teachers was conducted during the month of July to prepare them for both the hybrid and full distant learning models. The Blended Learning Institutes were developed by the Educational Services Department using the Google Classroom format and integrating our district adopted curriculum for reading and math, focusing on the digital resources. Approximately 180 teachers participated. Blended learning lesson plans were developed which will be shared with other teachers. Repeating the institute during the school year is planned.

## **Staff Roles and Responsibilities**

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

We have a Math Manager, who provides support to teachers regarding math instruction. In this new environment, she has also become the lead for our integration into the learning management system, Canvas. Also, in regard to Canvas, we will have lead teachers at every site who will have undergone extensive training to be support teachers directly on the use of the platform.

The communication team is headed by our Manager of Special Programs and Services. She works directly with the superintendent to execute the communications plan. She facilitates the webinars and makes sure that all the translations are done and everything is posted on the website. She also assists in sending out district-wide calls to families.

At the site level, our Campus Supervisors have filled many roles to support staff and families. They are assisting with distribution of meals, supplies and instructional materials. They are also assisting with ensuring that site visitors follow safety guidelines at the Enrollment Center.

## **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.]

Approximately 85% of our students are socio-economically disadvantaged and 51% of our students are English Learners. When school first closed, in order to ensure that the needs of all students are being met, Principals used a log for teachers to complete to monitor student contact, as well as, conducting grade level/PLC virtual meetings on a regular basis to share information, receive requests for additional support and monitor instruction. There is a Counselor and Outreach Specialist (ORC) at each site and three preschool Family Liaisons to provide support and connect families with services as indicated from the contact teachers are making.

As teachers began planning lessons, a formal ELD Distance Learning Guideline plan was shared with principals and teachers from our Director of EL Services. Principals were asked to collect weekly lesson plans and ensure that designated ELD times were allotted for

working with EL students. This same information was also shared during bi-weekly meetings for teachers in grades TK-5. Within the guidelines, teachers were given resources and ideas for working with students who do not have access to wi-fi. Additionally, packets of instructional materials were delivered to the homes of students in our Newcomer programs, of whom many did not have access to the internet. We have 2 Mixteco translators who are available to support families by making themselves available at the sites with the largest numbers of Mixteco families or by appointment. Our students have access to the MyON program for books in both English and Spanish. Students can load 20 books at a time on to their iPads to read.

At the end of last school year we had about 70 Foster Youth students and over 600 students identified as homeless. We have a district Community Liaison who keeps in contact with all of our foster families. He has maintained contact with them during the closures to link them with any necessary services. All sites are able to access data on high needs students and are using the ORCs to maintain contact as well.

For the new school year, teachers, counselors, ORCs, the Community Liaison and the preschool family liaisons will continue to reach out to families to collect information on their needs and connect them with any needed services and support.

All special education teachers were provided with professional development regarding re-opening which supported their understanding for new digital/ virtual curriculums as well as implementing virtual engagement through Zoom and other online platforms.

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

Description	Total Funds	Contributing
Provide students with bags of basic school supplies, textbooks, consumables, and instructional materials, for use at home during distance learning.	70,932	Yes
Provide additional devices and connectivity to TK, K, and 1st grade students.	392,531	Yes
Provide teachers and other staff with devices and connectivity to support distance learning.	397,389	Yes

Description	Total Funds	Contributing
Provide additional technology support to teachers and families in using devices and connectivity during distance learning.	106,500	Yes
Continue to support the 1:1 device program and instructional technology equipment and programs.	3,397,661	Yes
Purchase the learning management system, Canvas.	118,743	Yes
Provide "Canvas Lead Teachers" at each site.	53,830	Yes
Provide additional professional development day for teachers who complete Canvas modules by December 31, 2020.	120,000	Yes
Provide training for parents and families on Canvas in the fall.	30,000	Yes
Provide additional teaching staff to provide for distance learning for all students.	473,440	Yes

Description	Total Funds	Contributing
Provide additional site administrator support to begin 2020-21 year with 100% distance learning	12,023	Yes
An Educational Technology TOSA will support staff in developing skills to create digital lessons.	114,120	Yes
One additional Educational Technology TOSA to provide support for distance learning and hybrid models.	114,120	Yes
District Math Manager, who provides support to teachers regarding math instruction, has also become the lead for our integration into the learning management system, Canvas.	22,454	Yes
District Manager of Special Programs has become the communications lead, facilitating webinars, translation, and telephone communication to families and community.	26,549	Yes
Maintain Community Support Liaison to maintain contact with students and support student special needs.	90,828	Yes

