

Learning Continuity and Attendance Plan (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

Oxnard Union High School District serves the communities of Oxnard, Port Hueneme and Camarillo which have been impacted dramatically by the COVID-19 pandemic. In an environment where 68% of students qualify for free and reduced lunch, many parents and families were additionally impacted by job loss. Students in the District were asked to take part time and full time jobs to assist their families or to become heads of household, supervising younger siblings whose elementary schools have closed. Emotional impacts were experienced by students and families in the District, including isolation, illness, and loss of family members due to COVID 19. Counselors and Student Intervention Specialists worked throughout the Spring to keep in communication with students in need of Socio-Emotional and Mental Health support through telephone and video calls.

Oxnard Union High School District changed the structure of lesson delivery and services provided to students significantly in response to COVID 19. The first priority following the closure of District schools on March 13th was to ensure that all students had access to the technology needed to access Distance Learning with a priority on students with disabilities, Low Income students, Foster Youth and English Learners. As such, student devices (chromebooks) and internet hotspots were distributed to any student in need. The District also continued to provide food service to the community from March through the end of Summer School.

During the Spring the District convened a Learning Redesign Coalition (LRC) to study and continually improve the District’s approach to Distance Learning. Meeting each Friday from March through June the LRC brought together between 50 and 185 teachers and administrators to discuss issues including, but not limited to: student workload, weekly pacing of Distance Learning lessons, grading, building online classrooms through Google Classroom and Canvas, the specific needs of English Learners and Students with Disabilities, as well as the possibilities of a hybrid instructional model for activity based classes. The LRC recommended that the 20-21 school year should be scheduled in a quarter system with students taking three or four classes at a time over nine weeks. A working group of master schedule builders met from April through August to create the new schedule model and focus on the delivery of the new master schedule model by the first day of school.

Meetings, reports to the school board, interactive town halls and surveys were hosted and shared during the planning process to keep the community informed and give them voice. Parents and stakeholders have been essential in the planning process and have informed the District's decision making process.

For the 2020-2021 school year, District Teachers made major changes in the delivery of Distance Learning. Pacing calendars were reviewed and power standards were selected in core academic areas to deliver targeted instruction on the quarter system. Instruction is delivered daily in a synchronous (live) format as well as in an asynchronous (online) format. Teachers at OUHSD adopted the practice of posting weekly agendas on the school's website for students and parents to have access to the weekly assignments in each class. Students have access to extra support with tutoring hours available to all students every Friday.

To prepare for the Fall updates to Distance Learning, Professional Development was offered by District Teachers to their peers throughout the summer on all aspects of Distance Learning. The District also offered asynchronous Professional Development through the Alludo app that could be completed by Teachers independently at their own pace.

Stakeholder Engagement

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

During COVID-19 related school closures OUHSD increased efforts to raise the awareness and engagement among stakeholders in regard to Distance Learning. The preparation in this effort started soon after school closures in March of 2020. Parents, students, staff, District bargaining units, and community members have the opportunity to participate in meetings, town halls and information sessions. Surveys were conducted with parents, students and staff to gather input. All stakeholders also had the opportunity to ask questions to the Superintendent via "Ask The Sup" form posted on the District website. Staff were invited to participate in the Learning Redesign Coalition (LRC) and related subcommittees for Distance Learning, Distance Learning for English Learners, Distance Learning for Students with Disabilities, as well as to discuss and develop a hybrid model for specialty coursework that included Career Technical Education (CTE), AP/IB, Performing Arts, AVID, ASB, Intervention, Special Education, Athletics and English Language Development.

LRC meetings ranged from 25 to 185 stakeholders including teachers, school administrators, parents, and community members.

Meeting agendas were provided ahead of time and feedback was requested during and at the end of all meetings.

LRC - Distance Learning: March 18, 2020, April 9, 2020, May 1, 2020

LRC - Distance Learning Steering Committee: May 29, 2020, June 10, 2020, July 24, 2020, July 31, 2020

Learning Redesign Coalition: May 8, 2020, May 22, 2020, June 5, 2020, July 31, 2020, August 14, 2020, September 21, 2020

