SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 9.2

Meeting Date: November 19, 2020

Subject: Learning Continuity and Attendance Plan Update

- ☒ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Continuous Improvement and Accountability Office

Recommendation: Receive information about the update to the Learning Continuity and Attendance Plan.

Background/Rationale: The Learning Continuity and Attendance Plan was established by Senate Bill 98 and is intended to memorialize the planning process already underway for the 2020–21 school year. SCUSD's Draft Learning Continuity and Attendance Plan was adopted at the September 17, 2020 Board Meeting and submitted to the Sacramento County Office of Education (SCOE). SCOE and SCUSD staff held several debrief meetings in which SCOE staff provided feedback on elements of the plan. This feedback guided several of the key changes in the update. Following submission of the updated plan, SCOE confirmed that SCUSD's plan meets the essential elements of Senate Bill 98. SCOE did not submit formal recommendations to be considered by the governing board.

Financial Considerations: None

LCAP Goals: College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Executive Summary
2. SCUSD Learning Continuity and Attendance Plan Update

Estimated Time of Presentation: 20 minutes
Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer
Steven Fong, LCAP/SPSA Coordinator
Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Continuous Improvement and Accountability and
State and Federal Programs
Learning Continuity and Attendance Plan Update
November 19, 2020

I. Overview/History of Department or Program

On June 29, 2020, Senate Bill 98 was signed into law and resulted in several key changes to 2020-21 Accountability requirements for school districts. These superseded the accountability changes in the Governor's Executive Order N-56-20 issued in April. Senate Bill 98's key implications for 2020-21 accountability include the elimination of the 2020-21 LCAP requirement and establishment of a new requirement – The Learning Continuity and Attendance Plan. The requirement to develop and adopt a Budget Overview for Parents remains.

In describing the key functions of the Learning Continuity and Attendance Plan, the California Department of Education (CDE) states that the plan *memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following*:

- Addressing gaps in learning
- Conducting meaningful stakeholder engagement
- Maintaining transparency;
- Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness
- Providing access to necessary devices and connectivity for distance learning
- Providing resources and supports to address student and staff mental health and social emotional well-being
- Continuing to provide school meals for students

II. Driving Governance:

Senate Bill 98 established California Education Code Section 43509 and the Learning Continuity and Attendance Plan requirements for the 2020-21 school year. Key procedural requirements include:

1. Adopt the plan by September 30 2020 in a public meeting.
2. Prior to adoption, present the plan at a public hearing.
3. No later than 5 days after adoption, file the plan with the County Office of Education. A County Office of Education ***may*** submit recommendations by October 30, 2020, in writing, for amendments to the plan.
4. The plan must be posted prominently on the district's homepage.
5. If a County Office of Education submits recommendations the governing board shall consider the recommendations in a public meeting within 15 days of receiving the recommendations.

The key content requirements of the plan include:

- A description of the impact the COVID-19 pandemic has had on the district and its community.
- A description of the efforts made to solicit stakeholder feedback, the options provided for remote participation in public meetings/hearings, a summary of the feedback provided, and a

description of the aspects of the plan that were influenced by specific input.

- A description of the actions the district 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.
- A description of how the district 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 district'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.
- A description of how the district will ensure access to devices and connectivity for all pupils to support distance learning.
- A description of how the district 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.
- A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.
- A description of the new roles and responsibilities of affected staff as a result of COVID-19.
- A description of the additional supports the district 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.
- A description of how the district will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the district will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.
- 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.
- A description of how the effectiveness of the services or supports provided to address learning loss will be measured.
- A description of how the district 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.
- 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 district 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 district determines the pupil is not engaging in instruction and is at risk of learning loss.

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

III. Budget:

The Learning Continuity and Attendance Plan is required to describe how state and federal funding included in the existing budget adopted by the district are being used to support the efforts described in the plan. This includes any funds provided for learning loss mitigation that are being used to support the efforts described in the plan.

Within the Learning Continuity and Attendance Plan, three sections include tables for outlining specific actions and expenditures associated with that plan area:

- In-Person Instructional Offerings
- Distance Learning Program
- Pupil Learning Loss

Additionally, the plan includes a table of additional actions and projected expenditures that are associated with all other areas of the plan.

IV. Goals, Objectives and Measures:

SCUSD has articulated the following vision statement to anchor the goals and objectives within the district's 'Return Together' plan:

"Sac City Unified will disrupt the current status quo of systemic inequity to meet the academic, social and emotional needs of all our students, especially our most vulnerable students. Such disruption must result in higher learning standards and accountability. Our Return Together Plan will abide by all county public health orders to safely serve as many students as possible through in-person instruction. Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options."

The stated guiding principles for realizing this vision outline key objectives for the district's implementation of distance, blended, and in-person instruction for the 2020-21 school year:

1. **Health, Safety and Well-being:** Our actions are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
2. **Academics and Instruction:** High quality instruction anchored in standards-aligned materials is at the core of achieving equity, access, and social justice. We will use data and assessments to ensure our practices support our students by name, by need, by inequity and by injustice.
3. **Agility:** Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.
4. **Needs-based and Care Given:** Human and capital resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as school communities.
5. **Engagement & Communication:** Our community will have the information and resources they need to be safe, well and heard. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.

Additionally, the district has clarified specific goals and objectives for Distance Learning in the ten expectations it has asked parents/guardians and students to have of implementation:

1. **Consistent, direct, live instruction for every student**
   Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
2. **Access and availability**
   Teacher availability to students outside of direct, live instruction.
3. **Symmetry and Cohesion in learning and delivery**
   Google Classroom as the learning management system to allow for symmetry and cohesion in instruction and learning.
4. **Collaboration**
   Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.
5. **Professional development and supports for educators**

Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.

6. **Appropriate supports for students receiving Special Education**
   Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
7. **Targeted student support and interventions**
   Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
8. **Communication and feedback**
   Regular communication to students and parents on learning goals and student progress, including weekly teacher-student-parent/guardian communication and report of student progress consistent with the District's grading policies to maintain the home-to-school connection.
9. **Assessments and accountability**
   Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.
10. **Support for English Learners**
    Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

V. Major Initiatives:

A broad range of departments has contributed to the development of the Learning Continuity and Attendance Plan. This has occurred both through their ongoing work in developing components of the district's 'Return Together' plan as well considering stakeholder input and refining specific aspects based on the priorities of the community.

The Learning Continuity and Attendance Plan is closely aligned to the district's 'Return Together' plans. As the components have been released, leading with the 'Return to Health' and 'Return to Learn,' this plan has been updated accordingly. It is noted in the plan that, as of this writing, there are multiple aspects that are in negotiation with bargaining groups and represent the intended implementation.

Stakeholders were engaged in a variety of ways beginning in late June and continuing through this public hearing. Engagement included listening sessions with the Superintendent and executive leadership, meetings with representative groups, a Town Hall led by the Board, and opportunity to comment on the posted draft. Specific meetings were held with the African American Advisory Board,

Community Advisory Committee leadership, District English Learner Advisory Committee, LCAP Parent Advisory Committee, and Student Advisory Council.

Overall, the feedback that stakeholders provided aligned closely with the district's ten expectations for distance learning. Key ideas and priorities that were common across most or all groups included:

- 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.
- 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.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.
- 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.

VI. Results:

SCUSD's Learning Continuity and Attendance Plan was adopted at the September 17, 2020 Board meeting and submitted to the Sacramento County Office of Education (SCOE). Following adoption and submission, SCOE and SCUSD staff held several debrief meetings in which SCOE staff provided feedback on elements of the plan. This feedback guided several of the key changes in the update. Following submission of the updated plan, SCOE confirmed that SCUSD's plan meets the essential elements of Senate Bill 98. SCOE did not submit formal recommendations to be considered by the governing board.

Based on SCOE's feedback, stakeholder input, and discussions during the approval presentation, district staff revised elements of the plan. Legal staff were also consulted and supported revision of cover page language and other elements relevant to the negotiations context.

Key changes to the plan include:

- Modification of statement on the cover page to address the labor-related negotiations context. The revised language includes a link to the established district web page detailing the differences between the district's and SCTA's proposals when negotiations were in progress. The revised language also clarifies the current context in which negotiations have ended and the district has implemented the plan.
- Expanded content specific to English Learners in the Pupil Learning Loss and Supports for Pupils with Unique Needs sections.
- Updated content specific to Learning Hubs and inclusion of distinct plan language for on-site instruction specific to students with disabilities.
- Revised 'contributing' status of specific actions in expenditure tables per SCOE's revised guidance on eligibility for such status.
- Revised dollar amount of Increased Apportionment from $75,880,420 to $75,858,780 as directed by SCOE's Business Services office.
- Updated projected expenditures for Air Purification Units and Matriculation and Orientation Center (MOC).

VII. Lessons Learned/Next Steps:

While the Learning Continuity and Attendance Plan was not designed to fully replace the Local Control and Accountability Plan (LCAP) for 2020-21 that was eliminated, it is a critical component in the district's ongoing continuous improvement process. The stakeholder engagement and staff planning that have occurred during the development of the Learning Continuity and Attendance Plan have established a strong foundation upon which the current year's Local Control and Accountability Plan development will build.

Analysis and discussion of the plans and actions included in the Learning Continuity and Attendance Plan will be required as part of the Annual Update to be completed and approved during the 2020-21 school year. A draft of the Annual Update was shared by CDE staff on October 27, 2020 and included the following elements:

- Reporting of Estimated Actual Expenditures for actions included in the plan.
- A description of the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable.
- A description of any substantive differences in planned actions and actual implementation of the actions.
- An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- An explanation of how lessons learned from implementing in-person instruction have informed the development of goals and actions in the 2021-24 LCAP, as applicable.

This analysis is required for the In-Person Instructional Offerings, Distance Learning Program, Pupil Learning Loss, and Additional Actions and Plan Requirements sections. The Annual Update document also includes reporting on the 2019-20 LCAP. The final template is expected to be adopted by the State Board of Education in January 2021.

Sacramento City Unified School District (SCUSD)

Learning Continuity and Attendance Plan

(Updated 10.29.20)

Core Value

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.

Equity, Access, and Social Justice Guiding Principle

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

The contents of this Learning Continuity and Attendance Plan are aligned to the information in the district's Return Together plans. These plans can be viewed in full on the district's Return Together page. To date, released components include the Return to Health plan and Draft Return to Learn Plan.

The Learning Continuity and Attendance Plan memorializes the ongoing planning process for the 2020-21 school year and includes descriptions of how the district is doing the following:

- Addressing gaps in learning
- Conducting meaningful stakeholder engagement
- Maintaining transparency
- Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness
- Providing access to necessary devices and connectivity for distance learning
- Providing resources and supports to address student and staff mental health and social emotional well-being
- Continuing to provide school meals for students

This Learning Continuity and Attendance Plan outlines the district's planned implementation of actions and services for students, families, and staff for the 2020-21 school year. The contents of the plan include some elements that have been discussed in labor-related negotiations with the Sacramento City Teachers Association (SCTA). During the period in which negotiations were still in progress, these elements were outlined on the district's web site on the page titled Differences Between the District's and SCTA's Proposals. While some elements of the plan may be subject to further proceedings, SCUSD has implemented the Learning Continuity and Attendance Plan in the best interest of students.

Additional Resources:

- SCUSD Learning Continuity and Attendance Plan page
- California Department of Education (CDE) Learning Continuity and Attendance Plan resource page
- Senate Bill 98 text
- Sacramento County Office of Education (SCOE): School Year Planning: A Guide to Address the Challenges of COVID
- California Department of Health: COVID-19 Industry Guidance: Schools and School-based Programs
- California Department of Education: CDE Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools

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California Department of Education, July 2020

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
Sacramento City Unified School District	Jorge A. Aguilar, Superintendent	superintendent@scusd.edu 916.643.7400

General Information

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

The unprecedented COVID-19 pandemic has affected the entire Sacramento City Unified School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational landscape of students. Students, their families, and staff have all been affected by higher levels of stress and trauma.

The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have exacerbated existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction and assessments of student learning have also been disrupted.

Students, families, and staff have also had to take on new roles due to school closures. Parents, guardians, and caregivers – already important partners in the education of their students – have assumed increased responsibility as coeducators with students at home during distance learning. This has been challenging for those parents, guardians, and caregivers who are able to work at home and for those who are not. Many parents, guardians, and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Older students have also had to take on greater responsibility for younger siblings and/or relatives. This includes supporting the distance learning of those younger students, taking time away from their own learning. Staff have also faced tremendous challenges. Many SCUSD staff are also parents, guardians, or caregivers for school-aged children and are themselves balancing professional and personal responsibilities. The new roles SCUSD students, families, and staff have had to take on and the balancing of competing demands have added more stress and trauma to an already challenging context.

In addition to these impacts and trauma stemming from COVID-19, many SCUSD community members continue to experience trauma as a result of systemic racism and violence. Recent racist acts of violence against Black and Brown people, including the killing of George Floyd, follow centuries of oppression. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and

subsequent unrest have layered on additional trauma to our students, families and staff. SCUSD acknowledges its responsibility to recognize our own role in this trauma and the need to move beyond acknowledgement to engaging in courageous conversations and directly confronting, interrupting, and addressing the institutional racism that is present in our school system. This will require us to grow our own capacity as adults - to deeply examine and understand our own implicit biases and positions of power and privilege, to build our cultural competence, and to integrate into our curriculum the teaching and learning of social justice, anti-racism, and social and emotional learning.