Description	Total Funds	Contributing
Campus Supervisors fill many roles to support staff and families, including assisting with distribution of meals, supplies, and instructional materials; as well as the enrollment process.	2,906,166	Yes
Continue use of STAR360, Accelerated Reader, and myOn programs to identify students for intervention placement and support reading comprehension through access on student devices.	761,204	Yes
All Special Education teachers were provided with re-opening professional development to support the new digital/virtual curriculums and online platforms.	50,000	Yes

## 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.]

Teachers will follow the teaching and learning assessment cycle to monitor student progress in order to adjust instruction to mitigate learning loss. In addition to the district mandated minimum requirements for assessment, schools add their own assessments and additional administrations of assessments to monitor progress to address specific needs of their particular students. We require the use of Star 360 assessments in ELA and math and use the assessment embedded in the curricula for those subjects as well as ELD. Teachers have access to intervention programs and strategies to address identified student academic needs. Grade level teams also analyze results in the PLC model to collaborate and share ideas to meet students' unique needs.

## 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.]

Educational Services is creating a plan based on the 2020-2021 Priority Instructional Content in ELA/Literacy and Mathematics document by Student Achievement Partners. This document contains guidance on the priorities in mathematics (K–8) and ELA/literacy (K–12) that should be the focus of instruction for educators in the 2020–21 academic year. It provides guidance for the field about content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. It is intended to help publishers, other designers of instructional materials, and instructional leaders find new efficiencies in the curriculum that are critical for the unique challenges that have resulted from school closures and anticipated disruptions in the year ahead, keeping at the forefront principles of equitable instruction that support all students, including those with unique needs. (EL, FY, SWD, Homeless). We will use this guidance to develop a plan at the district level and then move to the site level to have teachers and site administrators work in their PLC models.

Recognizing that many students will require additional support in reading, the district has hired Intervention Support Providers (ISPs) to provide direct services to students using LLI (Leveled Literacy Intervention) materials. These materials are research-based and each ISP received training on the materials. There is one ISP at each TK-5 site and 2 at each K-8 and the middle schools. Many sites have also used their site funds to hire additional ISPs to support students in math.

We have purchased additional academic software programs for students to do during their independent learning time. Lexia Core 5 and Lexia Power Up (ELA) and STMath utilize an initial built in assessment to gauge student skills and the program is then customized to their needs.

For grades K-5, Mystery Science was also purchased to support teaching of the NGSS. Units based on the social science standards were created by grade level teams of teachers.

In order to ensure that the needs of English Learners are being met, we have provided opportunities for ELD teachers to collaborate across the district to create ELD lessons. Teachers have been provided guidance on delivering integrated and designated ELD. Additional time was built into the student schedules to ensure that they are receiving designated ELD. They are being encouraged to conduct small group instruction based on language needs during the asynchronous learning time. All teachers and students have access to the ELD curriculum and the formative assessment within the curriculum will be utilized. In addition to our regular channels of communication for all parents (which are always available in Spanish), information to parents of English learners has been made available through virtual meetings for DELAC and Project 2 Inspire (which is an English learner parent education program).

Attendance and student engagement will be closely monitored. Attendance techs, counselors, ORCs and preschool family liaisons will follow up with families whose children are not participating in school to mitigate the contributing factors.



## 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.]

Screening assessment, which will start in late August, will inform instruction. The teaching and learning assessment cycle will be followed throughout the year to monitor student progress. We have an assessment calendar which dictates the minimum required assessments for all students in the district for ELA, math, writing, SEL and state mandated assessments. Data analysis windows are built into the calendar to ensure that data is analyzed and influences future instruction, as well as the MTSS process.

The ISPs have access to all of our data and assessment systems in order for them to monitor the progress of the students they work with.