LRC - DL-SPED Subcommittee: May 15, May 29, June 12

LRC - DL-EL Subcommittee: May 15, May 29, June 12

LRC - DL - Specialty Courses Subcommittee: May 15, May 29, June 12

Virtual Town Hall: August 19, 2020

Return to School Plan Updates to the Board of Trustees: June 10, August 26

LPC Virtual Town Hall: September 16, 2020

The Director of English Learner Services holds monthly virtual Community Forums in Spanish which provide parents, students, and community members information on district plans for distance learning. The forums began in May and continued through the summer, and now into the fall. Additionally, the monthly agendas include district and community services that support English learners and their families. Descriptions of what synchronous and asynchronous instruction entails. How to contact teachers, counselors and administrators. The importance of staying connected with school personnel regarding issues with student instructional support as well as the importance of students emotional well-being, and their ability to learn during this time. The EL Services department also has virtual monthly meetings with administrators, counselors and Title III support personnel. In turn they communicate the information to the families. Translation and interpreters are provided in order to communicate and receive input from families. These meetings will be held every first Wednesday of the month, from 6:00 - 7:30 PM. There is continuous outreach to parents in order to address what the district needs to do to engage them.

Parent Community Forums: May 19, June 3, and August 5, 2020.

Parent Forums for Incoming Freshmen (am and pm on each date) July 7 and Aug 11.

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

Meetings of the Governing Board of the Oxnard Union High School District School Board were moved to an online format under the guidelines of Governor Newsome's Executive Order N29-20. Community members may submit public comments to the Interim Superintendent's office via email prior to the Board meeting and any Public Hearing that will be read during public comment or during the public hearing. Members of the public may also request the meeting link to attend the virtual meeting. Additionally, the virtual meeting is broadcast live through the District website. Members of the public may also comment in person in the Board Room, although there is a limit of ten persons total allowed in the Board Room, including staff and any Trustees choosing to attend in person. Translations of Board Meetings, as well as English and Spanish agendas and minutes of meetings are posted on the District website. District students, parents, and families are remotely accessing virtual meetings, Board meetings, and Public hearings using mobile phones, personal devices, as well as district provided student chromebooks and district provided internet hotspots.

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

Responses to the District parent/family survey indicated that 48% of respondents wanted the District to reopen completely in the fall and 48% wanted the District to conduct only remote Distance Learning.

Parents, Families, and community stakeholders identified the District food service program to be essential to their families during COVID school closures

Parents and Families are very concerned about student safety, the cleaning of campuses, and the wearing of PPE during any Hybrid program

Learning Redesign Coalition feedback included the following:

Master Schedules should be built in the Quarter Systems (3 or 4 classes/9 weeks) to improve the workload in DL for students and teachers

Creation of District-wide norms for consistent weekly face to face (synchronous) check ins, office hours, and communication.

Weekly assignments for students in one location on each school's website using a standard weekly agenda.

Agreement on essential expectations, standards and assignment workload for distance learning in the quarter system.

Communicate expectations and learning plans to stakeholders and provide appropriate training and support to students, parents and staff.

Development of equitable, consistent district wide grading practices.

Development of specific Distance Learning Supports for LI, EL, and FY students

EL Parent/Family Feedback included:

Many parents are asking for training on how to use the chromebook, and parent/guardian apps Parent Square and Parent Vue.

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

English learner parents responded positively to OUHSD providing chromebooks for all students. Families without wifi were issued hotspots. Some feedback was there are students who do not have a reliable source of electricity. Battery packs were purchased and distributed to those who requested them. Parents/guardians report that they very much want to support their student in distance learning.

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 Union High School District schools will not be able to open for in person instruction until Ventura County is off the statewide watch list for 14 consecutive days. Please see our [COVID 19 Safety Plan](#) Once this test is met, OUHSD has a plan to host a hybrid program that includes one or more days of classroom based instruction as well as Asynchronous (online) learning assignments as an intermediate step prior to a full reopening. An OUHSD convened Learning Redesign Coalition subcommittee was established to discuss and develop this hybrid model for specialty coursework that included Career Technical Education (CTE), AP/IB, Performing Arts, AVID, ASB, Intervention, Special

Education, Athletics and English Language Development. When the public health condition allows, OUHSD will offer this cohorted, hybrid model beginning with activity based courses, as well as coursework for students with disabilities and English Learners that would adhere to local public health guidelines for safety and social distancing. Students in activity courses would be assigned a specific day for classroom-based instruction and will be required to attend all of their classes in-person once a week; while maintaining their participation in distance learning-based instruction the rest of the week. Based on an assessment of necessary support for high needs students OUHSD is planning to bring students with disabilities and English Learners to campus for in person instruction two to four days a week in the hybrid model. The District is also planning to return Moderate to Severely Disabled students to campus under the learning loss waiver. OUHSD also plans to bring back small cohorts of students suffering the greatest learning loss and are unable to have all their needs met through distance learning platforms to in person tutorial programs Counselors and Student Intervention Specialists are also monitoring students closely. Counselors and Student Intervention Specialists are creating Social-Emotional Learning (SEL) lessons for Teachers to deliver and are following up with students who are referred for additional academic or social support. This includes referrals for students that are not able to participate in daily live Synch instruction the option to participate in independent study or home hospital teaching. Additionally, Student Intervention Specialists partner with a large number of community organizations to and make referrals to ensure that students and families have access to all resources needed.

