

# 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
Venture Academy	Kathleen Focacci Division Director	kfocacci@sjcoe.net 209.468.5940

## General Information

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

Venture Academy Family of Schools is a public charter school authorized by the San Joaquin County Office of Education, serving approximately 1600 students in grades TK through 12. Venture Academy is comprised of 13 focus academies designed to address student interests. Before the move to distance learning necessitated by the COVID 19 Pandemic, most students attended classes on site, with a home-based education component. Students in two focus sites work exclusively in a home-based environment.

Venture Academy Family of Schools moved to full distance learning platforms as of March 16, 2020 under the direction of the County Superintendent of Schools. Teachers immediately began the transition to providing educational opportunities and resources to students who were sheltering in place. This consisted of a variety of delivery methods and strategies. Students in elementary grades were provided with books and packets of work that they picked up at the school site through a drive-through delivery and/or provided with a chrome-book to access on line learning platforms. This combination was also provided to students in the middle school level. Instruction and curriculum continued to be provided for all high school courses, either through an on line platform or through books and materials that could be picked up at the school at a central distribution center staffed Monday through Friday from 8:00 to 4:00. Students who did not have computer access at home were able to check out chrome-books so that they could continue to receive directions and instruction and submit assignments electronically. Special education services were continued. Some school program offerings outside of the classroom were impacted. The timing of the school closures eliminated some planned school events: the state Mock Trial Competition for which students had qualified by winning the County Competition; the state leadership conferences for three Career Technical Organizations (HOSA, FFA, Skills USA); statewide competitions for choir and dance groups. The school athletics program was also severely impacted, with shortened seasons for boys volleyball, baseball, softball, golf and track and field. Despite these strong and immediate efforts to provide support and resources, Venture experienced a decline in student engagement. Students and families described some of the challenges they faced as they adjusted to the stay at home directions, including shared study space and childcare dilemmas.

Venture Academy began the 2020-21 school year under a full distance learning model. Given more time to prepare for this eventuality, Venture put plans for distribution of technology and materials in place, scheduling staggered times for students and parents to drive through and pick up what they needed. Teachers worked with students to help them navigate the on line learning platforms. Classes at the middle

and high school levels resumed in full on August 17 on a modified schedule that allows for full on line class check-ins as well as small group and individual support. Advisors for the Mock Trial Team and the Career Technical Organizations put plans in place to offer some level of participation through a virtual platform. As of August 2020, Games for all sports are postponed until further notice. As the response to the COVID 19 Pandemic continues with ongoing effects on business closures and unemployment, Venture Academy recognizes the additional stress placed on many families. Supporting the mental health and well-being of all students continues to be a priority. The counseling team continues to provide outreach and support for students at all grade levels.

## Stakeholder Engagement

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

Stakeholders in Venture Academy Family of Schools include a diverse group of educators, counselors and mental health providers, support staff, parents, students, and community partners. Throughout the transition to distance learning, feedback from all of these groups has been vital for promoting student engagement and continuity of learning. During the spring of 2020, regular video conference meetings were held with focus academy teacher teams, clerical and support staff. These meetings continued informally throughout the summer on a voluntary basis to provide ongoing communication and address concerns. A "restart committee," comprised of representative teachers from different grade levels, counseling staff and support staff was formed to help guide the reopening of the 2020-21 school year. The restart committee reviewed results from parent surveys and drafts of class schedules.

Students at Venture Academy are assigned a "teacher of record" (TOR), who oversees their educational path and who serve as the first line of communication. In addition, the counseling team maintains close communication with students who can contact them directly through email or request a (remote) meeting with them. Parents are included as welcome educational partners throughout the school, and especially at the elementary level. Thus, there is a strong network of informal and ongoing communication in which parents and students can communicate their needs and concerns.

Two school-wide surveys have been administered to seek a wider range of feedback. Prior to the beginning of school, an electronic survey was sent out to all parents, in English and Spanish, to elicit feedback on preference for hybrid or full distance learning, to gauge internet access and connectivity and to learn of other concerns parents and students might have.

After the start of classes, another survey was administered to parents to seek additional feedback on the effectiveness of the distance learning program and to further assess connectivity and access to instructional materials and support. Additionally, this second survey included questions designed to elicit feedback regarding students' mental health and wellbeing. This second survey was administered in English and Spanish, and hard copies were made available at the school's distribution center and at the breakfast pick-up drive through. A phone call in English and Spanish was sent to all families alerting them of the survey.