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

Description	Total Funds	Contributing
Purchase and implement software for students to utilize during their independent learning space (Lexia Core 5, Lexia Power Up, ST-Math, Reading Horizons-SpEd, Zoom Webinar, etc.)	626,058	Yes
Provide appropriate placement services for EL students through the use of the ELLevations data platform.	90,310	Yes
Continued use of Project to Inspire to build the capacity of our EL parents across the district.	50,000	Yes
Continue to provide teaching and instructional support staff for the Newcomer/ELD programs.	353,552	Yes
Continue use of Imagine Learning software subscriptions (Math and Language & Literacy) for Newcomer students.	18,000	Yes

Description	Total Funds	Contributing
Maintain additional hours for Attendance Technicians to assist with absenteeism outreach.	205,448	Yes

## 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.]

Oxnard School District will use a tiered system of support to provide mental health, social and emotional services. The model will provide early identification of students with risk factors via a social and emotional survey tool in grades TK – 8 and a developmental assessment tool for students in preschool. Risk factors will be identified using Panorama SEL surveys, an online platform that collects aggregate and individual student responses to a series of questions in key social and emotional domains. Students in grades TK-8 who are identified with risk factors will be referred to the school counselor for further screening to determine the appropriate level of care. Early intervention services will include school-based individual or group-based counseling and linkage to community services. School counselors will also use the Columbia Suicide Severity Rating Scale (C – SSRS) to identify any students at risk of harm to self. Preschool family liaisons will work directly with parents of students with identified risk factors, providing support, monitoring progress, and providing connections to school and community resources to mitigate concerns.

Education and training for students, staff and parents will be provided to increase mental health awareness and to reduce stigma and discrimination. Trainings will include, but are not limited to, Mental Health First-Aid, Safe talk, Trauma-Informed Care, Livingworks, Parent Project and Project 2 Inspire.

School counselors and school psychologists are trained in crisis management and social emotional wellness and their support has been offered to school sites to form small groups for individualized support for the learning environment in the home.

The Panorama Program offers concrete data as it relates to the social and emotional wellness that our students possess. Their current emotional functioning and skills for coping are monitored through Panorama.

The Behavior Team department is also offering monthly trainings to support in home behavior management and the structure of the learning environment in the home.

Evaluation of the supports for mental health and social and emotional well-being will include record-keeping for number of students screened and number of students identified with risk factors, as well as number of students/families receiving in-school or community-based services. In addition, program evaluation will include recording the number of staff, students and parents who are trained. Finally, Oxnard school District will record the following data elements:

- Number of students who received individual counseling
- Number of students who receive group counseling
- Number of students trained for risk of suicide
- Number of students screened with threat assessment
- Number of calls to Ventura County Behavioral Health Crisis Team
- Number of community agency referrals
- Number of students/families engaged in two mental/behavioral 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.]

Oxnard School District will use a tiered system of re-engagement for students who are absent from distance-learning. That system will involve and integrate a number of school site staff to address and remediate attendance concerns. The system is based upon a model with four components: 1. Contact 2. Connectivity, 3. Engagement and 4. Participation. These components are all essential to student success within school.

School staff and interventions will be applied based upon the identification of need. Initially, school staff will work to make sure that there are working lines of communication between the home and school. Then, the District will work to ensure that the student has access to distance-learning through connectivity, which involves the use of a District-issued iPad and also (as needed) a Wi-Fi hotspot for access to the Internet. School staff will monitor on a daily basis which students are engaged in school by attending synchronous classes with their teacher(s). School staff will also monitor and measure student engagement and participation within learning via asynchronous communication with

students as they complete learning tasks assigned through the District's learning management system. The District will utilize a wide range of intervention and outreach services to connect with families and to engage students in participating in distance-learning. Schools will use trauma-informed and restorative approaches in working to identify any barriers that might be impeding student success. Once barriers are identified, the District will then utilize the appropriate level of intervention (as described below) to address the concern.

For students who are identified as being truant (missing three days or three periods of 30 minutes or more without a valid excuse), the District will address the attendance concern via the School Attendance Review Board (SARB). If the attendance concern is not resolved after the first identification of truancy, the District will utilize the School Attendance Review Team (SART) process at the school site (see below) to support families by identifying barriers to school attendance and providing interventions and support to meet those needs. In cases where the attendance concern is not resolved through the SART process, the District will utilize SARB to bring additional and more intensive resources to support students and families most in need.

The District will record both daily attendance and engagement for each student within its student information system. That information will be used to identify individual attendance concerns as well as more broad-based concerns of attendance.

## 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.]

Oxnard School District Child Nutrition Services Department began serving students under the Seamless Summer Feeding program on Monday, March 16, 2020. Initially the district served "Grab and Go" breakfast and lunch to students daily at three school locations. As participation increased steadily and heightened shelter in place guidelines were enacted, OSD took advantage of USDA and CDE waivers to change the style of service to a once a week pick up option. Starting March 30th, OSD expanded service to four locations that included one school within each of the four geographic quadrants of the city of Oxnard. CNS teams prepared 1000 meal bags for each of the four service locations. Service occurred on Monday of each week. Each meal bag included five breakfast entrees, five lunch entrees, various fruits, vegetables, and bulk milk. CNS was able to partner with various local farmers who donated bulk fresh produce to enhance the meal bag. The weekly meal bag community feeding program continued after school ended on June 18 through July 27.