SCUSD is the 13th largest district in the state, serving approximately 42,000 students at seventy-five schools. The district's boundaries encompass most of the central and southern portions of the City of Sacramento, an area that is demographically diverse in terms of race, ethnicity, culture, economic status, and language. SCUSD's 2019-20 student population was 40.6% Hispanic/Latino, 17.5% White, 17.2% Asian, 13.4% African American, 7.3% Multi-racial, 2.1% Native Hawaiian/Pacific Islander, 1.4% Filipino, and 0.5% American Indian/Alaska Native. Over 70% of students are identified as socioeconomically disadvantaged, including those students that are eligible for Free/Reduced Meals (70.5%), identified as Foster Youth (0.5%), and/or identified as Homeless Youth (0.6%). The student population also includes 17.9% English Learners and 14.4% Students with Disabilities. Many SCUSD students speak a primary language other than English, with more than 50 different languages represented and Spanish, Hmong, Cantonese, Vietnamese, and Russian among the most common.

The impacts of the COVID-19 pandemic have been disproportionately large on students and families who were already experiencing inequitable outcomes in the SCUSD system. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students of color – particularly African American, Latinx, and Native Youth. This disproportionate impact is resulting in the exacerbation of academic, chronic absence, and other inequities during a time that is already historic in the levels of stress it is placing upon our collective community.

In recent years, SCUSD has been identified by the state for Differentiated Assistance based upon the performance of specific student groups on the California School Dashboard. The three groups that have recurred across all three years include Students with Disabilities, Foster Youth, and Homeless Youth, with African American, American Indian or Alaska Native, Native Hawaiian or Pacific Islander students, and English Learners also demonstrating significant performance gaps. It is important to note that there exists a high degree of intersectionality between these student groups. In 2020-21, the district will be engaging in a Systemic Instructional Review (SIR) process with the California Collaborative for Education Excellence (CCEE). This is aligned to the Differentiated Assistance process and is a more intensive form of support from the state based upon SCUSD having three or more student groups meeting the Differentiated Assistance eligibility criteria for three out of four years. Additionally, reports such as the Council of Great City Schools report on Improving Special Education Services (Spring 2017) have reaffirmed the need to improve outcomes for vulnerable student groups, in this case students with disabilities.

In a 2018 report sponsored by the Community College Equity Assessment Lab (CCEAL) and commissioned by the Greater Sacramento National Association for the Advancement of Colored People (NAACP) titled 'The Capitol of Suspensions,' SCUSD was shown to be the highest suspension district in the state of California for Black males by total number of suspensions and unduplicated suspensions, surpassing districts that had significantly higher cumulative enrollment. This data and the California School Dashboard results serve as important context for the SCUSD system prior to COVID. The aggregate impacts of these existing systemic conditions, the COVID-19 pandemic, and the cumulative trauma resulting from systemic racism and violence on a national, state, and local level are all affecting students and families on a daily basis.

SCUSD's Core Value states: *We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.*

As the district has planned to 'Return Together' - in the physical and virtual space - addressing the learning loss that students experienced during spring and over the summer is a priority. This is especially critical for the student groups experiencing disproportionate impacts from the pandemic. Using this lens, SCUSD has established the following vision statement:

"Sac City Unified will disrupt the current status quo of systemic inequity to meet the academic, social and emotional needs of all our students, especially our most vulnerable students. Such disruption must result in higher learning standards and accountability. Our Return Together Plan will abide by all county public health orders to safely serve as many students as possible through in-person instruction. Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options."

In presenting plans to the public and Board of Education, staff have noted that significant improvement was needed in instructional coherence and consistency prior to COVID-19. With the additional challenges that distance learning brings, the need for coherence and consistency in instructional programs is even greater. As part of its Return to Learn plan, SCUSD has outlined ten specific expectations that parents/guardians, students, and the community should have for distance learning implementation:

1. **Consistent, direct, live instruction for every student.**
   Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
2. **Access and availability**
   Teacher availability to students outside of direct, live instruction.
3. **Symmetry and Cohesion in learning and delivery**
   Google Classroom as the learning management system to allow for symmetry and cohesion in instruction and learning.
4. **Collaboration**
   Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.
5. **Professional development and supports for educators**
   Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.
6. **Appropriate supports for students receiving Special Education**
   Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
7. **Targeted student support and intervention**
   Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
8. **Communication and feedback**
   Regular communication to students and parents on learning goals and student progress, including weekly teacher-student-parent/guardian communication and report of student progress consistent with the District's grading policies to maintain the home-to-school connection.

9. **Assessments and accountability**
   Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.
10. **Support for English Learners**
    Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Providing these expectations to students and families represents one of SCUSD's efforts to empower stakeholders to hold the district accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of distance learning and design of robust and flexible modes of instruction during this pandemic have presented a unique opportunity to do things differently and create strategies that endure beyond the current crisis in order to improve student outcomes. As stakeholders have urged, and is reflected in the district's vision statement, this is a time to disrupt the status quo. Our individual and collective response to the challenges in this pandemic represent an opportunity to not only survive, but to lay strong foundations in new areas that will allow students to thrive in 2020-21 and the years beyond.

Stakeholder Engagement

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

SCUSD's engagement of stakeholders regarding distance learning and reopening plans for 2020-21 began in June and continued throughout the development of this plan. Efforts have included listening sessions, surveys, a town hall event hosted by the board, solicitation of public comments on the draft, and meetings with stakeholder groups. Additional sources of input include board member summaries of regional town halls and listening sessions, feedback gathered by student leaders, and public comments on agendized board items. The input was used by staff to inform their ongoing planning and is reflected throughout this document.

District staff started the stakeholder engagement process for distance learning and school reopening as the 2019-20 school year ended. As the spring semester closed, the district administered a survey to families to obtain their feedback on distance learning. This survey was made available in English, Spanish, Chinese, Hmong, and Vietnamese and administered via Google Forms. 5,293 parents/caregivers responded to the survey. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. A total of 2,362 students in grades 4-12 responded to the survey. This represented approximately 8% of the 28,229 students in grades 4-12. Detailed results can be found on the Research and Data Collection page of the district's Return Together site. Both surveys were made available in multiple languages.

During the last week of June and in early July, the Executive Leadership team, led by the Superintendent, held a series of listening sessions with key stakeholder groups. These sessions were held to solicit feedback on the district's draft reopening plans and initial thinking regarding distance learning for the 2020-21 school year. Each session included a brief overview of the district's vision for reopening schools, the guiding principles being used to inform planning, and the draft distance learning framework. Stakeholder groups were further engaged to solicit input on the preliminary Learning Continuity and Attendance Plan Draft. Specific sessions and meetings for the groups included:

- Students: 7.14.20 Listening session, 8.12.20 and 8.19.20 Student Advisory Council meetings
- African American Advisory Board (AAAB): 7.1.20 Listening session and 8.5.20 meeting
- Community Advisory Committee (CAC): 6.30.20 Listening session, 8.4.20 ad-hoc meeting, and 9.2.20 Special Meeting
- District English Learner Advisory Committee (DELAC): 7.2.20 Listening session, 8.3.20 meeting with leadership, 8.12.20 meeting
- LCAP Parent Advisory Committee (PAC): 6.24.20 Listening session, 8.3.20 and 8.24.20 meetings
- Parents United (SCUSD Parents United to Restore our Schools): 7.9.20 Listening session

To better understand the needs of students and families and the criteria that would make them feel safe returning to in-person instruction, the district administered a Learning Options form in early August. Though this form did not require families to make a formal decision regarding a specific instructional model, it did ask families to share:

- Their current device/internet status
- Their *preferred* learning model (full distance, blended, full in-person) once state and county officials determine it is safe to return
- The criteria required before returning to school
- Their priorities within distance learning

The district received 22,952 unduplicated parent/guardian responses, representing a 56% response rate, during the 7.27.20 to 8.10.20 survey window. The survey was made available in multiple languages.

On 8.11.20, the Board of Education held a 'Virtual Town Hall' to discuss distance learning and the district's Return Together plans. In addition to learning, the identified topics included health and safety, social and emotional learning, and state and county guidelines. Panel members included board members, students, SCUSD staff, Sacramento County's Public Health Officer, and a representative from Public Advocates. Over 100 questions were received in advance and many more were submitted during the course of the event. Nearly 1000 community members attended the Zoom webinar event or watched it on the district's live broadcast. Simultaneous interpretation was provided within the Zoom environment in Spanish, Hmong, Cantonese, Vietnamese, and American Sign Language (ASL). Brief presentations were provided by Dr. Olivia Kasirye, Sacramento County's Public Health Officer, and Liz Guillen, Director of Legislative and Community Affairs for Public Advocates. Ms. Guillen's presentation included a review of Senate Bill 98 and summary of the specific requirements within the Learning Continuity and Attendance Plan. Following this, students and board members posed several of the most common stakeholder questions received and staff responded to each.

To enable input by stakeholders across all groups, a draft of the Learning Continuity and Attendance Plan was shared for comment. The draft was posted on the district's website with an accompanying google form to submit comments. The availability of the drafts and opportunity to comment were publicized through the district's multiple electronic communication channels that are sent to staff, students, families, and community members. Hard copy notifications were distributed at the district's meal service pick-up sites, with flyers placed into each bag. In addition to a link and a Quick Response (QR) code for the drafts and comment forms, these notices informed stakeholders that hard copies of the draft plan in multiple languages would be available for pick-up the following Monday and Tuesday during meal distribution. The draft, notice of opportunity to comment, and the comment forms were all made available in Spanish, Hmong, Chinese, and Vietnamese in addition to English. The comment form provided stakeholders the opportunity to comment on each plan section.

Additional engagement efforts included:

- Summaries of regional town halls/listening sessions held by board members and reported out in comments during board meetings
- Summary of student input solicited from peers by the student board member and Student Advisory Council members
- A draft of the plan was provided to district bargaining group leaders to solicit input.
- Public comment at July and August Board meeting items focused on school reopening

The 9.3.20 public hearing provided an additional opportunity to solicit broad stakeholder engagement. The draft plan was posted on the district's website in advance for public review and comment, presented for discussion at the board meeting, and opened for public comment.

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

Stakeholders had options to participate remotely at multiple public meetings and the district's public hearing. This evolved over time and in response to stakeholder input. Beginning with the 8.20.20 meeting, board meetings included the opportunity for members to provide public comments live, in addition to the method utilized since school closures - submission of comments by email prior to the meeting. Public comments submitted prior to the meeting are read aloud by staff and posted for viewing on the district website. The town hall event on 8.11.20 was held as a zoom webinar. This included the opportunity for attendees to submit questions live through the 'Q&A' function.

Meetings with key stakeholder groups were held via zoom, and in many cases, were open to the public. Public attendees at meetings were able to listen to presentations and discussions and, at identified times, participate or provide public comment. As an example, public attendees at LCAP PAC meetings are included within the zoom 'room' and can observe all discussions and are invited to observe small group discussions via the breakout room feature. A time is reserved at the end of the meeting for formal public comment and the chat feature is open for public contributions throughout. Chat comments are saved and included in the posted meeting notes. In a second example, the DELAC meeting enabled attendees to contribute to the chat, pose questions for the presenters, and engage in the larger discussion. The DELAC meeting also featured simultaneous interpretation in multiple languages.

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

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and questions. These addressed experiences during the spring school closures, priorities for the district's return to distance learning and in-person instruction, and input focused on pre-existing issues. These are issues that existed prior to the pandemic, may have been exacerbated by the pandemic, and will remain after unless they are addressed at a foundational level. Listed below are the key ideas that emerged across most or all of the stakeholder groups. It is important to note that strong correlation exists between many of these items and the district's ten expectations for distance learning:

- 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.
- 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.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.
- 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.

Following are highlights of feedback from individual stakeholder groups beyond the key ideas detailed above. More detailed listings of stakeholder input, including the comments submitted to the Superintendent by the LCAP Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) can be found on the district's Learning Continuity and Attendance Plan page. The key input provided by stakeholder groups was shared with district staff to support their planning for the fall, revisions of this plan, and longer-term continuous improvement process.

The Distance Learning survey administered to parents/caregivers and students at the end of the school year yielded results that largely aligned with the overall themes listed above.

- For parents/caregivers, the majority of respondents indicated that they were concerned about their student's social, emotional well-being, that they were only somewhat/slightly or not at all satisfied with the spring distance learning experience, and that more guidance and resources for parents/families to support student learning were their top priorities for the fall.
- The majority of respondents also reported little to no daily direct instruction and a moderate to no sense of connection to their student's school since school closures in March.
- Similarly, the majority of students responding to the survey indicated low frequency of interaction with live or recorded lessons, spending less than 2 hours per day learning or completing schoolwork, and moderate to low levels of connection and belonging to their class or school.

Student input from two meetings with the Student Advisory Council (SAC), a listening session in July, and the feedback independently gathered by the student board member and SAC members included the following:

- More counseling services are needed in all schools in the areas of mental health, academics, and college planning. Students emphasized the fact that this need predates the pandemic but is even more urgent now.
- Students need more opportunities to share their voice that include authentic questioning, constructive feedback, and open dialogue.
- Students need specific ways to regularly and safely provide feedback to staff. This should be used to identify areas for improvement AND to highlight best practices.
- Consistency in instruction is critically important. This includes online platforms, access to support, and clear expectations.
- Students need flexibility during distance learning. Receiving assignments and due dates in advance for self-pacing and having access to recorded lessons provide key supports to students who need flexibility.
- Learning loss needs to be addressed, especially for classes that are in course sequences like World Language and Math.
- Tiered supports for students are needed and regular mental health and social emotional check-ins should be conducted to assess needs.

