Framework for Reopening Ventura County Schools
and Learning Continuity and Attendance Plan
What Do We Need to Know?

- Guidance from California Department of Public Health and Ventura County Public Health remains fluid.

- **Senate Bill 98**, to a significant degree, established the operational parameters for the 2020-21 school year.

- Hybrid learning (i.e. combination of synchronous & asynchronous) will be utilized throughout the 2020-21 school year.
Our greatest challenge and opportunity is maintaining continuity of education.

Cohorts: as recently as September 4th, CDPH redefined a cohort as a configuration of no more than 16 individuals.

Meeting the ongoing social and emotional needs of students, families, and staff.

Maintaining the aspirational nature of education (i.e. remaining fully engaged to meet the needs of all students, in particular low income, students with disabilities, English learners, and foster/homeless students.)
The Learning Continuity & Attendance Plan

• The Learning Continuity & Attendance Plan is a vehicle to:
  ◦ Clarify and communicate thinking around how the local educational agency (LEA) is supporting its students and families.
  ◦ Reflect on planning and stakeholder engagement that has taken place.
  ◦ Communicate with stakeholders through meaningful engagement.
The Learning Continuity Plan is not a Local Control and Accountability Plan (LCAP)
In-Person Instructional Offerings
In-Person Instructions (1)

• The LEA’s classroom-based instructional schedule model should include plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.
In-Person Instructions (2)

• LEAs may use [assessment] data to develop an instructional schedule model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.
Distance Learning Program
Distance vs. In-Person Learning

How is distance learning different from in-person learning?

• Distance learning is defined in EC Section 43500(a) as instruction in which the student and teacher are in different locations and pupils are under the general supervision of a certificated employee of the LEA.

• In-person instruction is defined as instruction under the immediate physical supervision and control of a certificated employee of the LEA while engaged in educational activities required of the student.
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.

**Instructions:** A sufficient response to this prompt will provide specific information about how the LEA will track and monitor student progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of student work.

- Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee of the LEA.
Participation and Engagement (1)

EC sections 43504(d)-(e)

• LEAs must document daily participation for each student on each school day, in whole or in part, for which distance learning is provided.
  ◦ Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and pupils or parents or guardians.
Pupil Learning Loss
Prompt: 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.

Instructions: A sufficient response to this prompt will describe how, with what tools, and at what frequency the LEA will assess pupils to measure learning status, within any instructional delivery model, particularly in the following areas:

- English language arts
- English language development (ELD)
- Mathematics
Pupil Learning Loss Strategies

**Prompt:** 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 who are experiencing homelessness.

**Instructions:** A sufficient response to this prompt will include specific actions and describe the strategies used to address learning loss and accelerate learning progress. In addition, the response must include a description as to how these strategies differ for:

- English Learners;
- Low-income pupils;
- Foster youth;
- Pupils with exceptional needs; and
- Pupils who are experiencing homelessness.
Effectiveness of Implemented Pupil Learning Loss Strategies

**Prompt:** A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

**Instructions:** A sufficient response to this prompt will describe how and by what methods the LEA will measure the effectiveness of services or supports provided to address learning loss.

- When responding to this prompt, an LEA may find it helpful to refer to the “Instructional Programs” section in the CDE’s *Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools* ([https://www.cde.ca.gov/ls/he/hn/documents/strongertogther.pdf](https://www.cde.ca.gov/ls/he/hn/documents/strongertogther.pdf))
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
Prompt One (1)

**Prompt 1**: 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.

**Instructions**: For the actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students and that are being provided on an LEA-wide or schoolwide basis, provide a general explanation of these actions consistent with 5 CCR Section 15496(b).
Additional Resources
Learning Continuity and Attendance Plan Template (2020–21)

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.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A description of what the action is, may include a description of how the action contributes to increasing or improving services</td>
<td>$0.00</td>
<td>Y/N</td>
</tr>
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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.

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.

General Information

[Insert LEA Name here]

Stakeholder Engagement

[Insert Contact Name and Title here]

[Insert Email and Phone here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]
## Learning Continuity and Attendance Plan Template (2020–21)

### 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.]

[\[Respond here\]\]

### 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.]

[\[Respond here\]\]

### Staff Roles and Responsibilities

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

[\[Respond here\]\]

### 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.]

[\[Respond here\]\]

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

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### 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.]

[\[Respond here\]\]

### 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.]

[\[Respond here\]\]

### 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.]

[\[Respond here\]\]

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

<table>
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### 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.]

[\[Respond here\]\]
Learning Continuity and Attendance Plan Template (2020–21)

Pupil and Family Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for forced 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.

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.

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

Section | Description | Total Funds | Contributing
--- | --- | --- | ---
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section] | A description of what the action is; may include a description of how the action contributes to increasing or improving services | $0.00 | Y/N

 increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Insert percentage here%]</td>
<td>[Insert dollar amount here]</td>
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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.

[Provide description here]

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

[Provide description here]
Frequently Asked Questions

- Learning Continuity and Attendance Plan FAQs (https://www.cde.ca.gov/re/lc/learningcontattendplan.asp#FAQs)
- Distance Learning FAQs (https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp)
- English Learner Services FAQs (https://www.cde.ca.gov/sp/el/er/elservicescovid.asp)
- ELD Distance Learning FAQs (https://www.cde.ca.gov/sp/el/er/eldfaqs.asp)
- COVID-19 Assessment FAQs (https://www.cde.ca.gov/ta/tg/ca/covid19assessmentfaq.asp)
- CDE’s 2020–21 Funding and Instructional Time FAQs (https://www.cde.ca.gov/fg/aa/pa/pafaqs.asp)