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

Description	Total Funds	Contributing
Cleaning Supplies/PPE	\$480,000	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.]

Teachers will conduct live meetings (Synchronous) daily through Google Meet, Zoom, or Webex. On line (Asynchronous) activities will also be done online through Google Classroom and Canvas. Synchronous and Asynchronous all activities will be posted on a weekly agenda available through the school website that will be reviewed the first day of the week and due the following Sunday. During live Synch activities, teachers will have planned activities and take attendance. Through online Asynch activities, students will check in via a Google form or their Canvas online classroom. Asynch activities can be completed anytime online. Total Synch and Asynch time will total a minimum or 360 minutes per day each week. Tutorial time will be available for students on Fridays. Teachers will record and post tutorials for students to review. Teachers will conduct 30-60 minutes of live Synchg tutorial time each Friday.

All students in the OUHSD were issued 1:1 devices. Regular check in communications between families/students and teachers include checking on equipment, materials, internet and supplies. Per Williams, the district will ensure instructional materials are available to all

students, including online materials, textbooks, packets of school supplies, ancillary course materials, and supplemental materials in home languages as necessary.

Math departments have built DL curriculum and pacing referencing Essential Curriculum for Math 1-3 & PreCalc. Moreover, most teachers use Oxnard Online Math courses as their primary instructional platform. For singleton courses (e.g. AP Stats, Math 3 App, FoA, P&B Fin Math...) district-wide collaborations will continue developing DL lessons throughout the school year. Math teachers also provide live stream note taking and Q&A opportunities. English has adopted a new digital curriculum, StudySync, which includes a physical workbook. The StudySync app can be used offline and synced when needed which will provide continuity regardless of whether students are learning at school or at home through distance learning. As a 1:1 district students can use the digital platform for StudySync in the physical classroom or at home. Other strategies in English include socratic seminar, philosophical chairs, shared slide decks/docs, and group discussions. This is also true for our students who are reading substantially below grade level through the digital reading intervention program, iLit. The Social Science department updated the curricular scope and sequence. They also added literacy components to help with an increased amount of materials that are shared electronically. Many teachers were encouraged and have attended specific training to address the transition to a distance learning model. The California History Social Science Project has been a great resource for many Social Science teachers. Many of the sample lessons were designed for secondary lessons and have been implemented across the district. The World Language department and ELD department selected key essential standards as a focus area. The selected essential standards are the necessary skills that students must learn and acquire to have access to a full curriculum and be able to move on into the next level of world language or ELD course. In addition, teachers strategically selected specific tech tools that would assist students with the development of Speaking, Listening, Reading and Writing. AVID elective teachers and AVID site teams have developed and modified the pacing calendar of key assignments that need to be covered by the end of the year. This outline of key assignments will be used with in-person and virtual instruction. All materials can be found on the AVID folder in Team Drive or by logging into myAVID.org Additionally, AVID tutors are working in the elective classes to provide support to students with questions from their content areas. VAPA teachers have an essential standards document that they will follow for the courses that are taught at each site. VAPA Band Directors are developing a return to activity plan for students as well as outlining music pieces students can rehearse during Asynch instruction. Distance learning includes Designated instruction for English learners from beginners/newcomer level (ESL 101). Also, designated instruction in the intermediate level (ESL 102), as well as the Advanced level (ESL 103). EL students will be monitored on an ongoing basis to address their learning needs and assessment of English language proficiency, with support to access General Education curriculum. Synchronous instruction of English learners also includes identification and monitoring of students who have experienced learning loss through daily teacher developed assessments including interventions strategies to accelerate learning. Career Technical Education are using virtual delivery systems that meet industry certification and college articulation requirements, including virtual labs.

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.]

Oxnard Union High School District ensures access to devices by providing all students in the District a 1:1 chromebook or laptop device. Students were surveyed to establish the need for assistance with connectivity. Students identified in need of home internet will check out an internet hotspot from their school site to provide connectivity at home. For students who are unable to utilize a hotspot at home due to poor or no cell coverage, students may utilize their school's network in small groups outdoors for a pre scheduled period of time. For students without electricity at home the District has charging blocks available. Insurance and maintenance coverage for student devices is provided by the

District. The District also provides a help desk for students, families and staff to access via the District website or by phone to provide assistance with any technology issues.