Venture Academy administration attended the Venture Academy Outstanding Leadership Team (VOLT) virtual class to hear feedback from student voices and to provide information for them to communicate to their peers. Students gave verbal input during the class and were invited to share additional input with their teachers/advisors via Jupiter Ed messaging system. In addition to these school-wide surveys, many teachers have administered informal surveys within their classroom to receive feedback more specific to their classes and programs.

The School Advisory Council (ASC) members will be provided with the draft LCP and invited to give feedback. The Language Development Leader will address the Parent EL group to review the draft LCP and receive feedback.

Feedback from stakeholders through survey, staff meetings, parent and EL groups will inform the draft LCP prior to posting it on the school website for public review. Feedback received after posting will be incorporated into the public hearing on 9/11/2020 prior to finalizing the LCP at the Governing Board Meeting on 9/15/2020

It is important to note that stakeholder feedback will continue to be essential as the school navigates this school year. Additional surveys will be conducted to seek student, teacher and parent feedback on an ongoing basis, staff meetings will continue to be held to assess effectiveness of the school's distance learning or in-person instruction and to address concerns, and regular updates will be provided to the ASC, EL parent group and student leadership groups.

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

Public hearing (September 11, 2020) and Venture Academy Governing Board meeting (September 15, 2020) will be held virtually through Zoom. Notices of these meetings will be posted on the VAFS website seventy-two hours in advance and a link to Zoom is provided for public access and comment in accordance with Executive Order N-29-20.

9/11 Special Meeting – <https://sjcoe.zoom.us/j/95396172722>

Meeting ID: 953 9617 2722

9/15 Regular Meeting – <https://sjcoe.zoom.us/j/94244721609>

Meeting ID: 942 4472 1609

Members of the public can phone in at: 1 669 900 6833 US (San Jose)

Feedback from the Advisory Site Council, English Language Parent Group and Student Leadership group was sought through virtual meetings..

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

Teachers report that they generally have the resources they need; some specific requests for additional technology or specific programs to enhance learning were made. These requests included TCI on-line curriculum for Social Studies, IXL for elementary and middle school and on-line versions of textbooks. Additional requests for technology included Promethean boards and cameras to better deliver on-line instruction. Some teachers requested an upgrade to ZOOM and/or Kami, an extension of the google classroom.

Feedback from the parent survey indicated a generally high degree of satisfaction with communication with school personnel and the level of support provided by teachers. Most parents felt the the amount of time spent in an on-line learning platform is appropriate. The most common suggestion from all stakeholder groups was more consistency in choice of on-line platforms. A number of parents requested that teachers be understanding and compassionate as their students learn to navigate the on line environment.

Survey responses to questions regarding students' mental health and emotional well-being revealed that parents have concerns about their children feeling separated from peers and from the school, experiencing anxiety and loss of motivation.

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

Stakeholder input influenced the following actions:

Venture Academy was able to provide the resources requested by the teachers, including upgrades to ZOOM accounts, Kami, and access to online curriculum.

Venture Academy is researching the implementation of a global Student Information System that will provide more consistency in online platforms.

Teachers will spend time ensuring that parents and student are able to navigate on line platforms.

Counselors have designed strategies through which students and parents can request contact and have collaborated with teachers to screen for signs of mental health concerns. The Student Leadership team, with guidance from their advisors and the school counselors, are working on scheduling interactive events.

## 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.]

Venture Academy will continue to follow the guidance of SJCOE and the San Joaquin Public Health Department. When conditions allow return of students on campus, Venture Academy will follow all health safeguards recommended by local and state agencies and the Center for Disease Control (CDC). VAFS recognizes that there will be parents who will be reluctant to send their children back to school even when in person instruction is allowed, and will continue to offer distance learning opportunities to those families who would prefer that option. The return to in-person instruction will begin with smaller groups of students on alternating schedules to allow for social distancing and health protocols. The schedule for distance learning was designed to transition to in-person instruction. At the elementary level, students will remain

primarily in cohorts to minimize movement among groups and classrooms will be arranged to accommodate the recommended social distancing requirement. At the middle and high school level, transition between classes will be minimized. Hallways will be designated as one-way and specific entry and exit doors identified to the extent possible. All classrooms will be equipped with cleaning supplies and sanitized between class changes. Classrooms and common areas will be thoroughly sanitized nightly. Students will be screened for COVID symptoms. Students exhibiting COVID 19 symptoms will be removed from the classroom and isolated until they are picked up. All staff will receive training through SJCOE on safety protocols and procedures.

