



# Learning Continuity and Attendance Plan

Board Meeting  
September 3, 2020  
Agenda Item No. 9.1

Presented by:  
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Continuous Improvement and Accountability Officer  
Steven Fong, LCAP/SPSA Coordinator  
LCAP Parent Advisory Committee (PAC) Members  
District English Learner Advisory Committee (DELAC) Members

- The Learning Continuity and Attendance Plan was established by Senate Bill 98 as a way to:
  - Document the planning process underway for the 2020-21 school year. (The plan is acknowledged to represent a moment in time and the district's best thinking for the year which may evolve)
  - Communicate to the community the decisions and actions that will guide how instruction will occur for the 2020-21 year.
- SB 98, signed into law on June 29, 2020, also eliminated the requirement for the 2020-21 Local Control and Accountability Plan (LCAP) (Previously postponed to December)

CDE has emphasized that, while the LCA Plan and LCAP are expected to follow very similar processes, the timelines and contents of the plans are distinct. Following is an excerpt of the comparison provided by CDE:

	LCA Plan	LCAP
Annual Update, Plan Summary, Goal Statements & Analysis	No	Yes
Actions/Expenditures, Increased/Improved Services, Expenditure Tables	Yes	Yes
Address Distance Learning, Impacts of COVID	No	Yes
Stakeholder Input, Public Hearing, Public Adoption	Yes	No
Submission to County Office of Education for Review and Recommendations	Yes	Yes
County Office of Education Approves	Yes	Yes
	No	Yes

Week	Key Activities and Due Dates
June/July	<ul style="list-style-type: none"> <li>• Surveys, Listening Sessions, outreach to stakeholders, drafting</li> <li>• Senate Bill 98 (6.29.20), CDE Template Finalized (7.31.20)</li> <li>• Return to Health (7.8.20) and Return to Learn Plans (7.27.20)</li> </ul>
Aug 1-15	<ul style="list-style-type: none"> <li>• Additional guidance sessions from CDE, SCOE</li> <li>• Stakeholder Engagement Meetings</li> <li>• Additional data from Learning Options form, Town Hall</li> </ul>
Aug 16-31	<ul style="list-style-type: none"> <li>• Draft available for review and comment</li> <li>• Additional stakeholder meetings</li> <li>• LCAP PAC and DELAC recommendations to Superintendent per SB 98</li> <li>• Stakeholder input relayed to staff for response</li> </ul>
Sep 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Public Hearing at Board Meeting</li> </ul>
Sep 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Adoption of Plan at Board Meeting</li> </ul>
By Oct 30th	<ul style="list-style-type: none"> <li>• (potential) SCOE recommendations</li> </ul>
W/in 15 days	<ul style="list-style-type: none"> <li>• Consider SCOE recommendations at a Board Meeting (TBD)</li> </ul>

A wide range of district departments have been major contributors to this plan. They include Curriculum and Instruction, Facilities Support Services, Nutrition Services, Student Support and Health Services, Special Education, Multilingual Literacy, Human Resources, Technology Services, and others.

## Highlights of engagement events:

- African American Advisory Board (AAAB):
  - Listening Session on 7.1.20 and 8.5.20 meeting
- Community Advisory Committee (CAC):
  - Listening Session on 6.30.20 and Ad-hoc meeting on 8.4.20
- District English Language Advisory Committee (DELAC):
  - Listening Session on 7.2.20
  - 8.3.20 Meeting w/Leadership, 8.12.20 meeting
- LCAP Parent Advisory Committee (PAC):
  - Listening Session on 6.24.20, Meetings on 8.3.20 and 8.24.20
- Student Advisory Council (SAC)/Youth:
  - Listening Session on 7.14.20
  - SAC meetings on 8.12.20 and 8.19.20
- Virtual Town Hall Event (8.12.20)

The plan presents high level stakeholder input. More detailed input is available on the district's website.



**General Information** (Impacts the COVID-19 pandemic has had on the district and its community):

- Difficulty accessing basic services
- Physical separation from targeted supports
- Increased isolation and disconnection
- Exacerbation of already existing inequities

**Stakeholder Engagement** (Efforts made to solicit input, summary of feedback, and description of how the plan was influenced):

- Listening Sessions, surveys, Town Hall, stakeholder meetings, open comment on draft
- Opportunity to comment live during board meetings

## **Actions that will be taken to offer classroom-based instruction:**

- Alignment to public health guidance
- Option to remain in distance learning once in-person instruction resumes
- Flexible instructional model in case further shifts are required
- Cohorting will be used to limit cross-over contact
- Safety measures will include physical distancing, face coverings, appropriate ventilation, and signage/barriers will direct traffic flow.



## **How the district will provide continuity of instruction:**

- Daily, live instruction will be provided
- Lessons recorded to be available for later viewing
- Lesson and unit design guided by Universal Design for Learning (UDL) practices
- Weekly communications home
- Use of common Learning Management System (Google classroom)

## **Access to devices and connectivity:**

- Chromebooks have been made available to all students in need of a device and outreach continues.
- Hotspots are being provided on an as-needed basis.
- Comcast partnership providing connectivity to eligible families.