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.]

All students will meet with their teachers on a daily basis on the quarter system bell schedule and will participate in both synchronous and asynchronous instruction each day. Class periods are scheduled for 90 minutes Monday through Thursday and 75 minutes on Friday. Students will spend 30 to 60 minutes in the live Synch environment with their teachers and the balance of the period working on online Asynch assignments (270 minutes daily for students taking three courses and 360 minutes daily for students taking four courses). Teachers are calibrating each week the time necessary for each live Synch and online Asynch activity to meet 435 minutes of weekly instructional time available for each course. The District is tracking the participation and time value of Distance Learning through attendance taken by teachers in the live Synch meeting and a script set up in the Student Information System that tracks student participation in the online Asynch environment. Teachers and other school staff are reaching out through phone and text to students who do not attend the daily live Synch meetings. If a Teacher reaches a student and the student missed the live meeting due to a COVID related hardship, the Teacher can verify their participation for the day by reviewing the day's information and/or having the student login to the Asynch environment to work on their assignments. Each week Teachers are also completing a weekly engagement log where student participation in weekly assignments is tracked and reported to the District through a google form that populates through a script into the Student Information System.

Examples of assessments in Distance Learning include, but are not limited to: in Math, checking for understanding components included in sync learning (e.g. chat replies, review of Oxnard Online "Checking Your Understanding", google form exit tickets...). Pupil work and time is measured via recorded live streams and data collected on Canvas, Google Classroom and Big Ideas Math LMS platforms. In English, teachers are utilizing Google Classroom or Canvas to assign and collect student work for feedback. Ongoing formative assessment will take place for checking for understanding and student progress. Some of the strategies that Social Science has implemented are checking for understanding and measuring student successes multiple times through live instruction. Social Science teachers have also built up their activities and in many cases placed a reduced emphasis on traditional assessments. This has improved the ability of teachers to measure the value of what students are producing (student work). The ELD department will have weekly student recordings using their Tier 1 &2 target vocabulary, as well as writing assignments that will be evaluated and reviewed with students to provide feedback. Students are submitting assignments via Google Classroom or Canvas for teacher feedback. VAPA students are assessed based on work they are submitting through Google Classroom or Canvas as well as with recording apps for music.

Counselors and Student Intervention Specialists are also monitoring students closely. Counselors and Student Intervention Specialists are creating Social-Emotional Learning (SEL) lessons for Teachers to deliver and are following up with students who are referred for additional academic or social support. This includes referrals for students that are not able to participate in daily live Synch instruction the option to

participate in independent study or home hospital teaching. Additionally, Student Intervention Specialists partner with a large number of community organizations to and make referrals to ensure that students and families have access to all resources needed.

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.]

Distance Learning Training Modules

A series of training sessions are offered in four modules. The first module focuses on the basics of Google Classroom and Canvas. The second module does a deeper dive into the two programs. The third module covers key digital tools in distance learning including Google Slides, Google Meet, and Screencastify. The fourth module is actually a whole series of sessions that people can choose from that cover a whole range of digital tools for distance learning such as EdPuzzle, Flipgrid, Padlet, and Pear Deck to name a few. Here is an overview of the [Distance Learning Training Modules](#).

Oxnard Union Express (Alludo)

Alludo is a gamified professional development platform that we use for our gamified district game Oxnard Union Express. It has 4 levels: an onboarding level and three main levels. The three main levels feature activities on Productivity (G Suite for Education), Coaching & Collaboration, Digital Tools, Professional Learning Networks (PLN), Pedagogy, Digital Citizenship, and Oxnard Online (Canvas). We've also added an additional section for Distance Learning. These activities are available to all staff members and can be completed at any time. We have over 450 teachers that have participated in or completed the Distance Learning mission in Oxnard Union Express.

Oxnard U

Oxnard U is traditionally a week-long series of sessions that teachers can opt in to and select which they want to attend. It is usually led by our teachers and takes place before school starts. This year we made it a virtual event that began in August and is on-going. The activities included synchronous and asynchronous activities that were a mix of recommendations from our Distance Learning Committee/Learning Redesign Coalition and training sessions led by our teachers on various digital tools for distance learning.

Paraeducator Professional Learning Series

Based on feedback received from our District's Learning Redesign Coalition, a paraeducator training series was created. Over fifty educators throughout the district provided feedback. After feedback was analyzed, the paraeducator learning series was created.