Students in grades K-12 were assessed through IXL Learning to identify potential learning loss in elementary students. This diagnostic will allow teachers to identify areas of need and to prescribe individual educational goals and practice sessions to address learning gaps and to accelerate learning to mitigate those losses. At the high school level, school-wide assessment will be administered through Renaissance Learning in ELA and Math. Since these will be administered virtually, these assessments will take place after access to devices and connectivity are ensured.

Teachers administered and will continue to administer in-class informal assessments to identify areas in which students are in need of additional review and/or practice to bridge learning gaps that may have occurred due to school closure. Teachers also reviewed and will continue to review student performance on assignments and projects.

To support the academic success of students as they return to in-person instruction, the schedule will designate specific time for students to participate in small group or individual sessions with teachers. In addition, teachers will continue to offer office hours outside of scheduled classes. When students are allowed to return fully to in person instruction, VAFS will continue to assess student progress to identify learning loss or need for social/emotional support through IXL, Renaissance Learning and review of student performance.

Students in need of additional support and/or intervention may be referred to the Student Study Team (SST) process.

To support mental health and emotional well being, counselors will continue to offer a number of ways in which students can request services, provide support to teachers to identify at-risk students, and schedule events to promote social interaction in compliance with all health guidelines.

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

Description	Total Funds	Contributing
Purchase of sneeze-guards to provide safety for Special Education staff conducting assessments, Independent Study teachers checking in with student in their offices and for support staff who interact with others in their office space.	\$3189	No

Description	Total Funds	Contributing
Addendum to cleaning/janitorial contract to include a provision to increase the cleaning of our outdoor education site from 2 days per week to 5; addition of language to the contract specifying daily cleaning of classrooms, common areas and restrooms that will include disinfecting all surfaces and high touch areas, and using electrostatic sprayer to ensure disinfectant is evenly dispersed over all surfaces.	\$77,000	No
Purchase of Sanitizing Stations	\$621	No

## 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.]

Venture Academy's Distance Learning Program will vary according to the grade level of the students.

In grades K-5, distance learning will be facilitated by the classroom teacher, much as it would for in-person instruction. Teachers will create the academic plan, deliver instruction through an online platform and provide links and materials for additional learning. Teachers and parents will collaborate to ensure student engagement and to assess progress. Instruction will continue to be based on the current adopted texts and curriculum, and the addition of a full complement of IXL on-line curriculum will provide even richer on-line resources and tracking of student achievement and progress. Library services will continue; students will be able to check out books at the appropriate reading level and pick them up and return them in a drive-through process that will comply with health and safety guidelines. Teachers will provide virtual whole class instruction, as well as meet with small groups or individual students as needed.

In grades 6-8, students will experience contact with more teachers, as content becomes more specialized. In grades 7-8, students will rotate virtually among teachers in core subjects with a blend of on-line learning and (remote) teacher facilitated work in books and on paper. IXL

curriculum will provide a menu of consistent practice and reinforcement. The addition of on-line access to the Social Studies curriculum (TCI) will ensure that students receive full support in this content area. Students will have access to additional support through teacher office hours.

At the high school level, students will follow a consistent on-line schedule reflecting a full academic program to prepare them for college and career. All courses that are offered on site will be offered through the distance learning model, including A-G courses, CTE courses, AP classes and the AVID Elective. Teachers will provide on line instruction during regularly scheduled class times and offer additional support to students outside of those class hours. Delivery will be through ZOOM or google meets.

For all grade levels, the following process has been followed:

Distribution: Staggered dates and times were set up so that students and families could drive through, greet their teachers and receive their chrome-books and/or books and materials.

Connectivity: Students were provided with log-ins and access codes and made contact with their teachers to ensure that they were set up for learning; issues with connectivity were identified and addressed.

Monitoring: Student engagement will be monitored and interventions and support put in place.

## **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.]

Prior to the move to distance learning, Venture Academy had a 1:1 ratio of technology within the classroom. This technology was made available for students to check-out and take home to support distance learning. During the 2019-20 school closure, some students did not communicate that they lacked connectivity, or thought that they could access school work and meetings through their phones; recognizing this, Venture Academy made a chrome-book available to every student at the beginning of the year. Dates and times were set up by focus academies to allow families to drive through to receive their materials. For students who could not come during those times, Venture Academy established and continues to maintain a staffed distribution center Mondays through Fridays from 8:00 to 4:00.