The Community Advisory Committee (CAC), which supports individuals with exceptional needs and their families, provided input through the June Listening Session, August ad-hoc meeting, and September Special Meeting Q&A with Chief Academic Officer Christine Baeta. Key ideas included:

- Students are diverse and need to continue learning in diverse ways. Multi-tiered support needs to improve, not stop, during distance learning.
- We need to address silos – students with disabilities are often considered 'students of SpED.' Our attitude needs to be one where each person is working with each child - NOT one where students with disabilities are seen as 'somebody else's problem.'
- If the district focuses on fixing Special Education first, then everything else will fall into place.
- Students are general education students first. Special Education is a service, not a 'place that students go.' Professional development needs to open people's hearts and minds just as much as developing technical skills.
- We need to address the transition planning for our older students.
- Universal Design for Learning needs to be implemented so that we can see results.
- More clarity is needed regarding the types of services and supports that students will receive during distance learning.
- Gaps in services must be closed. Instructional aides, speech, Occupational Therapy, and other services need to be effectively provided in the distance learning environment.

The LCAP Parent Advisory Committee provided input through the June listening session and two August meetings. Key ideas included:

- When possible, some form of in-person instruction is important – it is important to be able to see someone and talk with them.
- Explore options for increasing adult support during instruction to allow smaller groupings, including collaboration with afterschool staff.
- All vulnerable students should have similar wraparound services and supports. This should include an individual learning plan and a designated liaison that checks in with them and their family regularly.
- There needs to be accountability to implementing the assessments.
- There needs to be specific communication and support for students transitioning grade spans, including an orientation to the school.
- Synchronicity of instruction is a profound issue, particularly for households that have multiple students.
- We should be doing district-wide events such as reading books and other common activities for everyone.

The District English Learner Advisory Committee (DELAC) provided input through a July listening session and two meetings in August, one with leadership and one full committee meeting. Key ideas included:

- The plan should be clear in stating what we can 'ensure' as a district vs. what we intend/are building towards and should provide more detail regarding the services and supports we are providing for English Learners.
- English Learners need additional supports and services including, but not limited to, an Individualized Student Success Plan, appropriate materials, equipment, and connectivity to participate, engage, and learn, resources in the home language, additional learning time in groups, and schedules/resource allocation plans prioritizing students with the greatest needs and ensuring provision of Designated and Integrated ELD.
- Communication is a critical component – stakeholder engagement and communications to home from the district and schools need to be in the home language and responsive. Communication should include videos with live captioning, automated phone systems with

language preferences, and training for families and staff in accessing the use of interpretation and translation services. Increased funding is needed for interpretation/translation services within the district and to access outside services when needed.
- Additional staffing supports are need to support English Learners and families. This includes additional ELD training specialists, increasing the number of bilingual staff, and expansion of Student Support Centers to all school sites.
- Training is needed for staff in designated and integrated ELD, meeting the needs of English Learners in distance learning, reclassification of dual designated students, anti-bias and anti-racism, and capacity-building for counselors to address non-academic issues and refer students to an appropriate support.
- DELAC needs additional district support including, coordination with sites and technology and interpretation support for meetings.
- Affirm and support the development of home language, ensure integrity of the model and support for dual language/biliteracy language acquisition program pathways, and improve World Language course protocols so native, heritage, and bi/multilingual speakers are not scheduled/misplaced in certain world language courses or levels

The African American Advisory Board (AAAB) provided input through a July listening session and August meeting. Key ideas included:
- Our definition of 'vulnerable' needs to expand to include students of color and especially African American students. We need to specifically monitor, conduct outreach to, and support African American students.
- We should clearly discuss what is going on in the world, the nation, and Sacramento region regarding racial inequity and trauma.
- Consider partnerships with other entities to disrupt systemic inequality, address learning loss, mitigate impacts of COVID, and provide online learning.
- Health and safety at home needs to be a focus in addition to at school.
- Relationships are critical – broken relationships need to be mended. Communication needs to be clear, concise and relationship-building. We need to talk to people coming back and understand it is going to take work.
- We need to support those who choose to stay at home.
- Explore options for using facilities for some form of support during closure. Consider establishing small learning centers or walk-in centers as learning spaces.

A July listening session with Parents United yielded the following key ideas:
- Parent voice is the missing link – the role of parents has changed fundamentally and materially – what can we do to make our voices heard?
- This is bigger than what is school going to look like – what do we want school to look like for all?
- This is a moment to say we can do things differently – hold the district and ourselves accountable.
- Stop treating students as if they are an audience.
- There was wide variation between teachers – the experience was very teacher-dependent.
- There needs to be an education component for parents to understand what they should expect, what high-quality distance learning education looks like, where we can take our grievances. (Make visible what the invisible expectations are)

The Learning Options Form administered in early August provided valuable data for the district's planning process. Highlights of this data included:

- Approximately 68% of parents/guardians preferred blended learning or in-person learning if state and county health officials have deemed it safe to return to school.
- Approximately 47% of parents/guardians indicated that live instruction is the most important part of distance learning.
- Approximately 80% of parents/guardians reported that their students have a computer available for distance learning.
- Approximately 82% of parents/guardians specified that they have access to internet service.

The key questions posed by stakeholders in the August 12, 2020 Virtual Town Hall event reflected similar interests and concerns as those expressed to that point by stakeholders in committees, surveys, and listening sessions. The webinar recording of the Town Hall is available for viewing in its entirety. Some of the key issues raised included:

- The district's ability to conduct in-person instruction, including the use of outdoor spaces and the measures being taken to control the spread of COVID and reopen schools as soon as possible.
- Live instruction during distance learning. How much will occur, what it will look like, and options for students who miss a session.
- The expectations parents/guardians and students should have of distance learning.
- The ability to provide trauma-informed, healing centered, Social and Emotional Learning (SEL) in the distance learning context.
- Resources for families whose devices are not working or who are in need of an internet hotspot/connectivity.
- The steps being taken to support the district's most vulnerable students during distance learning.
- The supports for parents/families of students with an Individualized Education Program (IEP).

Comments on the draft posted in mid-August provided additional input. Key ideas from respondents identifying as teachers included:

- Staff need to be provided more voice in the district's planning process.
- Concern about recording lessons, including privacy implications for students.
- Meaningful professional development is urgent and desired. This should include support for distance learning engagement and use of technology. This should go beyond being provided links/software/other resources.
- Concerns about the overall amount of synchronous instructional minutes and potential for too much screen time.

Key ideas from respondents identifying as parents, guardians, or caregivers included:

- The district should acknowledge and support working parents, who face challenges balancing work and supporting their students during distance learning.
- Respondents were divided on in-person learning, with some wanting to go back to in-person as soon as possible and others not wanting to return this year because they feel it is too dangerous
- The district should explore outdoor education options.
- Concern about the overall screen time that is expected during synchronous learning, in particular for younger students.
- Concern about the lack of meaningful social interaction and long-term impact on mental health of being away from school.

A recurring theme across teacher and parent/guardians/caregiver respondents was input that noted the length of the draft and desire that it be more concise. Classified and other certificated staff responding noted the importance of additional instruction for students with disabilities, through either in-person options or home visits. Key community member input called for additional details regarding the district's specific supports for English Learners. Specific areas noted included support for English Learners who may not have sufficient internet connectivity, providing designated English Language Development (ELD), and providing bilingual counselors.

Several board members, in their comments during meetings, shared summaries of regional town halls/listening sessions that they had held in their area. Key input shared included:

- Distance learning needs to improve for the fall. Live instruction and pre-recorded lessons are a must.
- Parents have become co-educators. We need to support them with clear school and class schedules as soon as possible, training to use technology, a hotline/helpline to access support during asynchronous learning time, childcare and afterschool care.
- Options for enrichment activities and outdoor learning both need to be explored.
- Parents and students need flexibility - they are working and have other responsibilities in addition to supporting student learning.
- The needs of students with disabilities need to be met.
- We need to address social emotional needs, mental health, and trauma.

Additional input was received from public comments to the (Re)Opening of Schools items. These comments can be found on the district's Board of Education meeting pages at the following:

- Opening of Schools Update (8.20.20): Presentation and Public Comments
- Opening of Schools Preparation Update (7.16.20): Presentation and Public Comments

The public hearing presentation held on September 3, 2020 included input submitted through public comments and via board discussion. Input related to the Learning Continuity and Attendance Plan was also submitted as part of general public comments. Key input provided by members of the public and advocacy groups included:

- Support for existing elements of the district's plan and emphasis on the importance of maintaining these to ensure equitable access for students. Highlighted elements included access to recorded, live instruction, assessment and tracking of learning loss, students with exceptional needs, and regular communication from teachers and schools (specifically the weekly communications to be sent home).
- Desire for clear, minimum minutes of daily synchronous instruction.
- The need to ensure access to devices and connectivity.
- Urgency of providing specific supports for students with unique needs.
- Importance of detailing the use of Local Control Funding Formula (LCFF) supplemental and concentration grant funds to increase or improve services for unduplicated students.
- The need to evaluate and track the progress of each student.
- The need to support families in providing learning spaces, including allowing families to check out desks for use at home.
- Additional detail and transparency on issues related to students with disabilities including: IEP Addenda, delivery, assessment, and documentation of IEP services, availability of tech support outside of school hours, and consideration of learning hubs.

- Concerns about protecting the privacy of students during any recording of lessons.

Some of the key input emerging from Board members' comments and discussion included:

- Balance between asynchronous and synchronous instructional time for younger students, in particular Kindergarten students. It was noted that a lot of asynchronous time creates difficulties for parents/guardians of younger students.
- Need for description of how discipline will be handled in the distance learning environment. The importance of preventing disproportionate impacts on black and brown students in the distance learning environment, consistent with our district's focus prior to school closures was emphasized.
- The importance of consistency, particularly as a priority of parents/guardians. We need to make sure we have similar access to content and quality across the district.
- Social Emotional Learning and emotional support is as important as academic support.
- Emphasis on the importance of access to recorded instruction. It was noted that this is a way to remove barriers to access.

In their report out, members of the Student Advisory Council also provided input related to the plan. This included the importance of having curriculum available when being present at a zoom meeting isn't possible, the need for access to teacher office hours, and ensuring that schedules allow students enough time to get food (especially if they need to travel to a school site to access the district's meal distribution).

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

Specific stakeholder input has influenced multiple components of the district's Learning Continuity and Attendance Plan. These includes direct impacts on elements of this plan as well as 'upstream' influences of stakeholder input on the district's various 'Return Together' Plans, to which this plan is closely aligned.

Key takeaways from the parent/caregiver and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students' during distance learning including the use of technology. This input was reiterated across all the parent/community groups during their listening sessions and/or meetings and has influenced the following aspects of the district's plan:

- Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is recognized as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons. (See pages 24-25)
- Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of SEL into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral Engagement and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement. (See pages 47-48 and 52-53)
- To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available. (See page 24-25)

The overarching themes emerging from the spring listening sessions also were impactful in informing the development of the Return Together Plans and this Learning Continuity and Attendance Plan. Specific themes and their impacts include:

Parents/Guardians need clear expectations of what they should expect from distance learning
A through line across stakeholder engagement before and during COVID has been the need to reduce the variation in implementation and quality of the learning experience across classrooms and school sites. Related to this has been the expressed need for parents/guardians to have a specific understanding of what should be happening for their students. This input has influenced the development of a clear list of expectations for distance learning communicated by the district. The list is provided in detail within the 'General Information' section of this document. (See pages 3-4)

We need to focus on our most vulnerable students in our planning and implementation

Another through line of feedback across stakeholder listening sessions was the need for an equity-focused plan, particularly regarding the needs of students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning throughout. The first line in the district's Return Together Vision statement reads, '*Sac City Unified will disrupt the current status quo of systemic inequity to meet the academic, social and emotional needs of all our students, especially our most vulnerable students*.' The Return to Learn plan's guiding principles have been based on those set forth by the Council of Great City Schools, whose Addressing Unfinished Learning After COVID-19 School Closures report specifically calls out the disproportionate impact of school closures and distance learning on English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth. To accurately assess learning status and monitor growth, the district has developed a common assessment calendar across grade levels for English Language Arts (ELA) and Math. To provide targeted supports to students, synchronous small group and individual instruction are key components of the weekly schedule. To improve the differentiation of instruction and to address individual students needs every day for every student, the district is maintaining its professional development focus on Universal Design for Learning (UDL). (See pages 2-3, 29, 31, and 44-45)

Training and accountability for staff are both critical

Parents/guardians consistently expressed the priority of increased accountability in the implementation of district programs. This priority has also been voiced in previous Local Control and Accountability Plan (LCAP) engagement and other feedback processes. This Learning Continuity and Attendance Plan has been influenced by this input, specifically in the ten stated expectations ('Symmetry and Cohesion in Learning and Delivery' speaks to the need for less variation in implementation) and in professional development plans. The section of this plan describing professional development to support distance learning outlines the expectations for principals to consistently join virtual teacher collaboration sessions and virtual classroom lessons just as they would 'walk' their school site when in person. (See pages 3, 31-33)

Parents/guardians need training and resources to utilize technology and support student learning at home