Part One of the Paraeducator Learning Series took place the week of August 3, 2020, and ended on August 14, 2020. The series included beginner sessions which were divided into three segments. The first segment included the following sessions: Introduction to Alludo, Screenshot with Devices, Additions to Home Screen, Selfies, Twitter Integration, Access Google Accounts and Google Docs. The second segment included the following sessions: OUHSD Distance Learning Basics, Google Hangouts for Office Hours, Calendar Invites, EdPuzzle, Screencastify, Resource Sharing, SEL Check Ins, DL Strategies and Paraeducator Best Practices. The third segment included the following sessions: Google Docs, Spreadsheets, Slides, Drawings, Forms, Chrome, Suites and Adobe Spark.

Part Two of the Paraeducator Learning Series took place the week of August 24, 2020, and ended on August 29, 2020. This series focused on building on the foundation established during Part One. The Part Two Paraeducator Learning Series included more intermediate sessions: Weekly Agenda, Interactive Meets, Grading for Equity, Social Emotional Learning, Digital Tools, Lesson Design, Student Voice and Google Classroom.

Part Three of the Paraeducator Learning Series will be created after we have completed the first two quarters of the 2020-2021 academic year. This will allow for paraeducators to utilize and process thoughts and practices on the training sessions they have received. The third part will be built on recommendations from paraeducators, SPED teachers they support and administrators.

Inquiry & Engagement 2.0

To prepare for our move to our schools going 1:1 we did a series of trainings called Inquiry & Engagement. Our goal was to prepare our teachers for the shift to being 1:1 as well as focus on how to get the most out of the technology. We had a phased plan to our 1:1 implementation and we did three schools in 2018-2019 and were in the process of completing our four remaining schools this past year before we had to stop due to COVID-19. We also held some virtual training during June 2020.

We will provide follow-up training for teachers that learned and used new digital tools in a 1:1 virtual environment. The training will focus on how those digital tools and strategies can be used and applied for inquiry-based learning and increased engagement in an in-person environment when we eventually return to school.

Staff Roles and Responsibilities

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

As a result of COVID-19, the Oxnard Union High School District has had to adapt staff roles and responsibilities in the following ways. Campus Supervisors now assist counselors and administrators in contacting students to “re-engage” students in the educational process, telephone calls to families “not connected to distance learning”, follow up on flagged students who required “extra support” and support teachers and counseling in following up on students who are not regularly present online. They monitor site surveillance cameras and assist with supervising the District’s food distribution program. Most classifications have been required to continue to perform the essential functions of their positions but in a remote work environment. Paraeducators continue to support students via virtual learning. Attendance personnel, Registrars, Clerical Support, Informational Technology, Secretaries, Guidance Technicians, Associated Student Body bookkeepers, Library- Textbook Media Technicians, and College and Career Technicians continue to perform their same duties but in a remote environment contacting students directly or via google classroom, email or the applicable media platform under the guidance of certificated staff and administration. Health Clerks and Duplicating machine operators continue to perform their duties; however, they are also assisting in other areas, i.e. working out of class, due to the decreased demands of their in-person workloads in a remote learning environment. District office clerical support staff in all departments are working modified schedules on and off site and continue to perform the essential functions of their position. Bilingual substitute teachers and other bilingual staff have been tasked to reach out and connect to spanish speaking students/families and to support instruction, as well as to provide some direct support for instruction in the live Synch environment and in other meetings as needed

The Oxnard Union High School District will continue to monitor the impact of changes by working closely with our site leaders to assess the effectiveness of the changes in roles and how this impacts students’ learning, and well-being.

We will also continue to support staff that are working in a new role by partnering with our employee associations to monitor and respond to employees to increase their sense of safety, health, and well-being.

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.]

To increase awareness of the support available for District Foster Youth and McKinney/Vento eligible students, Student Support Services and the Student Intervention Specialists will work without Community Based Organizations to offer support in a remote setting. The Student Support Services Guidance Tech will monitor FY/MV student grades and attendance and also connect students with resources on and off school site. During Distance Learning Student Support Services is increasing web based resource information for Foster Youth and McKinney/Vento eligible students through the District website. The district is coordinating with FNL/BRITE (suicide prevention) to engage students in an interactive platform with games, workshops, and other prevention activities including but not limited to wellness rooms, SEL activities, LGBTQ+ awareness, Tobacco/Vaping Prevention, alcohol and other drug prevention. In an effort to support ELs, Foster Youth and McKinney-Vento students, teachers are working on maintaining a level of continuity in students' daily instruction in their online practices. Ensuring that students have access to a full curriculum with supports and instructional resources requires that technological support is provided and supported. Additionally, teachers are supporting our students with virtual tutoring throughout the week, especially on Fridays. District Learning Design Coaches work with teachers in content areas in order to address EL academic and language needs. During the summer, extensive staff development was made available to all instructional staff on meeting the needs of EL in distance learning.