Parents were surveyed to determine their level of access to technology. Recognizing that parents and students who did not have access to technology were less likely to respond to the survey, teachers identified students who had not been checking in or had not attended orientations and/or classes. Teachers then made phone calls to assess access and connectivity. If students lacked connectivity, they were supplied with a hot spot, with priority given to EL students and foster and homeless pupils. Additional outreach was done by the Language Development Leader to assess and monitor accessibility for EL students.



Teachers will continue to record attendance in on-line meetings and to notify administration if students are not attending. Administration will continue to keep a database of these names for follow-up, which will follow the 3 tier process outlined in the Pupil Engagement and Outreach section of this LCP.

During distance learning, VAFS teachers may work from home or on-site.

## **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.]

Venture Academy has implemented Jupiter Ed as an online program that documents student participation in classes. Teachers will have live contact with students via a variety of on-line platforms, including, but not limited to, Zoom, Google Meets, Powerschool and See-Saw. In addition, teachers will communicate with students via phone calls, texts and emails.

Teachers at the high school level will design and communicate course syllabi outlining expectations for participation and completion of assignments. Students at all grade levels will be expected to log in at scheduled meeting times and to submit completed work for teacher evaluation.

Venture Academy is a non-classroom based charter school and functions on an Independent Study instructional model. Pupil participation, progress and time value of pupil work will continue to be assessed through student's submission of completed work and assignments as agreed upon by the teacher and parent/student using a Master Agreement and the Academic Work Record. The teacher is responsible for assessing the time value of the student work.

## **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.]

Venture Academy will provide ongoing professional development and resources to support teachers to deliver high quality distance learning educational programs. These professional opportunities include the following:

A series of Distance Learning Modules provided through the San Joaquin County Office of Education, as described below:



Module 1 - Essential Skills for Virtual and Blended Learning: In this workshop we will discuss essential skills that teachers should implement to create an effective learning community with their students and parents. We will share examples of what each of these skills might look like for use in your lessons for tomorrow.

Module 2 - Model Lessons for Virtual and Blended Learning: In this workshop you will experience as a learner the structure of an effective virtual lesson. You will debrief the specific pedagogy that was utilized in the lesson and discuss asynchronous follow-up activities to support this learning.

Module 3 - Lesson Planning for Virtual and Blended Learning: In this workshop we will provide a general framework for online/hybrid lesson planning utilizing the essential skills and necessary teaching shifts that create an inquiry-based, student-centered learning plan. The framework provides direction for how to effectively link synchronous and asynchronous learning for all students.

Module 4 – Providing Intervention: In this workshop you will learn about different ways of providing intervention and support for your students in an online or hybrid classroom.

Establishment of the Venture Academy Professional Development Google classroom, which will house and maintain ongoing professional development opportunities, including technological support to support the distance learning program.

Professional Development for additional on-line curriculum, including IXL and Teachers Curriculum Institute (TCI)

## **Staff Roles and Responsibilities**

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

For the most part, staff roles and responsibilities have remained the same.

The Campus Safety Technicians (CSTs), whose role during on-site instruction includes student supervision, monitoring traffic and ensuring school safety, will play an integral role in promoting and monitoring student engagement. They will also staff the school's distribution centers to hand out technology and materials as needed. They will be responsible for the continuing distribution of PPE to staff. They will ensure that all members of the public who come on campus are following all safety and health protocols.

## **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.]

Under the emergency conditions due to the COVID-19 Pandemic, Venture Academy is using distance learning and virtual services to continue to deliver special education and related services contained in the IEP through a variety of means. Resource teachers and paraprofessionals consistently check in in one-on-one with students and provide small group or direct services as appropriate. IEP teams have continued to hold Initial, Annual and Triennial IEPs. IEPs have reconvened remotely with family involvement and providing technological support to families as needed. Service providers continue to be involved in Professional Development and training

opportunities to support students during virtual learning and provide services remotely as much as possible. Resource teachers and Resource aides monitor engagement and attendance through weekly engagement logs. They also include/involve other support staff, (i.e. school counselors, administrators, office staff, etc.) with whom individual students have close relationships to reach out and support students. Teachers and staff ensure accessibility and make sure that any technology provided to students has the specific technology loaded that students with disabilities need. Students received laptops to support Barton Reading.