For the start of the 2020-2021 school year, school will be conducted in a 100% distance format, therefore, families will be able to pick up meals. Starting August 19, 2020, the District has chosen two locations to serve enrolled students in each of the four quadrants of the city of Oxnard, therefore offering meal service at eight locations across our city. OSD participates in CEP for all locations and, therefore, all students are served at no cost. A site check-off sheet will be used to account for the meals that are served.

Meal kit distribution will occur twice a week serving two days of meals on Tuesday and three days of meals on Thursday. Meals kits will include Breakfast, Lunch and Supper including all required volumes of fruits and vegetables and milk for each enrolled student. Storage, food safety, and cooking instructions are included in the meal kit.

**Service Locations:**

- Quadrant 1: \*Marshall / Fremont
- Quadrant 2: \*Frank / Ramona
- Quadrant 3: \*Lemonwood / Harrington
- Quadrant 4: \*McKinna / Drifill

Distribution Hours: Tuesday / Thursday AM – 9:00 AM – 11:00 AM

Tuesday / Thursday PM – 5:00 PM – 7:00 PM

\*Sites will offer drive up option for parent to pick up meal box.

This plan is expected to be in effect for at least the first eight weeks of the 20/21 school year.

Flyers in English and in Spanish were distributed to school sites and are posted on our website. During family contact, Counselors, ORCS and Preschool Family Liaisons will ensure that families have this information.

The CNS Department has provided information, guidance and resources to school sites regarding communication to families for the P-EBT Program. Flyers were created to be posted on their websites and through our flyer communication system, Peach Jar. The website link was provided: <https://www.cdss.ca.gov/home/pandemic-ebt> . We also have site staff who can reach out to families by phone to inform them of the benefit.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Support health and safety programs by maintaining a Director of Pupil Services and Administrative Assistant.	283,493	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Maintain three Behavior Specialists to work with teachers and students to improve student behavior.	376,903	Yes
Mental Health and Social and Emotional Well-Being	Maintain two additional Nurses to increase student-to-nurse ration and improve access to medical support.	224,151	Yes
Mental Health and Social and Emotional Well-Being	Maintain six Health Assistants and seven Health Technicians to support students in need of first aid and medical support.	538,778	Yes
Pupil Engagement and Outreach	Maintain effective communication with parents using the EdConnect system	90,000	Yes
Pupil Engagement and Outreach	Maintain Parent Support Services Liaison to increase parent and family involvement in schools	97,647	Yes
Pupil Engagement and Outreach	Maintain Enrollment Center to support early identification of student needs.	448,818	Yes

Section	Description	Total Funds	Contributing
School Nutrition	Provide meals to pupils and the community during physical school closure and any transition to in-person or hybrid instruction.	1,200,000	Yes

## 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
33.29%	41,442,443

### 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.]

Oxnard School District enrollment consists of over 83% of unduplicated students (EL, FY). The LCFF funds are used to meet the needs LEA wide. Therefore, when creating plans of service and support, the needs of those populations drive all the decision making and implementation. These services are available to all of them across the district. Some sites do have higher percentages than others, so the staff we have at those sites ensured that their populations had access to the services and support they needed.

Our site support staff (counselors and ORCs) are aware of the who the foster youth are at their sites and their needs are prioritized.

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

With the high percentage of unduplicated students, actions and services are principally directed to increase or improve services. During school closures Outreach Specialists at each school and three Preschool Family Liaisons in conjunction with our District Support Liaison reached out to our foster students, homeless families and high needs families to ensure that basic needs were being met. These families were referred to community resources to support them in finding housing, food, and were first on the list to receive hotspots for internet connection. Additionally, information and supports were disseminated by the Parent Community Liaison to English Learner families with the help of the two district Mixteco translators who personally called families to explain resources available and help with getting students connected to school. Teachers in the Newcomer Academies and Frank and McKinna personally delivered books and supplies to the homes of their students to ensure that even if they did not have internet that they could access their school work. English Learner families were kept informed through virtual family education classes, informational webinars and videos translated into Spanish explaining how to maneuver the different educational platforms being used by schools. Special Education Managers must track all students that are in the foster care system and require specific supports regarding their IEPs.