The Distance Learning subcommittee will continue to meet throughout the school year. EL students will be supported through Categorical Program Counselors and Student Intervention Specialists and EL parents will continue to be invited to monthly information meetings and training is being developed to assist EL parents with the parent/family communication apps Parent Square and Parent VUE. Additionally, the English Learner Response Team at each site will continue to conduct progress monitoring for EL students in Distance Learning.

OUHSD is providing students with disabilities an individual distance learning plan that meets the needs of the student’s IEP to the greatest extent possible. Special education staff and support providers collaborate to get parent input into these plans. Distance learning plans include synchronous and asynchronous instruction. High tech and low tech materials based on the individual needs of the student. OUHSD is continuing to identify those students who may be in need of special education services.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Conversion of Hard Copy to Digital Textbooks	\$1.1 M	Y
Student Devices	\$2.8 M	Y

Student Hotspots	\$1.1 M	Y
DL Professional Development	\$200,000	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.]

Summer School was offered to all District students and over 5000 students were enrolled. Summer School included credit recovery and course completion for those students who received an incomplete grade in Spring Distance Learning

Math diagnostics are available for students within units organized in Oxnard Online, Big Ideas Math and Google Classroom for a student to access at their appropriate pace. Students can accelerate beyond the teachers synced pacing to get ahead. Students that are behind - many who are part of special populations - are given time to make up work, review lessons as needed, and re-test. Moreover, math teachers provide daily office hours and weekly tutoring time for students in need of additional support in their learning. Math teachers have also started to modify assessing practices to include more conceptual explanation and multiple representations of mathematical thinking which goes beyond procedural fluency, and allows students to utilize their available resources (e.g. notes, DESMOS, textbook resources, videos...) during assessments.

In English classes, through the use of readiness assessments and other inventories teachers will determine where individual students require support due to learning loss. Scaffolds are assigned which can be used in a specific and targeted way that will provide that support in order to mitigate those losses while also providing access to grade-level content and skills in order to maintain rigor and growth. These supports are specific to students as needed and can be changed as students progress. This will especially help those students who are language learners, have IEPs, and/or are reading a few years below grade level, including those who are low-income, foster youth, and/or experiencing homelessness. The digital platform provides an app for students to use which does not require wifi to work within it. Students can sync their devices (provided by the District) using hotspots (provided by the District) to the app as needed.

Social Science improved and modified the pacing of State Standards content and literacy standards to address the skills required at the appropriate grade levels. For example, our World History and United States History courses have been paced from a traditional semester-long course into quarter-long courses. We have also built review topics to assist with the summer breaks. On our new pacing calendars, the LEA has built-in ELD support section to help with documenting support tools available. We have also built-in collaboration time to support teachers with best practices to address the ELD strategies in the social sciences. The social science department has remained supportive to CCSS Language Arts Literacy Standards and many teachers have aligned their departments with the Language Arts departments at the various school sites.

Our designated ELD classes will strategically create various breakout sessions, small groups, or 1:1 so that the teachers can better assist students with the necessary reading, writing, and speaking skills, (with the support of a bilingual paraeducator or additional tutor). ELD

teachers will also record their synchronous sessions so that students can review the content at their own pace if necessary. ELD teachers will utilize a series of strategies to scaffold instruction for the various levels of our ELD students within a classroom. Strategies: sentence frames , visuals, realia, short videos, word banks, I do, we do, you do model and frayer model- vocabulary development. Each campus in the District is offering online credit recovery through Edgenuity and Oxnard Online during the school day to continue to address the needs of students who received an incomplete in any Spring 2020 course.

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

Categorical Program Counselors will closely monitor English Learners, Foster Youth, and Homeless Youth in regard to any credit and incomplete recovery required to insure high school graduation as well as college and career readiness. Student Intervention Specialists will provide Social-Emotional Support and referrals to Community Based Organizations for any specialized needs.

For students with disabilities, addressing learning loss is done through daily check ins with Teachers and progress monitoring of student IEP goals by Case Managers. Distance Learning plans are adjusted to review progress and to provide for more support in the goal areas identified for each student. The District uses online intervention systems such as N2Y/Unique, for students with severe to moderate disabilities. Protocols for in person assessments of progress for students with disabilities are being developed.