The Language Development Leader will continue to provide outreach to parents of EL students and collaborate with teachers to assure the implementation of integrated and designated ELD. The Language Development Leader will offer tutoring to middle and high school students. To the extent possible, high school students enrolled in the Latinos in Action class will continue to provide tutoring for elementary students.

The Foster Youth Liaison will perform outreach to foster youth and homeless students to provide social/ emotion support and connect students and teachers to guide their academic pathway.

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

Description	Total Funds	Contributing
Laptops supplied to students to support Barton Reading Program.	\$15,000	Yes
Purchase of chrome-books to ensure all students have access to working device	\$76,864	Yes
Purchase of on-line curriculum: TCI, IXL, AES	\$37,490	
Purchase of hot-spots to ensure connectivity for all students	\$32,600	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.]

For grades K-8, all students will be assessed in Language Arts, Reading and Mathematics through a school-wide administration of IXL diagnostic. This will be administered at the beginning of the year, as soon as students have access to technology and connectivity to establish a base-line and to assess learning loss that may have occurred as a result of distance learning. Students' progress in these three areas is assessed regularly, and reports are generated for teacher and administrator review. Teachers will also administer the Read 180 Reading Inventory assessment to determine students' lexile levels and proficiency. Read 180 data is stored for returning students, so longitudinal data is available and can help to gauge learning loss and identify students who are in need of additional support and/or intervention. In addition teachers will administer informal assessments in content areas to determine learning loss and areas for review. At the high school level, students will be assessed in the beginning of the year in Language Arts and Mathematics through Renaissance Learning. This assessment will be administered at a minimum of twice per year to assess growth. Ongoing informal assessment of student performance in class and on assignments will provide critical feedback to guide teacher intervention and support.

## **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.]

In grades K-8, teachers will conduct ongoing assessment to monitor student achievement and to identify areas in which students may need additional support. The implementation of the IXL curriculum will help to pinpoint individual areas of need, set individual learning goals and provide content area instruction and practice aligned with those goals.

At the high school level the schedule has been developed to allow teachers the flexibility to support targeted instruction in both small group and individual settings for English learners and students with exceptional needs outside of scheduled courses and identified IEP services. To further mitigate the potential learning loss, the high school schedule has been developed to allow for students to continue all coursework necessary for completion of A-G and/or CTE pathways as well as a full range of AP courses. During afternoon hours, teachers will meet with small groups for targeted instruction, provide tutoring and/or schedule office hours to answer student and/or parent questions about content presented during synchronous instruction or projects and other asynchronous learning experiences.

The school's foster/homeless youth population are fully integrated into the student body with full access to curriculum and support services. In addition the school's foster youth liaison has developed a plan to meet periodically with each student and foster parent to identify areas of social, emotional or academic need. The liaison will seek additional resources when needed.

The school's Language Development Leader provides additional services for English language learners through the following activities, supports and services:

- Monthly parent meetings
- After school tutoring
- Providing teachers with language development strategies for use in synchronous instruction during distance learning
- Purchase of IXL platform for grades K-12

## 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.]

Teachers will monitor student progress to assess effectiveness of strategies provided to address learning loss through class participation and interaction, completion of assignments, performance on tests, quizzes and informal assessments. In addition, data from IXL, MDTP and Read 180 assessments will provide feedback on student performance, growth and learning gaps. will conduct

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

Description	Total Funds	Contributing
Purchase of IXL seats for all students in grades K-8 to diagnose performance levels for Reading, Math and Language Arts, to identify learning loss and to provide individualized instruction and practice.	\$15,033	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.]

Venture Academy's counseling team, in collaboration with teachers and administrators, will support the mental health and social and emotional well being of students and staff through the school year through a variety of ways. Counselors will create a "Welcome Back" video to be sent out to all families and posted on the website that will include an introduction and information on how to access counseling services. Counselors will introduce themselves at focus site orientation meetings and provide

information on how to contact them. They will create a list of resources to post on the website and a virtual classroom with resources and activities for k-12 students and families. Counselors will host "coffee with counselors" quarterly to provide a forum for parents to discuss concerns and receive support.

Counselors will continue to provide a full range of counseling services through virtual platforms.

Professional Development will include:

Red Flags: how to identify students who are struggling with distance learning and what steps to take to help them.