In response to consistent feedback that parents/guardians need more support and capacity building in these areas, resources were developed and implemented to meet this need. Virtual workshops were held, including a 'Zoom Guide for Parents' and 'Parent Guide to Google Classroom' and recorded versions are available. A stand-alone website has been developed (Back to School Digital Binder) and features a 'Parent Distance Learning Toolkit' that includes resources on topics aligned to stakeholder priorities. (See page 33)

Examples of additional influences on this plan and/or aspects of the district's program include:

- Multiple groups, including the AAAB, LCAP PAC, and DELAC, provided input regarding (a) the need to explore opportunities to provide some services or resources on campus and (b) to engage afterschool staff/expanded learning programs and other community organizations in the support of distance learning. As detailed in the 'Roles and Responsibilities' section of this plan, the district will be engaging expanded learning staff to support synchronous and asynchronous instruction in numerous ways AND is exploring pilot programs to bring students back on campus. (See page 37)
- Students stated the need for flexibility and the ability to self-pace work throughout the week. They noted that, in the spring, a practice that was supportive in the distance learning context was providing advance notice of assignments and allowing for completion at one's own pace. The district's plan includes a weekly communication from school to home that provides an overview of assignments, learning intentions, synchronous learning schedule, and other important details. This is intended to support both parents/guardians and students. (See page 24)

- Students reiterated the need for consistency of live instruction, the ability to access recorded lessons following the live lesson, and access to teachers outside of class time. The district's plan includes daily, live instruction, the use of lesson recording to provide students the ability to re-watch at a later date, and expectation that staff are regularly available to students and families. (See pages 24-25)
- Multiple groups have noted the importance of increasing awareness of systemic racism and violence and specifically calling out the traumatic impacts upon students, families, and staff as well as more clearly discussing what is going on in the world, nation, and Sacramento regarding racial inequities and trauma. This latter need was specifically noted by the AAAB, who also stated the importance of expanding our definition of 'vulnerable students' to include students of color, in particular African American students. As a result of this input, context regarding systemic racism and violence has been added to the first section of this plan. More tangibly, the district has furthered its development of supports for anti-racist education including a full set of resources for educators in the form of a stand-alone website. This resource and others are discussed in the Mental Health and Social and Emotional Well-being section.(See pages 2, 47-51)
- The CAC emphasized the need for all community members to see students with disabilities as students first – and not to define them by their disability status. The CAC also noted that, if Special Education issues are addressed first, then many of the other problems that exist in the district will be addressed as well. These points have been emphasized in the Supports for Pupils with Unique Needs section. Additionally, discussion of Universal Design for Learning (UDL) in this plan notes that designing instruction for students who have unique needs will improve access for ALL students. (See pages 39-41)
- The LCAP PAC noted the absence of any explanation of bullying prevention and the importance of highlighting this in a distance learning context given the prevalence of cyberbullying pre-COVID. The section of Mental Health and Social Emotional Well-being now includes a brief discussion of bullying prevention. (See page 52)
- Comments submitted on the posted draft included the recommendation that the General Information section incorporate explicit acknowledgement of the impacts of COVID on working parents. This has been incorporated and notes the impact on both parents that are able to work from home and those that are not. (See page 1)
- Specific input from the District English Learner Advisory Committee (DELAC) recommended that automated phone systems include language preferences in the top five languages and that, if a language other than English is selected and no one is available to respond, the call be routed to a district interpreter or third party agency. In response, the district has updated its mainline phone message to include greetings in Spanish, Chinese, Vietnamese, Hmong, and Russian. Callers who are looking for assistance in a language other than English will be transferred to district interpreters to reach a live person or leave a message (depending on availability and time).
- Input from the board and public comments during the 9.3.20 public hearing led to the incorporation of information regarding discipline practices in the Mental Health and Social and Emotional Well-being section. (See pages 49-50)
- Input from multiple stakeholder groups and legal staff regarding elements of the plan subject to negotiations led to modification of the cover page language.
- Input from multiple stakeholder groups, including DELAC, stated the need for specific description of supports for LGBTQ+ students. Information describing specific professional learning and supports to be provided has been added to the Mental Health and Social and Emotional Well-being section. (See pages 48-49)
- Input from advocacy groups in public comments on the public hearing item requested additional details for multiple areas of the plan regarding students with disabilities. The Support for Pupils with Unique Needs has been expanded to include additional description of IEP Addenda, IEP services, and other supports for students with disabilities. (See pages 39-40)

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.]

Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss. This is especially important for those groups of students who are disproportionately impacted by school closures. On July 15, 2020, the district, based on the recommendation of the Sacramento County Department of Public Health, announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by state guidance provided to schools by Governor Newsom on July 17, 2020. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the circumstances under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit a return to in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. The information in this section is the district's current plan for delivering in-person instruction and aligns to the content of the Return to Health plan available on the website. It is important to note that this is based on the current public health context and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs.

Modes of Instruction:
When it is deemed safe to offer in-person instruction, students and families will be provided the option to choose their mode of instruction. To meet health, safety, and learning needs, a 100% distance learning model and a blended learning model (which is part in-person, and part distance) will be offered. Students engaging in the blended learning model would receive part of their instruction at their school site.

- The district is preparing for the possibility of additional shifts in instructional model after in-person instruction has resumed. It is possible that, as determined by public health conditions or student need, a full return to distance learning may occur. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.
- Lessons occurring in the classroom will be viewable remotely, allowing the cohort of students engaging in distance learning to participate with students who are attending in-person. The lessons will also be recorded, providing a record of direct instruction and explanations for the concepts and assignments presented. This will allow students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.

- During times of the week when all students are engaged in the distance learning model, teachers will provide key supports that maintain the community of learning and address identified student needs. These supports will include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Cohorts

Cohorting is a strategy to prevent the spread of COVID-19 by limiting crossover contact between groups. Individuals within a cohort will limit physical proximity with other cohorts as much as possible. Cohorting helps to decrease opportunities for exposure or transmission, breaks the chain of transmission, reduces contact with shared surfaces, facilitates efficient contact tracing, and allows for targeted testing, quarantine, and/or isolation of a single cohort in the event of a positive case.

- To effectively coordinate with Sacramento County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, *as much as possible.* Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, when possible, provide for virtual peer collaboration between cohorts of students – using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time.

Secondary School Scheduling

- Secondary schools will continue to schedule students into six courses. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.
- Transition to a modified block schedule is possible and will be considered based upon need. This would result in periods 1, 3, and 5 and periods 2, 4, and 6 being held on alternating days.

Staffing

- During in-person instruction, staff may be deployed to meet the instructional needs of students as determined by their chosen mode of instruction. Some teachers may be designated as distance learning teachers. These teachers may be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning may also be scheduled in classrooms that are working with in-person cohorts.
- The district surveys employees to assess the need for accommodations. Those employees indicating a need will be contacted to schedule an interactive process with Risk Management staff, supported by Human Resources.

Additional Student Services and Supports

- A services schedule will be developed for each site. Determinations will be made as to which related services will be provided on days of in-school attendance and which students and related services are appropriate for continued virtual delivery.
- Most of the District's related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile or have significant behavioral or physical support needs

- For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an Individualized Education Program (IEP) meeting will be scheduled to determine whether Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- **Physical distancing:** Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.
- **Face Coverings:** Wearing a cloth face covering is required for all SCUSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields with a cloth drape may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- **Ventilation and Air Flow:** Sites will replace all Heating Ventilation and Air Conditioning (HVAC) unit filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24-hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- **Entrances and Exits:** Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- **Designated 'Care Room':** Sites will have a designated area where sick individuals can be isolated, assessed, and wait to be taken home.

- **Classrooms:** Good hygiene will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- **Common Areas:** Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- **Recess and Play spaces:** Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- **Physical Education (PE) Classes and Athletics:** Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to, door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient. A centralized ordering and inventory system has been developed to ensure that site supplies are effectively replenished and to eliminate the need for each site to order supplies separately. Schools will be required to maintain a minimum threshold of back stock for critical supplies and to only use district-approved products.

Passive Screening
Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. If an individual is sick or exhibits symptoms of COVID-19, they must stay home until they have had no fever without the use of medicine for at least 24 hours, their symptoms are improving, and at least 10 days have passed since the day the symptoms first appeared. If an individual has been in close contact within the last 14 days with a person confirmed to have COVID-19 or has traveled outside of the country in the last 14 days, they must stay home in quarantine for 14 days.

Active Screening
Active screening will require that all students and staff entering a site are screened with a temperature check and review of signs/symptoms. Any students or staff with symptoms of COVID-19, or who are required to quarantine per CDC guidelines, may not enter the school site and will be advised to return home. Active screening will include a temperature check, looking for any visible signs of illness, and asking if the individual meets any of the pre-screening criteria.

Staff will work with Sacramento County Public Health (SCPH) to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed. SCUSD will work closely with SCPH to determine which COVID-19 testing protocols and strategies are appropriate based on state guidance and evolving conditions.

As state and county public health guidelines evolve, specific activities may be allowed and the district will evaluate the viability of each. If implemented, all state and county public health guidance will be followed. Activities that are *potentially allowable* include:

- Athletics Conditioning
- Child Care for essential workers

- 1:1 Assessments and Evaluations for Student with Disabilities, English Learners, and High School Equivalency Testing
- Emergency Health supports (Mental Health Counseling)
- Teachers and school staff working on campus
- Materials Distribution

Additionally, waivers for TK-6 in-person instruction can be submitted to the county if conditions allow. These require specific consultation with stakeholders and publication of a district public health plan prior to a county public health review. The district will continue to evaluate the feasibility of all of the above options based on state and county public health guidance and consultation.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. SCUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July and early August. Details about this survey are provided in the Stakeholder Engagement section of this plan. A follow-up Family Survey on Returning Options was administered in October to gather additional data.

Learning Hubs

In partnership with community-based organizations and the City of Sacramento, the district will implement learning hubs at a subset of school sites throughout the district. These hubs provide small groups of students with distance learning assistance and other activities. Each learning hub will be open to 40 students, with priority given to children of essential workers, students with special needs, foster youth and students experiencing homelessness. Students participating in learning hubs will meet daily on school campuses and will continue meeting until in-person school resumes. Staff will assist students in remaining engaged during distance learning, support academic assignments, and provide social-emotional support. All participating students will receive breakfast and lunch provided by Nutrition Services. Staff will be trained by the district's Health Services and Risk Management Teams and active temperature screening, face coverings, hand hygiene, and physical distancing will all be required. Prior to opening learning hubs, school sites were assessed for COVID-19 readiness. Measures taken included, but were not limited to, preparation of classrooms to accommodate increased physical distancing, replacement of air filters, disabling of shared water fountains, and installation of directional and health and safety signage. The program is operated within the guidelines outlined in the protocols published by the California Department of Public Health related to safety and mitigation measures.

Closing Criteria

In the event of confirmed cases of COVID-19 in a school community, individual school closure may be recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and consultation with Sacramento County Public Health officials. Individual school closure may be appropriate if either of the following are true: (1) there are multiple cases in multiple cohorts at a school or (2) at least 5% of the total number of teachers/students/staff at a school are cases within a 14-day period, depending on the size and physical layout of the school. In consultation with county public health officials, district-wide closure will be considered if 25% or more of the schools in the district have closed due to COVID-19 within 14 days. Sacramento County Public Health may also determine that school and/or district-wide closure is warranted for other reasons, including results from public health investigations or other local epidemiological data.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$293,610	N
Screening Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.	$11,866	N
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$414,623	N
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	$229,798	N
Portable High Efficiency (HE) Air Purification Units: Portable air purification units to be placed in classrooms, work areas, and common spaces within the districts to mitigate the spread of COVID-19. These units also mitigate wildfire smoke.	$6,167,700	N
Handwashing Stations Additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19. Costs for each handwashing station include rental and 4 services per week for a 6-month period.	$415,164	N
Hydration Stations Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of touchless hydration stations will provide students and staff safe access to drinking water when on campus. Will include 1 station at smaller school sites and district facilities and 2 stations at larger school sites and Serna Center.	$1,200,000	N

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.]

SCUSD has designed its 'Return to Learn' plan using six guiding principles:

1. Commitment to grade-level content and instructional rigor.
2. Focus on the depth of instruction, rather than pace.
3. Prioritize content and learning.
4. Maintain the inclusion of each and every learner.
5. Identify and address gaps in learning through instruction. Monitor students' progress on grade-level appropriate assessments and adjust supports based on student results.
6. Focus on the commonalities that students share in this time of crisis, not just on their differences.

These are adapted from the six overarching principles for supporting students with unfinished learning set forth by the Council of Great City Schools (CGCS) in their Addressing Unfinished Learning After COVID-19 School Closures (June 2020) report.

Curriculum Scope and Sequence

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts (ELA) and Math have been developed for each grade level K-6 and by content area for secondary grades. Collaboratively developed with Multilingual Literacy leadership, the corresponding English Language Development (ELD) standards and Benchmark Advanced/Adelante activities and resources for ELD instruction can be accessed. The scope and sequence documents provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- Overviews of key grade-level learning outcomes
- Instructional content and practice considerations
- Foundational skills to be systematically and explicitly taught with ample time for practice
- Formative assessments to guide instructional modifications based on student progress monitoring
- Examples of how Social Emotional Learning (SEL) can be integrated into academic instruction
- Priority clusters of standards aligned to curricular resources, district common assessments, and prerequisite skills and knowledge

The scope and sequence documents are intended to guide teachers in identifying key standards. These standards can be used to focus lesson planning and identify the resources that can best support students in attaining mastery. This is one of the district's efforts to minimize the variation in program implementation across and within schools. In addition to identifying prerequisite skills and knowledge, the scope and sequence documents identify skills to be taught in future grade levels. This supports teachers in conducting multi-grade assessments of

students. As was the case before COVID-19, there will be students who have skills that far surpass their grade level and there must be tools to assess their learning needs and provide them appropriately challenging instruction.