In Math Essential Curriculum Committees streamlined the pacing of State Standards content to efficiently and economically teach and assess foundational topics and skills prerequisite for subsequent courses in a math pathway. For example, the Math 1 Unit GRAPHING LINEAR FUNCTIONS paced from seven 90-minute periods to five by combining sections, using DESMOS activities to expedite learning through modeling, and deemphasizing end of unit section of Transformations which is given a deeper dive in Math 2.

In English classes, utilizing our digital curriculum's readiness assessment, teachers are meeting students where they are through differentiated instruction and individualized scaffolding to provide support while maintaining rigor and moving student achievement forward. These are especially critical for our students who are language learners, have IEPs, and/or are reading a few years below grade level. For our students who have more substantial reading deficits, we are using the GRADE assessment in the iLit program to assess and provide individualized support.

Social Science content is available for students within units organized in Oxnard Online, Google Classroom also is available for a student to access at their appropriate pace. Students in some courses can accelerate beyond the teacher's synced pacing to get ahead. Students that are behind - many who are part of special populations - are given time to make up work. In many cases this is supported with team taught classes with SPED teachers. Moreover, social science teachers provide daily office hours and weekly tutoring time for students in need of additional support in their learning. Social Science teachers have found great success by utilizing their available resources (e.g. notes,

interactive, textbook resources, videos...) during assessments and activities. Many of the activities have been developed to address the learning loss from last Spring and prepare students for challenges of potential missed instruction ahead.

Both the World Language and ELD department conducted a district initial assessment to identify the students' current abilities and areas students need support. For ELD, if a student was recommended to move up the next level, even if the student may have missed instruction during COVID-19, the expectation is to provide the necessary support so that student can be successful in the current level of ELD.

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.]

Effectiveness of implemented pupil learning loss strategies will include daily attendance in live Synch meetings and the work completed in the online Asynch environment. Monitoring of the grades and credits students are earning and tracking the credit recovery of students who received one or more incomplete course grades from Spring 2020 will also provide a window into the success of these strategies. Another measurement will be to review and assess ELD attendance compared with English only courses in ELA.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Online curriculum support programs	\$100,000	Y
AVID Tutors	\$125,000	Y
Edgenuity online credit recovery	\$250,000	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.]

During the summer, the District implemented online professional development that included SEL training for teachers. Teachers are asked to implement a weekly SEL check in during Distance Learning. Student Intervention Specialists created site specific resource websites and online classrooms in order to connect students with wellness resources and other supports. Teachers are also encouraged to include a link to the Student Intervention Specialists in their weekly agendas in order to increase access to mental health and wellness supports for students. Student Intervention Specialists will also provide outreach to students via online platforms such as Twitter, Instagram and Parent/Student Square. BRITE (suicide prevention grant) will provide student engagement via an interactive platform with games, workshops, and other prevention activities including but not limited to wellness rooms, SEL activities, LGBTQ+ awareness, Tobacco/Vaping Prevention, alcohol and other drug prevention. The Wellness Collaborative will work with Farm to School and HealthCorps to design staff and student centered wellness challenges delivered through live Synch meetings on a monthly basis. Strengths Based Universal Screening (Covitality) will be

administered in Q1 with SIS team and each site team will follow up with students identified as needing additional support through an MTSS response plan. The District will also provide (free, online) webinars and other opportunities for staff to attend professional learning on SEL and MTSS topics with a distance learning focus.

Student Intervention Specialists and Categorical Program Counselors also provide students with SEL and wellness support in the students primary language. Both the intervention specialist and categorical program counselors also provide tiered re-engagement strategies for students who are not attending live Synch meetings or engaging in Distance Learning.

Students with disabilities are monitored for mental health and social emotional well-being. Additional behavioral and mental health services are provided for students who are identified as needing those services. OUHSD partners with Ventura County Behavioral Health and City Impact to help in ensuring mental health needs are being supported.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

The Director of English Learner Services holds monthly virtual Community Forums in Spanish which provide parents, students, community and district personnel with information on district plans for Distance Learning. Additionally, the monthly agendas include district and community services that support English Learners and their families. Descriptions of what synchronous and asynchronous instruction entails. How to contact teachers, counselors and administrators. The importance of staying connected with school personnel regarding issues with student instructional support as well as the importance of students emotional well-being, and their ability to learn during this time.