Suicide Prevention Training

## 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.]

Venture understands the importance of communication and outreach to ensure that students remain engaged during distance learning and through the transition to in-person instruction. School-wide communication is conducted primarily through Jupiter Ed, and student attendance and engagement are documented in this system.

Teachers are the front line in promoting and sustaining student engagement. The focus academy structure of the school allows teams of teachers to get to know their students well. Time is allocated for teachers to collaborate with colleagues within their academies to identify students in danger of disengaging or in need of intervention.

Venture Academy's strategy to provide outreach and promote pupil engagement will follow a progressive intervention plan:

Tier I

Teachers will have daily live contact with students.

Teachers will identify students who are absent from class or who are not engaging in instruction, Teachers will attempt to make contact through Jupiter messages and telephone calls.

#### Tier II

Teachers will refer to administration for follow-up.

Administration will keep a database of students in need of intervention. Students will be referred to a counselor or administrator for follow up. When contact is made, teachers will be notified and engagement will continue to be monitored.

#### Tier III

If no contact is made, or a student is not re-engaging, a home visit will be scheduled. Whenever contact is made at the home the goal will be to identify obstacles and work with with parent/guardian and student to find resources and support needed to find success while the school is engaged in distance learning.

Outreach to students and parents is done through Jupiter Ed, which translates into languages other than English. Phone calls are made by Spanish speaking personnel in both English and Spanish. Home visits would include bilingual personnel as needed.

## 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.]

Venture Academy has implemented a drive-thru meal pickup process to continue to serve meals free of charge to all children regardless of eligibility status. The drive-thru method allows families to receive nutritious meals in a non-congregate setting to maximize social distancing. Pickup is available 2 days per week on Mondays and Wednesdays. Multiple meals are provided at each pickup to ensure each student has a meal for the entire school week.

The process to receive a meal was is follows:

- Families drive up to the pickup station and remain in their vehicle
- A food service worker, properly protected with a mask and gloves, hands off the requested number of meals at arm's length through the driver side window

- Vehicles exit the drive-thru with their meals

To the extent possible, material distributions are scheduled to coincide with meal service to maximize student participation.

When students return to in-person instruction, breakfast will be served to all students on site every day that they are here. Students will eat in their classroom, following current health guidelines. Meals will be provided as outlined above for students on distance learning in the event of a hybrid learning model.

## 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]		

## 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
16.61%	\$2,680,597



## 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.]

When the school shifted to full distance learning, the most immediate need was to guarantee students had the devices and connectivity necessary to ensure access to a full educational program in the virtual setting. Feedback provided through surveys and teacher contact with families revealed that low-income students were the most likely to lack full access and connectivity. Staff realized that many families who need better access to technology and connectivity were sometimes reluctant to ask; therefore, the school provided a chrome-book to every student. The Language Development Leader worked with families and teachers to promptly identify students who needed a WIFI hot-spot and those students received the highest priority. Understanding that low income families might struggle with transportation costs to travel to school to check out materials, Venture worked to schedule pick up times to minimize the need for multiple trips to the school. The implementation of IXL Learning supports English Language Learners through ongoing analysis of individual student needs and accessible curriculum to support targeted instruction and provides teachers with ongoing feedback to support progress for EL students. The transition to distance learning presented many challenges to most students, and EL students, low income students and foster youth are perhaps the most vulnerable. EL students lost the daily live in-person interaction with peers and teachers that promotes language acquisition. Access to devices and internet connectivity is often more problematic for low income students, foster youth and unaccompanied minors. For all of these groups, access to virtual platforms that allow for participation in the full academic program is essential. Access to distance learning is assured for EL, low income and foster youth through universal issuance of chrome-books and wi-fi hot spots as needed. The Language Development Leader will perform on-going outreach to EL students and parents to monitor student engagement for EL learners and will facilitate tutoring as needed, The Foster Youth Liaison will perform outreach to foster youth to provide social emotion support and connect students and teachers to guide their academic pathway. Venture Academy has sufficient resources to provide chrome-books for all students and wifi hot spots for all students, but EL students, low income students and foster youth would be prioritized if needed.

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

The Language Development Leader will provide support for classroom teachers to promote language acquisition for EL students. Venture Academy's AVID program will continue through virtual platforms, including the AVID Elective in three high school academies and implementation of school-wide AVID strategies. Counselors will continue to promote college/career readiness through virtual presentations. Participation in HOSA, Mock Trial, Skills USA and FFA will continue to the extent possible.