Home-school Communication

One of the district's key expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families by every Monday (or first day of the school week), using standard district templates. These templates include the scheduled zoom times for synchronous instruction, learning intentions, content to be taught, how a student's success will be determined, and all assignments with related rubrics and due dates. This communication is intended to help parents/guardians gain deeper understanding of their student's learning process and more effectively collaborate in their education. This has always been a need and is even more important now, with parents/guardians and family members taking on a larger role in the daily education of their students within the distance learning context.

Priority Standards

It is important to acknowledge that ALL learning standards are important and were included in state frameworks by design. In selecting priority clusters of standards, SCUSD is focusing on depth of instruction, rather than pace. The prioritization of key content will enable teachers to more effectively address learning gaps through patient and in-depth instruction. They will be able to more effectively re-engaging students with prior knowledge and allow unfinished learning to conclude. Curriculum and instruction staff will continue to articulate specific instructional priorities within the standard clusters. This guidance will focus teachers on the key content within each grade level, where time and effort should be invested, and which areas should be taught primarily for awareness vs. deep understanding.

Synchronous and Asynchronous Instruction

Robust distance learning includes a combination of synchronous and asynchronous learning. SCUSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and includes breaks, with a balance between synchronous and asynchronous learning and between whole class and small group support.

Daily, live instruction and interaction was a key area for improvement in the spring implementation of distance learning. During this time, asynchronous learning was the primary model. The SCUSD community has strongly voiced their desire to see their teachers provide students the full classroom experience as much as is possible, including peer-to-peer interaction. The requirement to provide daily, live instruction has been affirmed by Senate Bill 98. During distance learning, SCUSD will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to view recorded instruction at a later time is critical in meeting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. These instructional components are discussed further within the 'Support for Pupils with Unique Needs' section.

In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. This is a critical aspect enabling students to fully access the curriculum, regardless of the mode of instruction. Whether

at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and providing identified times at which support can be obtained.

Instructional Minutes

Students will receive a minimum number of instructional minutes specific to their grade level. These minutes shall include both scheduled synchronous and asynchronous instruction but do not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings. The instructional minutes to be provided by grade level are as follows:

Grade Levels	Minimum Number of Instructional Minutes Per Day		
	Synchronous	Asynchronous	Total
EK-K	140	40	180
1-3	185	45	230
4-6	190	50	240
Middle School	180	60	240
High School	180	60	240
Continuation School	TBD	TBD	180

Following are example schedules for elementary (TK-6) and secondary (7-12) grade spans. These include times and activities for both 8:00 AM and 9:00 AM elementary start times and the middle/high school schedule for Mondays (minimum day schedule) and Tuesday-Friday. These examples were provided to site administrators for use as templates on 9.5.20. Please note that these are sample schedules ONLY. For individual school site schedules, please visit the district's Academic Calendars and Distance Learning Schedules page.

Daily Activities	Early Kindergarten/ Kindergarten		Grades 1-3		Grades 4-6	
	8AM Start Time	9AM Start Time	8AM Start Time	9AM Start Time	8AM Start Time	9AM Start Time
Morning Circle and SEL Lesson Class Time: ELA Instruction and small group/ELD support	8:00 – 8:50 AM	9:00 – 9:50 AM	8:00 – 9:05 AM	9:00 – 10:05 AM	8:00 – 9:10 AM	9:00 – 10:10 AM
BREAK	8:50 – 9:00 AM	9:50 – 10:00 AM	9:05 – 9:15 AM	10:05 – 10:15 AM	9:10 – 9:20 AM	10:10 – 10:20 AM
Class Time: Math Instrution and small group/ELD support	9:00 – 9:50 AM	10:00 – 10:50 AM	9:15 – 10:20 AM	10:15 – 11:20 AM	9:20 – 10:20 AM	10:20 – 11:20 AM
BREAK	9:50 – 10:00 AM	10:50 – 11:00 AM	10:20 – 10:30 AM	11:20 – 11:30 AM	10:20 – 10:30 AM	11:20 – 11:30 AM
Class Time: Instruction and small group/ELD support	10:00 – 11:00 AM	11:00 – 12:00 PM	10:30 – 10:55 AM	11:30 – 11:55 AM	10:30 – 10:55 AM	11:30 – 11:55 AM
LUNCH	11:00 – 12:00 PM	12:00 – 1:00 PM	10:55 – 11:55 AM	11:55 – 12:55 PM	10:55 – 11:55 AM	11:55 – 12:55 PM
Class Time: Instruction and small group/ELD support	12:00 – 12:30 PM	1:00 – 1:30 PM	11:55 – 12:50 PM	12:55 – 1:50 PM	11:55 – 12:55 PM	12:55 – 1:55 PM
			12:50 – 1:10 PM	1:50 – 2:10 PM	12:55 – 1:20 PM	1:55 – 2:20 PM

Students in grades 7-12 will continue to be scheduled in six classes. This schedule benefits students by maintaining continuity of support services linked to courses across the year, aligns better to Advanced Placement (AP) and International Baccalaureate (IB) exams, aligns to current staffing models, and allows for easier transition both between in-person/distance/blended models and into and out of SCUSD.

Sample Tuesday-Friday Schedule for Grades 7-12

Times	Monday	Tuesday	Wednesday	Thursday	Friday
*8:50 – 9:50 AM**	*See Minimum Day Schedule to the Right*	Period 0	Period 0	Period 0	Period 0
10:00 – 11:20 AM		Period 1	Period 2	Period 1	Period 2
11:20 – 12:30 PM		LUNCH			
12:30 – 1:50 PM		Period 3	Period 4	Period 3	Period 4
1:50 – 2:00 PM		BREAK			
2:00 – 3:20 PM		Period 5	Period 6	Period 5	Period 6
*3:30 – 4:30 PM**		Period 7	Period 7	Period 7	Period 7

Sample 7-12 Monday Schedule

Times	Class Period
9:00 – 9:35 AM	Period 1
9:45 – 10:15 AM	Period 2
10:25 – 10:55 AM	Period 3
10:55 – 12:05 PM	LUNCH
12:15 – 12:45 PM	Period 4
12:55 – 1:25 PM	Period 5
1:35 – 2:05 PM	Period 6

**Applies only to students with 0 or 7th period classes*

Common Online Learning Management System (LMS)

A key effort to increase symmetry and cohesion in the district's teaching and learning is the use of Google Classroom as the designated Learning Management System (LMS). In combination with the use of aligned scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

To support parents in their role as coeducators, the district has developed a 'Back to School Digital Binder' providing a host of resources for families as they prepare for and begin Distance Learning. The binder can be found on the 'Start Here' section of the district's website. Resources include:

- Comprehensive Distance Learning Supports for Families/Students document including self-guided learning.
- Distance Learning Tutorials: Links to video tutorials, downloadable guidance, and answers to key questions.
- Recorded webinars including a Zoom Guide for Parents and a Parent Guide to Google Classroom.
- Tips for the First Day: Important dates and times and instructions for logging in.

Copies of physical textbooks will be distributed to all elementary school students and made available to secondary students upon request. All current secondary curricula have digital versions that can be accessed online. A significant number of textbooks were not returned in the spring and the district is working to have these returned so they can be sanitized and distributed. Additional texts will be purchased as needed to ensure that all students have the appropriate instructional materials. Students and families are able to drop off prior materials at any school site.

In presenting distance learning plans to the board, staff have noted that significant gaps existed prior to COVID-19 and implementation of the 'Return to Learn' plan represents a unique opportunity to improve in a time of crisis. The alignment of teaching and learning to prioritized standards clusters, effective use of district assessments, consistent implementation of Universal Design for Learning (UDL) instructional practices, and other identified actions within this plan are not only for addressing the impacts of COVID. These are critical moves for the district to improve student outcomes regardless of context (distance, blended, or in-person) and for the long term. SCUSD's distance learning plan will both maintain continuity of instruction during the coming year AND serve as a stepping-stone in the district's overall continuous improvement journey.

Note: The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document. Following are SCUSD's definitions of these terms:

Synchronous Learning: Any type of learning that takes place in real time where a group of students is engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher

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.]

As SCUSD begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will continue in distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. SCUSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have sufficient connectivity to engage in distance learning. The ongoing efforts of the Attendance and Engagement Office and staff that support Foster Youth and Homeless Youth to facilitate access to devices and connectivity for low income students, foster youth, and homeless youth reflect the district's efforts to bridge the device and connectivity gap for these and other student groups.

During the spring school closures SCUSD distributed computers beginning with one per family and, as shipments arrived, expanded distribution to every student who was in need. In planning for the fall, the district has prepared enough devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need.

Also continuing into the fall are partnerships with city/regional agencies and corporate entities to provide connectivity. The Sac City Kids Connect program provides eligible families with several months of free internet access through a partnership with the City of Sacramento and Comcast's Internet Essentials program. The 'super hotspot' pilot program launched in partnership with Sacramento Regional Transit provides connectivity to strategic zones via city buses that have been equipped with free internet/Wi-Fi. The district will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access.

SCUSD will continue to assess technology access and support needs. In late July, a learning options form was sent to parents and included questions to assess technology/internet needs. This information will be added to the Infinite Campus information system, allowing sites to contact students and families who are in need of assistance. Site administrators/designees began contacting families prior to school starting, targeting the families who need internet access or have not yet responded to the survey and have not yet been issued a District computer. Sites have and will distribute access codes for the Comcast Internet Essentials program. This program has been extended through December 31, 2020. Sites will provide District computers to students in need via a drive-through/walk-up process and will continue to update data in Infinite Campus upon issuing any code, device, or for other status changes. This data recording will enable the district to continue monitoring the overall and individual needs of students and families.

Direct outreach efforts from the Attendance and Engagement Office are ongoing and include specific assessment of technology needs and connection of students and families to services. Where needed, representatives from the office distribute District computers and/or Comcast Internet Essentials codes directly to individuals. Technology support is a frequent outcome of Home Visits conducted for 'unreachable' students. On a case-by-case basis, hot spots are provided to families who are in need of internet access and are not eligible for the Sac City Kids Connect Program. The Attendance and Engagement Office will continue to serve as a hub to support families regarding all connectivity 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.]

SCUSD will assess student progress through the implementation of common benchmark assessments and through the use of consistent formative assessment during instruction.

District Common Assessments

A common assessment portfolio has been developed to establish coherence and consistency in how student learning needs are assessed and, in turn, appropriate instruction or intervention is identified and provided to improve student outcomes. The district has emphasized that these assessments should be low stakes. Their purpose is to inform teaching and learning and to monitor student progress on grade level content. The results should not be confused with students' capacity to learn. Support materials for common assessments, including schedules and guidance for administration and use, have been developed to guide staff implementation. These materials are aligned to the identified clusters of priority standards in the instructional scope and sequence documents discussed in the 'Continuity of Instruction' section.

Key within the assessment portfolio are periodic Math and English Language Arts (ELA) assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson design, unit design, and most importantly, identification of specific support needs for students. When a student demonstrates significant gaps in a specific skill or cluster of skills, targeted support can be provided. This can include differentiation of instruction during live or synchronous minutes and provision of tiered intervention support through small group or individual opportunities.

The following example outlines the key assessments for Grade 3:

- SEP: Oral Reading Record, ELA Benchmark Advance Interim Assessment 4 (from previous grade level)
  Math Comprehensive Assessment (from previous grade level)
- OCT-DEC: Math Interim Assessment 1, School Climate Survey 1
- DEC-JAN: ELA Benchmark Advance Interim Assessment 2
- JAN-MAR: Oral Reading Record, Math Interim Assessment 2
- MAR-APR: ELA Benchmark Advance Interim Assessment 3, School Climate Survey 2
- MAY-JUN: Oral Reading Record, ELA Benchmark Advance Interim Assessment 4 (optional)

Additional diagnostics assessments are available to staff for ongoing use. These include tools for assessing student progress in phonics and high frequency word (HFW) recognition.

Formative Assessment

Consistent and effective formative assessment practices during synchronous instructional minutes and live contacts will enable staff to best use these times to meet collective and individual student needs. The use of these practices during daily instruction provides teachers real-time assessments of students' understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson and/or unit. It also allows for identification of specific

student needs and supports differentiation of instruction. The California Department of Education's Guidance on Diagnostic and Formative Assessments will be used as a framework when developing policies and procedures for implementing diagnostic assessments, formative assessments, and summative assessments.

Grading

For the 20-21 school year the district has revised the secondary grading scale to equalize the relative 'spans' of letter grades, with an 'F' now representing 50-59% instead of 0-59%. As such, the lowest a student can get on any assignment is 50%. This change was made in response to advocacy by stakeholder groups and research demonstrating the damaging effects of 'zero' grades on student outcomes. This change was made to Administrative Regulation 5121.

Home-school Communication

SCUSD will also values partnership with students and parents in progress monitoring. Regular home-school communication about student progress will provide important information for parents/guardians and will support more open communication channels. With more open communication channels, students and parents/guardians will be able to more effectively provide important feedback and information to staff. This information can include details of current obstacles preventing full engagement. It can also include identification of specific content/concepts that are presenting difficulty and which may require teacher follow-up.