Additionally, the EL Services department has virtual monthly meetings with administrators, counselors and Title III support personnel. In turn they communicate the information to the families. Translation and interpreters are provided in order to communicate and receive input from families. These meetings will be held every first Wednesday of the month, from 6:00 - 7:30 PM. There is continuous outreach to parents in order to address what the district needs to do to engage them. In an effort to inform parents and students of the start of school, Title III support personnel contacted families in early June to inform them of the changes to instruction, distance learning, review parent/students expectations, inform about resources available and methods for ongoing communication.

Students absent from daily live Synch meetings will be contacted by the Teacher or by staff at the school site to determine if they are having difficulty accessing Distance Learning. Technology issues will be referred to the help desk and follow up to confirm solutions to any tech issues will be the responsibility of site administration. If students are consistently unable to access Distance Learning both in live Synch and they are unable to check in to their online Asynch assignments due to work or head of household commitments, the student will be offered site independent study and a parent/family meeting will be conducted. Placement in site independent study will be re-evaluated each quarter. Students will also be evaluated as needed for District alternative programs. English Learners who do not attend Distance Learning will be contacted by the Categorical programs counselor and/or the Categorical programs guidance technician. If EL students are still not able to access or attend Distance Learning after an initial intervention, parent conferences and/or home visits will be conducted.

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.]

OUHSD Nutrition Services is committed to serving nutritious meals to our students. We recognize the important role good nutrition plays in a child's daily academic success and we believe the meals we serve are one of the building blocks required in a productive learning environment. OUHSD students, whether they are participating in in-person/hybrid instruction or in distance learning are provided healthy options for their breakfast, lunch and supper meals. Nutrition Services menus offer a variety of good fresh food options including locally grown fresh vegetables and fresh fruits with every meal. All our menus follow strict requirements for calories, saturated fat, sugar, sodium and whole grains outlined in the Healthy Hunger Free Kids Act.

Food Services schedule:

- Tuesdays - 2 Breakfast, Lunch, and Frozen Supper meals will be distributed (6 meals totals)
- Thursday- 3 Breakfast, Lunch, and Frozen Supper meals will be distributed (9 meals totals)
- Milk and Juice, Fresh Fruits, Vegetables, and Harvest of the Month Salad also will be provided
- Serving Times 7:00am – 9:00am; 12pm - 1pm; 5:00pm – 7:00pm
- Locations ACHS, CIHS, HHS, OHS, PHS, RMHS

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Universal Screening	Mental Health and Wellness Screening tool to determine student need for services	\$28,000	Y
Student Intervention Specialists	9 Certificated personnel with PPS to work with students (voluntary and referred) and families to provide Mental Health services, wellness programs, and referrals to community based agencies	\$1.4M	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
19.84%	\$181,493,199

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.]

In response to the COVID-19 pandemic Oxnard Union High School District will provide an improved Distance Learning program in the 2020-2021 school year. In the District's Distance Learning program, supplemental and concentration funds are principally directed to services supporting Low Income students, English Learners, Foster Youth - who comprise 68% of all District students. LI, EL, and FY students were prioritized during the planning conducted by the District's Learning Redesign Coalition (LRC) which focused on the technology needs and professional development required to serve the District's unduplicated students in Distance Learning. The LRC also worked in specific subcommittees focused on the needs of students with disabilities and English Learners during Distance Learning. Parent meetings for English Learners were conducted throughout the Spring and summer to better understand the needs of EL students during Distance Learning. Foster Youth and McKinney/Vento eligible youth also received specific targeted information and assistance in accessing their device and instructional materials. The efficacy of the Distance Learning plan in meeting the needs of LI, EL, and FY students will be measured by attendance patterns, engagement reporting, grades and credits earned, as well as student and parent feedback.

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

For the 2020-2021 school year supplemental and concentration funds in Oxnard Union High School District are principally directed to meet the needs of Low Income students, English Learners, and Foster Youth. Increased and improved services for unduplicated students include, but are not limited to: chromebooks for each student and internet hotspots for any student who does not have access to the internet at home; live Synch instruction and online Asynch assignments; an improved workload for students through the quarter system bell schedule; and professional development for Teachers and Paraeducators on the delivery of essential standards through Distance Learning; additional online curricular resources, mental health and wellness services including Universal Screening, as well as technology training and support for students and families. The needs of unduplicated students will also be specifically targeted through follow up and contact with students who are not checking into Distance Learning, parent and family outreach, regular contact with Student Intervention Specialists and Categorical Program counselors, as well as referrals to community based services and additional tutoring support.