## **Assessment of Progress and Participation:**

- Implementation of common district assessments.
- Multiple measures for participation and attendance.
- Documentation of weekly student engagement.

## **Professional Development:**

- Instructional PD will focus on UDL
- Launch of first Multi-Tiered System of Supports (MTSS) cohort
- Additional areas of focus include Google Classroom, common assessments, and monitoring engagement.

## **Roles and Responsibilities of Staff:**

- Support health-related actions e.g. contact tracing
- Supporting synchronous and asynchronous instruction
- Outreach and engagement of families

## **Supports for Pupils with Unique Learning Needs:**

- Designated and Integrated ELD for English Learners
- Services to be provided during distance learning for students with disabilities specifically outlined in their IEP addenda
- Use of UDL practices in instructional design and implementation
- Targeted small group and 1 on 1 instruction
- Coordination of services for Foster Youth and Homeless Youth

## **Pupil Learning Loss (How the district will address learning loss and measure the effectiveness of actions to do so):**

- Administration of end-of-year benchmark assessments
- Use of common district assessments and formative assessment to monitor progress and identify needs
- Focusing of small group and individual support sessions on ‘just in time’ instruction rather than ‘just in case’

## **Mental Health and Social and Emotional Well Being**

- Integration of Social Emotional Learning (SEL) into academic curriculum and use of signature SEL practices
- Monitoring of student mental health and social emotional well-being through regular assessments
- Tiered supports for mental health promotion and awareness and targeted/intensive strategies for providing support

## **Pupil and Family Engagement and Outreach**

- Ongoing outreach to reengage unreachable students.
- Tiered re-engagement strategies for all students based on ongoing monitoring of engagement
- Site-level attendance and engagement teams conduct weekly data reviews, student case management, and data-based site-level planning

## **School Nutrition (How the district will provide meals for all pupils):**

- Continue implementation of key operational procedures developed during spring and summer.
- When blended learning begins, students will pick-up meals in cafeterias/other locations on campus and eat in the classroom or outdoors.
- Curbside pick-up will be available for students in remote learning

## **Increased or Improved Services for Unduplicated Students**

- Includes some actions/services that have been present in previous LCAPs that support the efforts described in this plan
- New actions specific to distance learning and/or planning for in-person instruction

Projected expenditures for identified actions in the LCA Plan are provided in four summary tables. Actions include some programs/services that pre-date school closures. Following are highlights of actions in each of the four areas along with the total funds for the section. Note: The LCA Plan, unlike past LCAPs, does not break out actions/services by funding resource.

Section	Highlights (See plan for full action tables)	Total Funds in Section
In-Person Instructional Offerings	Personal Protective Equipment (PPE), Disinfection, Air scrubbing, Handwashing, Hydration Stations, Visual Cues/Signage	\$22,572,188
Distance Learning Program	Devices and Connectivity, Foster Youth Services, Multilingual Literacy, Distance Learning Professional Development	\$59,652,572
Pupil Learning Loss	Summer Learning Program, Data Dashboard, Fingerprinting for College Tutors	\$821,112
Additional Actions	Nutrition Services, Parent Teacher Home Visit (PTHV) Program, Matriculation and Orientation Center (MOC)	\$10,974,158

## **Key ideas and priorities that emerged across most/all of the stakeholder input solicited:**

- Our current situation is an opportunity to do things differently and disrupt the status quo – to better serve all students.
- One size does not fit all – training, instruction, and communication all need to meet the individual and group needs of students, families, and staff.
- Distance learning in the spring was not effective and needs to be much better in the fall. Critical aspects include live instruction, access to recorded lessons, access to teachers and staff, and communication of clear expectations on a regular basis.
- We need to focus on our most vulnerable students in our planning and implementation.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.

## Key ideas and priorities that emerged across most/all of the stakeholder input solicited:

- Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home. This includes clear guidance for what they should expect from distance learning, opportunities to engage in two-way dialogue regarding district planning and their own student's learning, and training, resources, and support to utilize technology and support learning at home.
- Training and accountability for staff are both critical. We need to reduce the amount of variation in program implementation and the instructional experience of students and families. Specific training for distance learning is needed.
- Provide support to students and families to address access and connectivity issues that impact their ability to engage in distance learning.
- Students should have the option to continue distance learning for the remainder of the year, even when some form of in-person instruction resumes.

Stakeholder input for the LCA Plan has reemphasized key priorities shared in past input. These key priorities will be key guideposts in the development of the 2021-22 LCAP.

Examples include, but are not limited to:

- Increase the number of bilingual staff including instructional aides, teachers, and counselors and ELD Training Specialist staffing
- Increase the amount of counseling services at schools to increase and improve mental health support, academic advising, and college/career guidance.
- Expand Student Support Centers to all school sites.
- Increased funding for interpretation/translation within Matriculation and Orientation Center (MOC) and via outside services
- Wrap-around services for vulnerable students, including liaisons assigned to provide individual monitoring and support



# Open Public Hearing