Pupil Participation

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include, but are not limited to:

- Evidence of participation in online activities: Zoom, iReady, Google Classroom, Clever, or other online activity
- Completion of regular assignments
- Contacts between SCUSD employees and the student or parents/guardians
- Other participation as determined by the site administrator

Teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day and, at the secondary level, for every period. Documentation of attendance in Infinite Campus is not unique to distance learning and will continue when students are attending in-person. For Distance Learning instruction, teachers will also complete weekly documentation of each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments and progress.

With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Time Value of Work

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs. Time value for assignments will be recorded within the Weekly Engagement Record form to be completed each week. This form is based upon the template developed by the California Department of Education (CDE) to meet the requirements of Senate Bill 98 and requires that teaches specify the time value of both synchronous and asynchronous activities.

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.]

SCUSD's will provide professional development opportunities and resources that support staff in implementing the distance learning program described in this plan. These will include, but are not limited to, opportunities and resources to implement Universal Design for Learning (UDL), Google Classroom, and the district's common assessments. A first cohort of schools will also be provided professional development to implement a Multi-Tiered System of Supports (MTSS).

Following spring school closures and prior to the launch of distance learning, teachers were provided the opportunity to complete three phases of professional development. The first of these was a series of three modules on Universal Design for Learning (UDL). The second phase familiarized staff with the range of distance learning tools to be used in delivering instruction, including Google Classroom, and included a module specific to support and accessibility tools for students with disabilities. The third phase provided grade-level specific guidance to teachers on essential standards, curricular materials, and instruction for students with disabilities and English Learners. Portions of this third phase have evolved into the expanded scope and sequence documents for Math and English Language Arts referred to in this plan. These three phases of professional development were offered as a voluntary opportunity and remain accessible to staff who did not participate in the spring. The district acknowledges that voluntary professional learning is not sufficient to ensure that every student has access to a teacher with the necessary capacity built to meet all student needs. SCUSD's vision for professional learning is one in which all staff engage collectively in professional learning that enables them to effectively apply the learning in service of improved student outcomes and continuously improve their practice in services of students.

Building upon this spring work, the goals of professional learning for school leaders and teachers to support effective delivery of distance learning are:

1. All school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
2. All school leaders/teachers will use data to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
3. All school leaders/teachers will effectively engage all students in learning by intentionally incorporating culturally relevant content and social emotional supports,
4. All school leaders/teachers will effectively engage parents and families as partners in their students' learning.
5. All leaders/schools will deepen learning in improvement science to engage in Plan-Do-Study-Act (PDSA) cycles aimed at raising student outcomes outlined in the site's School Plan for Student Achievement (SPSA).

Professional Development for All Teachers and Leaders

Specific professional learning activities that will be mandated for all teachers and leaders include:

- The three self-paced modules for Universal Design for Learning (UDL) described above. Teachers will complete these modules and the corresponding processing guides and submit the processing guides to their principal or supervisor before the end of August 2020. The time to complete the three (3) modules is approximately one (1) hour per module for a total of three (3) hours.
- District provided, self-paced online professional learning related to the use of Google Classroom. Teachers will complete this online professional development and certify completion before the end of August 2020. The expected time for self-paced training is up to six (6) hours, but may vary depending on familiarity with Google Classroom. This module was also provided in spring 2020 for completion on a voluntary basis.
- Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students.

Overall, the district's professional learning for delivering instruction in a distance learning environment will focus on the use of Universal Design for Learning (UDL) to integrate the following:

- Meeting the needs of ALL students and explicitly students with disabilities, English Learners, and gifted students
- Using necessary technology tools, such as Google Classroom
- Integrated and Designated English Language Development (ELD)
- Culturally Responsive Teaching and Learning and Anti-racist Teaching
- Social Emotional Learning (SEL) and Restorative Practices
- Use of data to drive instruction (short, medium, and long term cycles)
- Assessment, Feedback, and Grading Practices
- Use of priority standards and the district's Scope and Sequence documents
- Supporting and engaging families as partners in their children's education

Additional Professional Development

To further support the distance learning program staff will be provided access to and/or participate in ongoing professional learning in the following additional areas:

1. Administration of district common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
2. Monitoring student engagement, participation, and progress
    a. Zoom trainings on new attendance and engagement processes for attendance staff
    b. Attendance and Engagement Toolkit provided to all staff - includes how-to guidelines and video tutorials
    c. Administrator professional learning on new attendance and engagement expectations
3. Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area
4. Teachers will be provided access to electronic copies of The Distance Learning Playbook, a resource that provides guidance for teacher self-care, establishing learning community relationships, effective utilization of tools, and unit and lesson design.

Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Existing professional learning opportunities that will also support the distance learning program include teacher collaboration time and feedback from principals. The district expects principals to consistently join teachers during virtual collaborative sessions and 'walk' virtual classrooms just as they would in an in-person context. Following and during these visits/observations, principals can act as thought partners, providing timely and specific feedback on teacher practice. Regular principal observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the district's common assessments to inform lesson and unit design.

Multi-Tiered System of Supports (MTSS) Cohort Launch

An additional strand of professional learning that will support implementation of the distance learning program and in-person instruction is a three-year cohort model to install and sustain a Multi-Tiered System of Supports (MTSS). Beginning in 2020-21, schools will be trained in three successive cohorts. This rollout will include extensive training and coaching to install an MTSS. The key training activities during Year 1 of each cohort's trajectory will occur over a five-day period. The five days build the capacity of school leaders to act as problem solvers, change agents, coaches and facilitators, and collaborators. Training also includes the development of school leaders to engage in continuous improvement and to build future leaders within their own communities.

Successful implementation of MTSS will benefit ALL students, and in particular will support improved outcomes for student groups who have historically lacked access to the resources and support needed to achieve at their fullest potential. This was critical prior to COVID and is even more urgent during the time of school closures given the pandemic's disproportionate impacts on specific student groups.

To support parents, guardians, and caregivers as coeducators for their student(s), the district developed and is offering virtual capacity-building opportunities and is making available additional resources through a Parent Distance Learning Kit and Virtual Volunteer Protocol. Developed by the Family and Community Empowerment (FACE) department, these efforts are designed to help families prepare for the start of the school year. In the weeks leading to the start of school, multiple sessions of 'Zoom Guide for Parents' and 'Parent Guide to Google Classroom' webinars were held. The 'Back to School Digital Binder' discussed in the 'Continuity of Instruction' section hosts these resources among many others.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are some of the key changes to roles and responsibilities of staff.

Attendance and Engagement
Within distance learning and blended models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Attendance staff will be continuing all of their core functions, though specific responsibilities within these functions are adapted to the distance learning context. They will follow-up with teachers who are not documenting attendance/engagement, support any new attendance coding/entry specific to distance learning, and engage in outreach/intervention to connect students and families with resources. A key responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Sacramento County Health Department. This will include entry of detailed attendance data into the student information system.

Special Education
All staff supporting students with disabilities will continue performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- **Program specialists** will support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- **Social workers** will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- **Behavior Intervention Specialists** will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the needs that are identified. This is different from the previous model of assigning a set of schools to each Behavior Intervention Specialist.
- **Resource Specialists** will support a range of distance learning-related actions. Two of the five positions will primarily support the assessment process, monitoring student progress, and coordinating with instructional aides. The other three positions will primarily support school sites to implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new

teachers. Specific supports will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of Supports (MTSS).

- **Instructional Aides:** Aides that are assigned to classrooms and aides that are assigned to individual students will assist students during distance learning and help teachers manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in virtual breakout rooms and, as appropriate, during targeted synchronous instruction.

Health and Safety Protocols

The roles and responsibilities outlined within this section are from SCUSD's Return to Health plan. This plan was developed using recommendations from the Sacramento County Office of Education (SCOE), Sacramento County Public Health, California School Nurses Organization, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC). Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information.
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact Student Support and Health Services staff if notified of any students, staff, or family members with a diagnosis or exposure to COVID-19.
- Actively model and support all required public health measures.

Health and Safety responsibilities emerging as a result of COVID that are specific to different staff groups are outlined below:

- **Student Support and Health Services Staff:** Consult with Sacramento County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.
- **Administrators:** Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- **Office Staff:** Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.
- **Operations/Custodial Staff:** Maintain a stock of personal protective equipment to ensure readiness and order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
- **Food Service Staff:** Implement one-way passageways through meal delivery. Ensure workspace has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- **Teachers:** Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- **School Nurses:** Follow Sacramento County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.

- **Bus Drivers/Transportation Staff:** Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- **Support Staff:** Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

Additional Staff Expectations for Distance Learning

Teachers

- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.
- Invite site administrators and training specialists to join Google Classrooms.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular, common formative assessments.
- Log all communication with parents in Infinite Campus.

Training Specialists

- Provide professional learning/coaching to teachers/administrators on distance learning.
- Be available to support teachers and school administrators in the use of distance learning tools throughout the day.
- Arrange office hours to be available to teachers/administrators.

School Site Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning. Support teachers, program specialists, and other instructional staff to implement district programs.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Set up and run a Google Classroom for teachers – use this to share information. Invite Instructional Assistant Superintendent (IAS) and training specialists to this classroom.
- Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom.
- For Secondary: Organize office hours/synchronous learning so that times at which teachers are available to students/families are not all at the same time by subject area.

Counselors
Counselors will build upon the structures that have been put in place over the past few years to support a range of student needs within the distance learning and in-person contexts. Counselors will increase collaboration with college access partners so that all students receive one on one or small group support with the submission of college applications and the Free Application for Federal Student Aid (FAFSA). Counselors will leverage Google Classroom to streamline communication with students. In order to make themselves more available to students and families, counselors will communicate a description of the services that they will provide over the course of the year. They will post their virtual and/or in-person office hours to ensure parents/guardians and students are aware of their availability.

Expanded Learning
Expanded Learning programs will provide support to students during their synchronous and asynchronous distance learning time. The specific implementation at each school site will depend on the locally identified needs. Examples of supports to be offered include, but are not limited to, home visits, phone calls, connecting families and students to resources, providing social emotional help, online enrichment classes, small group instruction, tutoring classes, homework support, and credit recovery and elective courses at high school. Staff will also support the district's implementation of learning hubs. These hubs, described in the In-Person Instructional Offerings section, will serve students during the school day, supporting them with distance learning and providing other activities. The specific program at each learning hub will be developed with site leaders and priority given to children of essential workers, students with special needs, foster youth and students experiencing homelessness.

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.]

In presenting its 'Return to Learn' Plan, SCUSD emphasized that the additional supports required to address the impacts of COVID-19 need to be viewed through an equity lens. The fourth guiding principle in SCUSD's 'Return to Learn' plan is to 'Maintain the inclusion of each and every learner,' reflecting the district's commitment to ensuring equitable access to engaging, grade-level content and instructional rigor for all students. It is important to reiterate that effective instructional strategies designed for students with disabilities, English Learners, and other students with unique needs will benefit ALL students. Additionally, it is important that ALL of our pupils are seen as students first, and not solely defined by their disability, fluency, or other status.

English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-12: Designated class or 60 minutes/week (Designated class for newcomers)

ELD instruction is embedded into core ELA/ELD curriculum and students receive instruction during their core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. The specific curricula at each grade level and their ELD components are detailed below.

SCUSD recently adopted the Benchmark Advance (BMA) curriculum for grades K-6. This curriculum includes integrated ELD support in each mini-lesson. This support is further differentiated at three levels (light support, moderate support, and substantial support). Each of the support levels is connected to the mini-lesson task and exposes English Learners to complex grade level text using interactive annotations. Each unit also offers additional suggested language objectives to help accelerate English Learners' proficiency towards mastery. In addition, separate hard cover ELD books support lessons, but are written in a scaffolded manner, making them more accessible for English Learners. Professional development was provided by the publisher and the Sacramento County Office of Education (SCOE).

At grades 7-11, SCUSD uses the MyPerspectives curriculum. Integrated and designated ELD lessons are built into the unit plans. Additionally, MyPerspectives offers a component (on a separate platform) called ELD Companion that specifically addresses the ELD standards. This component is ideal for English Learners at Level 2 or higher on the English Language Proficiency Assessment for California (ELPAC). Multiple teacher trainings for MyPerspectives have been offered and training remains available on the publisher's website. At grade 12, the district-adopted curriculum is the California State University System (CSUS) Expository Reading and Writing Course (EWRC). The newest modules (which have been piloted in the district during the past two years) have a deliberate focus on both integrated and

designated ELD. These modules will be fully implemented in 2021. ERWC training is coordinated through CSUS and SCOE and is offered at least twice a year by the county. SCUSD staff have also partnered to implement a yearly conference focused on ERWC modules.

Secondary grade (middle and high school) students who test at ELPAC level 1 and 2 and have been in the country fewer than three years or are English Learners with an Individualized Education Program (IEP) have access to National Geographic/Cengage curriculum. This curriculum includes three programs including (1) Inside the USA (for newcomers grades 7-12 who are just starting school in the United States) (2) Inside (grades 7-8) and (3) Edge (grades 7-12). These curricula can be implemented in a separate class period specific to meeting the needs of English Learners or as a supplement to their mainstream classes.

The ELD standards are highlighted and supported across other academic disciplines. There are differentiated ideas for ELD instruction provided in teacher editions to support lesson delivery and student understanding. The Curriculum and Instruction department provides lesson modeling and other professional development to support implementation of the ELD standards.

To support the reclassification of English Learners, staff are administering the optional Summative English Language Proficiency Assessments for California (ELPAC). Students eligible for reclassification in the fall have been identified and ELA/ELD training specialists will support testing coordinators in a phased administration. This will begin at the high school level first and then progress to middle school and elementary school sites (grades 3-6). In the absence of spring 2020 state assessment scores, staff have identified academic criterion options by grade level to be used in the reclassification process. These include Benchmark Advance Interim assessments, i-Ready assessments, and PSAT scores.

The affirmation and development of students' home language is something the district values and continues to support through a number of programs and across schools. Several elementary sites in SCUSD offer dual immersion programs. Some of these schools implement the 50/50 model, in which an equal balance of English and the target language are used throughout the program. Other schools implement the 90/10 model, in which the amount of the target language decreases yearly as English increases until there is a 50/50 balance of the languages at higher-grade levels.

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- **Individualized Education Program (IEP) Addenda:** IEP Addenda on file for students outline the services to be provided during distance learning. These will remain in effect until school resumes in a face-to-face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days. All certificated staff have been trained on the requirements of Senate Bill 98, including the need to clearly delineate the services students will receive during the current provision of distance learning in response to the COVID pandemic. In addition, they have also been trained on the requirements to create an emergency plan in the event of an unforeseen school closure of more than 10 days as a result of an emergency. Staff understand that this must be included in the next scheduled IEP meeting or addendum IEP. All addendum/amendment IEPs must contain the accommodations and modifications needed by the student in order to access their instruction during distance learning. It is expected that a majority of students with IEPs will

need to have amendment IEPs to delineate the services to be provided during distance learning due to the COVID pandemic. The only time an addendum is not needed is if all of the IEP services on the operative IEP can be provided in the same frequency and duration, but only the location of how it is delivered has changed, such as face-to-face to a virtual, remote learning space.

- **Modification of IEP Goals:** Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- **External Vendors:** For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.
- **Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE):** IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a computer to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.
- **Supports and Services:** It is expected that students will receive targeted small group instruction in order to get the support they need to continue to make progress. Any student that demonstrates a need for additional support other than what is currently agreed upon in their IEP will be addressed through the IEP process. If determined to be appropriate and warranted, additional services will be added to the student's IEP. Behavior Intervention Specialists will continue to support sites remotely through Distance Learning via consultation with staff and parents and provide direct support via Zoom and Google classroom if needed. SB98 requires the district to provide evidence that all agreed-upon services have been provided as agreed upon. District staff has been trained on this requirement and it is expected that they will regularly track both progress of students and the delivery of agreed upon services.
- **On-site Instruction**: Small group instructional cohorts for intensive on-site instruction is planned for students with disabilities to allow students to return to in-person instruction in a small, dedicated cohorted model. The initial target population of students will be students who are placed in our special day classes for students with moderate/severe disabilities. This group of students are targeted due to their reduced ability to engage readily in the distance learning model and the need for more intensive in-person services. When in operation, this plan will impact approximately 31 of our school sites across the district and serve all segments. This program would limit the number of students in a cohort with a teacher and instructional aide staff and can be maintained at the level outlined in the safety and mitigation measures issued by the California Department of Public Health.

Homeless Youth

Distance Learning supports specific to Homeless Youth will include:

- Coordination & communication with shelters and homeless agencies to engage students and expand awareness of SCUSD Homeless Services.
- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services.
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.

- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with county Homeless Liaisons to provide continuity of educational services as students transfer.

Foster Youth

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth.
- Weekly or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

Gifted and Talented Education (GATE)

Google classroom, and the online environment in general, allows for the differentiation of content, process, and product for gifted and advanced learners. Virtual instruction allows for flexible grouping, curriculum compacting, and assignment of targeted enrichment.

- During the 2020-21 school year students in grades 1-6 will continue to be screened to determine whether they might require gifted education services.
- Students who are already identified will continue to receive gifted education services according to the GATE service plans in place at their school site.
- District staff are using the National Association for Gifted Children's resource on Virtual Instruction for Gifted Students as guidance for strategies and resources to support gifted learners during distance learning.

Additionally, students enrolled in Advanced Placement (AP) classes will be automatically registered for AP exams at no cost to the student or family. Advanced Placement courses will be taught in alignment with the resources provided by The College Board in their AP Classroom learning portal.

Universal Design for Learning (UDL)

A targeted effort to make grade-level content more accessible for students with unique needs is the use of Universal Design for Learning (UDL) practices in the planning of all lessons. As noted above, strategies that make content more accessible for students with unique needs improves teaching and learning for ALL students. SCUSD teachers and leaders will engage in ongoing professional development on the use of UDL to support this effort. As a framework, SCUSD is using the CAST Universal Design for Learning Guidelines. This framework provides guidance for educators on:

- Providing students multiple means of engaging in content (Engagement)
- Providing students multiple ways to access content (Representation)
- Providing students multiple ways to demonstrate their learning (Action and Expression)

Overall, the UDL framework guides development of curriculum that is flexible and supportive of ALL students, while specifically addressing the needs of students with disabilities, English Learners, and other students with unique needs.

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

Description	Total Funds	Contributing
Devices and Connectivity Computers made available for all students who need a device to access distance learning at home, Wi-Fi hotspots on an as needed basis, and connectivity support through Sac City Kids Connect partnership with Comcast. Sac City Kids Connect provides low cost connectivity to eligible families. Contract provides 6 months of service for 5000 accounts. This action also includes headsets for students.	$5,728,184	N
Additional Technology for Students with Disabilities Assistive technology for Students with Disabilities to access distance learning instruction from home. Includes headsets for computers.	$7,047	N
Early Childhood Education Support Instructional Supplies and computers for staff in preschool programs.	$120,577	N
Foster Youth Services Provide remote support for Foster Youth through a case management model. Support includes regular check-ins with students and parents, monitoring of attendance/engagement and referral to services as needs are identified.	$504,349	Y
Multilingual Literacy Department Lead the implementation of designated/integrated English Language Development (ELD), newcomer programs, and language immersion programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.	$1,363,445	Y
Counselors, Master Scheduling, and Credit Recovery Counselors will provide students academic, college, and other supports, including referral to appropriate services. Counselors will provide virtual small group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students at the secondary level in cohorts that meet student academic needs while meeting health guidelines. This effort will be led by the Master Scheduling director, who will also lead efforts to balance enrollment across schools/programs. This will be a key aspect of effective scheduling within distance learning and in transition to hybrid and full in-person modes; particularly as staff may need to be redeployed to address health concerns and enrollment-based needs.	$7,280,609	Y

Description	Total Funds	Contributing
Training Specialists and Curriculum Coordinators Lead the district's distance learning program including the use of grade level scope and sequence plans, administration and use of the district's common assessments, and implementation of the skills and strategies acquired in professional learning. Facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, integration of Social Emotional Learning practices, use of the learning management system (Google Classroom), and implementation of targeted small group and 1 on 1 instruction.	$4,996,850	Y
Collaboration Time Weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.	$5,558,673	Y
Special Education Instructional Assistants and Psychologists Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$19,623,365	N
Homeless Services Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	$161,872	N
Enrollment Center Maintain existing staffing and supports so that students are efficiently transitioned into school system and between school sites. Centralized services including an immunization clinic, family services, a summer feeding program, services for families in transition, and translators.	$247,873	Y
Expanded Learning Programs Provide support to students during synchronous and asynchronous learning time. In collaboration with partners, develop programs at each school site to provide supports that include home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Pilot in-person learning hubs at elementary schools with possibility of expansion to additional expanded learning elementary sites.	$10,438,240	Y
Distance Learning Professional Development Two (2) additional days of professional learning to help prepare teachers to implement distance learning.	$2,600,000	N
Distance Learning Professional Development: Electronic copies of The Distance Learning Playbook resource for staff.	$33,600	N
Instructional Materials for Distance Learning Provide instructional materials necessary for students to participate fully in instruction. Includes physical textbooks, workbooks, digital textbook licenses, school supplies, and curriculum software.	$697,554	N

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.]

SCUSD will measure learning status through the regular administration of benchmark assessments over the course of the 2020-21 school year. As discussed in an earlier section of this plan, the scope and sequence documents developed for English Language Arts (ELA) and mathematics include specific guidance for administration of the district common assessments. This includes administration, prior to October 2, 2020, of the end-of-year benchmark assessment from the prior year to assess each student's learning status on content and skills from the preceding grade level. These benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss. Disaggregated assessment results in ELA and math allow for measurement of learning status for English Learners. This can include disaggregation by ELPAC level to review learning status in a more targeted manner.

School sites are being provided a full month of time in which to administer the initial benchmark assessment to allow for effective establishment of a safe learning environment and re-engagement of students in school. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and to identify each student's individual learning needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. The strategies at each Tier of Instruction are:

Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. English Learners will also receive designated ELD focused on the English Language Development standards, and integrated ELD focused on the ELD standards in tandem with the academic content standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area, and will allow English Learners to develop critical language skills.

Tier 2: Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule small group or individual sessions to provide additional support.

Tier 3: Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions.

Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This will focus the efforts of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class. Another example of small group instruction could be for either integrated or designated ELD. A teacher could, for example, group English Learners by their ELPAC levels and deliver designated ELD focused on language development specifically targeted to that group of English Learners.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. Staff are regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff such as instructional aides or others. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including other tutoring that has been made available. Expanded Learning staff may also be involved to support any and all of the named student groups as they collaborate to support synchronous and asynchronous instruction during the school day at sites where their programs are present.

During the summer months (June-July for High School and July-August for K-8) SCUSD implemented programs designed to combat learning loss, give students extra time and opportunity to reach grade level standards, and to make up credits to become on-track for graduation and/or a-g course completion. At the high school level, highest priority for participation went to seniors within 20 credits of graduating and to Homeless students and Foster Youth in need of credit recovery. Programs were implemented in a full distance learning model and incorporated expectations and elements that are similar to or the same as the district's full distance learning plan for 2020-21. These included:

- Use of Google Classroom as the Learning Management System (LMS)
- 2 hours of teacher collaboration built into the weekly schedule
- Daily live instruction - minimum of 3 hours/day – and targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math scope and sequence to focus on priority standards
- Pre and post-assessments aligned with the content
- Use of Universal Design for Learning (UDL) to plan and deliver lessons
- Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details
- Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance context

A collaboration with California State University of Sacramento (CSUS) will provide tutoring for SCUSD students by college students. Additionally, eligible Foster Youth will be provided online tutoring services based upon needs identified in the case management support process.

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.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss. The results of the interim assessments in ELA and math can be disaggregated by student group, including for English Learners by their ELPAC levels. In this manner, teachers can assess how effective their instruction has been on specific standards in ELA and math for English Learners based on their ELPAC level, and can make adjustments to their teaching as necessary

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

Description	Total Funds	Contributing
Summer Learning Program Included a High School Credit Recovery program operated by each of the five comprehensive high schools, with access for students from smaller schools. Priority provided to seniors within 20 credits of graduation, Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery. Also included a K-8 Summer program offered in partnership with the City of Sacramento at five elementary/K-8 schools. This program addressed learning loss for the students enrolled while also serving as a pilot opportunity for many of the program elements to be implemented in the fall with the intention of addressing learning loss for all students.	$522,418	N
Data Dashboard and Software Tools Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard. Illuminate serves as the district's primary assessment interface, allowing for administration, analysis, and display of results. This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.	$294,644	N
Fingerprinting for College Tutors Funds pay for the cost of fingerprinting fees for California State University Sacramento (CSUS) college students who will be assigned as tutors for SCUSD students. The collaboration with CSUS will result in the deployment of 40-50 tutors that will support distance learning overall and provide targeted supports.	$4,050	N

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.]

Social Emotional Learning (SEL)

To effectively support the social and emotional well-being of students and staff during the school year, Social Emotional Learning (SEL) lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective taking, and more. Each theme includes mini-lessons for elementary and secondary grade levels and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include (a) opening each class with a welcoming/inclusive activity, (b) engaging strategies or Brain Breaks throughout class, and (c) Ending each class with an optimistic closure.

Expanding upon the work in the SEL lesson materials, the Social Emotional Learning team has developed two stand-alone websites that provide additional support, resources, and guidance. The first, Social Emotional Learning for Distance Learning and Beyond, includes specific resources for students, family members, and educators, including the use of SEL as a lever for racial justice and anti-racism. The second, The Anti-Racist Classroom, provides teachers and other instructional staff guidance and resources for learning, reflection, connection, and engagement specific to eliminating racism in our school system. Anti-racism is defined "an active and consistent process of change to eliminate individual, institutional, and systemic racism." (Canadian Race Relations Foundation (CRRF)) Also available is a set of supports focused on trauma and race and social justice for the SCUSD community. Included is support for educator advocacy for students, guidance for community collaboration and collective efficacy, self-care resources, and resources for supporting youth.

To advance the district's Equity and Access Guiding Principle, individual knowledge/understanding of the following must be supported:

- How racism affects the lived experience of people of color and indigenous people.
- How racism is systemic, has been part of many foundational aspects of society throughout history, and can be manifested in both individual attitudes and behaviors as well as formal (and 'unspoken') policies and practices within institutions.

SCUSD is committed to developing and growing the professional expertise of staff through professional learning in trauma informed practices, culturally responsive teaching, implicit bias, and anti-racist pedagogy.

Monitoring Student Mental Health and Social and Emotional Well-Being

The monitoring of student mental health and social and emotional well-being will include:

- Collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation. These surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

- A School Climate Survey to be administered in both October and April (previously administered only once a year) to inform MTSS supports and school improvement

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with support staff/groups
- Participation in learning activities
- Participation in co-curricular and extra-curricular activities

As was done during spring school closures with the 'SEL Check-in Survey,' staff will use data gathered to guide targeted outreach to students/families and potential referral to tiered supports for mental health and/or social and emotional well-being interventions. A process map has been developed to guide school sites through the referral process.

Integration of Social Emotional Learning into Academics

The scope and sequence documents for Math and ELA also include specific strategies for Social Emotional Academic Integration within instruction. Sample Actions from the Grade 3 ELA scope and sequence are included below:

- Promote a sense of belonging by including language routines, such as choral reading and word games, so students see themselves as a part of a learning community.
- Empower students to monitor their own skills and fluency through cycles of action and reflection.
- Anchor texts throughout the curriculum should reflect and reveal accurately a multicultural world and resonance with learners.
- Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments.
- Design collaborative, small group, or partner discussions on topics for students to process and extend their learning.
- Instruction and materials are responsive to students' existing knowledge and connect students to a shared knowledge of the world.
- Create space and opportunity for students to identify and explore their own interests and fascinations.

Professional Learning

Professional Learning opportunities that are designed to build and expand staff capacity to implement SEL practices include:

- Return to Community Professional Learning Module: Features the district's three signature practices, self-care reminders, a focus on shared agreements/norms in the first days of school, and relationship building. The content extends the district's existing SEL work and incorporates new content from The Distance Learning Playbook.
- A module focused on building system wide coherence through monthly SEL themes.
- A module focused on self-care: Breathe for Change and PureEdge Mindfulness.
- Professional Learning focused on trauma-informed practices in partnership with Turn Around for Children.

The partnership with Turn Around for Children will provide professional learning to staff as they work to address the combined traumas of the current public health crisis and the ongoing impacts of systemic racism and violence.

Additionally, the Student Support and Health Services (SSHS) department regularly offers training on topics such as suicide prevention, LGBTQ+ supports (Safe Zone training), and training to develop knowledge and awareness in serving undocumented student populations

(UndocuAlly). To support students and school staff during distance learning, the Connect Center LGBTQ+ Support Services Team is providing the following:

- A virtual Safe Zone Training will be completed and the recording will be uploaded on the website.
- A virtual 'No Time to Lose' professional conference and 'Be Brave Be You' youth conference will be held in fall 2020.
- An LGBTQ+ Google Classroom will offer on-line Safe Zone trainings, an LGBTQ+ Distance Learning Guide, and other LGBTQ+ education media resources.
- An LGBTQ+ Connect Bitmoji Classroom will provide a direct referral option for students, families, and staff, Virtual appointment rooms, and Health Insurance Navigation.
- Staff will reach out to all Gender and Sexualities Alliance (GSA) advisors to schedule a panel to discuss 'How to Support LGBTQ+' students via distance learning and How to implement and create a GSA Virtually.'

Strategies and tips for parents, caregivers, and educators to support students, with specific guidance for students identifying as LGBTQ+, will be included in the district's 'Return to Support – Mental Health & Well-Being Guidance During COVID-19' plan. Strategies and tips include creating safety and visibility, normalizing the use of pronouns, providing social and emotional supports, addressing LGBTQ+ bullying and bias, establishing trust, identifying students in need of support, and creating a private and safe space for students.

Discipline Practices

An important factor contributing to the social and emotional well-being of students is the use of behavioral interventions that are consistent, timely, and appropriate instead of punitive discipline. This is particularly important given SCUSD's history of disproportionate discipline for specific students groups. As discussed at the beginning of this plan, this disproportionality has led to SCUSD being identified as the highest suspension district in the state of California for Black males. Students with disabilities have also historically experienced and continue to experience disproportionate discipline. During distance learning, it is critical that the district's responses to behavioral issues reflect the existing urgency to reduce disproportionality, emphasize corrective actions versus exclusionary practices, and embody the belief that all students should be supported. In the protocols provided to all administrators, the following key points were made:

- Teachers and administrators should address minor issues with students and parents without a classroom removal.
- Formal suspension from distance learning is an undesirable option and should only be used as a last resort.
- Placing a student in a waiting room or blocking their video and/or muting them as a disciplinary measure are forms of exclusionary discipline and should (1) be used sparingly and (2) follow normal protocols and documentation.

In the days prior to the start of the school year, one of the three, live, mandatory trainings was focused on Social Emotional Learning, which included Restorative Approaches to Supporting Behaviors During Distance Learning and Beyond. This provided specific guidance to staff on what adult actions to take when dealing with challenging behaviors in class. This included explicit guidance in pausing before response, reflecting on one's own emotional state, reflecting on what actions have been taken to date, being trauma-sensitive, and mindfully responding. Also provided was guidance in the use of Affective Statements. For example, if a student refuses leaves the Zoom session without permission a teacher might state, "When you leave the class without informing me, I become concerned that you are not safe. What are some ways you might quietly let me know if you have to leave?" Key ideas that guided the training included:

- "Restorative" means changing our own attitude, taking deep breaths ourselves if we need to; it means believing in students, especially when they misbehave.
- Separate the deed from the doer – address the behavior while honoring the humanity of the person in front of you.
- Affective statements are most effective when they come from a place of connection versus a place of blame, and are in response to a specific behavior.
- Affective statements are best received when they are shared privately with students as opposed to being called out in front of their peers.
- Mistakes are opportunities for growth – remind students that their mistakes are OK – we'll learn and grow together.

Mental Health Supports and Addressing Trauma

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.' Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.
- Providing structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.

District guidance also includes crisis response procedures (including procedures for suicide risk assessment and child abuse reporting) and contact information/links for a range of crisis lines. All SCUSD staff will engage in Suicide Prevention training during the 2020-21 school year. This training will engage staff in exploration of the link between emotional distress and trauma. This includes ways to recognize and understand trauma, how to engage students with compassion and empathy, and how to get help if needed – particularly if there is a safety concern such as suicidal ideation. The goal of the training is to recognize signs of trauma and distress early and intervene before a student becomes emotionally distressed to the point of thoughts of suicide.

A broad group of staff is involved in the monitoring and support of Mental Health and Social and Emotional Well-being. These include, but are not limited to, counselors, social workers, and student support specialists and coordinators. Counselors are involved in attending to student social and emotional needs and are trained to refer students for additional supports as needed. This includes referrals to county resources as well as district supports such as the Connect Center. The Connect Center is the centralized support for providing access to mental health and other services across the district. District student support specialists and social workers are currently staffed at school sites that fund the services. The expansion of services is a priority and staff are exploring options for increasing the presence of mental

health and social emotional well-being supports at schools. This includes exploration of Medi-cal billing as an additional way to partially fund the expansion of supports.

Tiered supports for mental health promotion, awareness, and supports are outlined in the table below:

TIER	STRATEGIES
Tier 1: Universal Mental Health Promotion and Awareness Strategies Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.	• Virtual Calming Room • Community Resources • Mindfulness Classes • School wide SEL curriculum and lessons • Parent Teacher Home Visits • Professional Learning for staff: Trauma-Informed Practices K-12, Mindfulness, Suicide Prevention & Mental Health Crisis Response • District-wide focus on promoting well-being • Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc. • Wellness Warm-line (available 9-3 PM Mon-Fri) (916) 643-2333
Tier 2: Targeted Strategies Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, Early Identification and Intervention System (EIIS), as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using EIIS, with a focus on connecting students to school and supporting their engagement.	• Coordination of Services Team (COST) process • Check-in/Check-out • Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced. • Linkage to community-based services • School-based mental individual counseling (in person or virtually) for students and their caregivers • Mentoring • Case Management services (ensuring needs are met) • Professional Learning for staff & caregivers
Tier 3: Intensive Strategies Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problem behaviors. Continuing to use EIIS and all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.	• Referral and linkage to community-based services • Suicide Risk Assessment & Safety Planning • Crisis Intervention • Behavior contract support • Special Education advocacy • 504 advocacy & supports • School Attendance Review Board (SARB) process • Student Behavior and Placement advocacy to assist with appropriate school placement.

These tiered supports are implemented by the Connect Center, a centralized Student Support Center, and site-based Student Support Centers at 27 school sites. The Connect Center is staffed with a Coordinator, two School Social Workers, a Student and Family Specialist, 2 Youth and Family Advocates, and community partners. A typical Student Support Center at a school site is staffed with a Coordinator, School Social Worker, Interns, and various local community partners. These staff work to integrate all services for students and families by framing behavioral, mental health, and social services within the context of school culture and learning.

Bullying Prevention
SCUSD recognizes that bullying is still a very relevant concern during the time of school closures. Prior to the closure of schools, cyberbullying was already an area of focus and remains so during distance learning. During the period of school closures, the Bullying Prevention Specialist will continue to provide bullying/cyberbullying resources to school sites. This will include training in online bullying for site administrators, who in turn can provide the information to their teachers. Resources are also being made available to all administrators and teachers to help prevent online bullying. These include lesson plans and classroom activities from Be Internet Awesome, an online curriculum.

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.]

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, and engaging subject matter and activities in class are at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like this fall. SCUSD does not only want students to be present or “logged in,” we want them to be engaged: interacting, thinking and connecting.’

The district’s Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. Using the framework from SCUSD’s Return to Health Plan, the district has created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures the district identified new best practices, learning from the efforts of teachers, administrators, and other staff. A key change has been the expansion of the district’s definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

<u>Behavioral engagement (Physical Actions)</u>
The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching.
<u>Cognitive Engagement (Cognitive Processing)</u>
Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.
<u>Emotional Engagement (Motivation and Emotional Response)</u>
Reflects a student’s involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

Monitoring Engagement
The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, and measuring the frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

- **Students and families:** Attend/engage daily with their teacher and report absences for ANY school day to the school.
- **Teachers:** Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.
- **Attendance Staff:** Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.
- **Administrators:** Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the SCUSD Attendance and Engagement Office.

Outreach
Throughout the spring school closures, Attendance and Engagement Office staff, in partnership with the Family and Community Engagement Department, made efforts to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services, technology, etc.) and supporting reengagement with the learning process. These efforts have reduced the list of 'unreachable' students from close to 2,000 to less than 70 as the school year started. Students that are disconnected or unengaged from school are less likely to show up on the first day and are more likely to be absent or unengaged in the fall. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of additional trauma. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. School closures have contributed to social isolation, which in turn has increased lack of connectedness and belonging. Staff's outreach efforts are continuing through the summer (and will persist) with the goal to reestablish and maintain the vital connection to each and every student. Summer efforts included home visits to 368 households and resulted in 818 students being reached.

As school reopened, first day of school communications were sent out in home languages via two-way text and hard copies were mailed to all addresses without a verified phone number on record. SCUSD is also partnering with EveryDay Labs to improve school-to-home communication and reduce chronic absenteeism.

Tiered Reengagement
Tiered re-engagement strategies for unengaged students are organized within a Multi-Tiered System of Supports (MTSS) framework:
Tier 1: Students attending school regularly (>80%)

- Positive relationships, engaging school climate, clear and consistent communication between school and families

Tier 2: Students who attend/engage moderately (60-80%)
- Phone calls home, informational postcards, training with technology
- Provide device for distance learning (as needed)
- Referral to student support center or Connect Center

Tier 3: Students who attend 40-60% of the time
- Referral to student support center or Connect Center
- Action Plan created with student and family
- School Attendance Review Team (SART) meeting

Tier 4: Unreachable students: No contact or engagement or <40% attendance
- Home visits
- Referral to ACCESS or outside agencies

To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. The district is prioritizing the use of attendance data as a source for assessing student needs, including potential mental and social emotional health needs. Data review is supported by the Early Identification and Intervention System (EIIS), a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind.

When a student is unable to attend/engage daily, either virtually or in person, schools may need to implement Short Term Independent Studies contracts and/or refer the student to the Capital City Independent Studies Program. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time.

Additional Resources and Outreach Efforts
Multiple supports exist for families enrolling in the district. These include online registration that is available 24 hours a day, drop-in hours (self-service) at the enrollment center lobby, and school site application drop-off. Drop-off is conducted through a non-contact, monitored process and all public health measures are practiced by staff and visitors. The Matriculation Orientation Center (MOC) is monitoring all language phone lines in the district's top languages. Parents will be able to leave a phone message and MOC support staff will return their call.

An additional district effort to build relationships with and engage both students and families is the Parent Teacher Home Visit (PTHV) program. This program supports families in becoming equal partners in their students' education by focusing on strengths/assets, discussing hopes and dreams, listening and learning about the family, and honoring the roles of co-educators. During distance learning, the PTHV program has transitioned to 'Bridge Visits' that are closely aligned with the principles and values of the PTHV model but are conducted virtually or by phone. They are designed to create relationships that bridge the connection gap created by physical distancing and to be used only when COVID-19 health concerns prevent in-person visits. More than 300 staff have already been trained to conduct Bridge Visits and the training will continue throughout the year.

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.]

During distance learning, meal distribution will continue at 44 school sites. Breakfast, lunch, supper and snack is available Monday, Wednesday, and Friday, with service providing food for all 5 days of distance learning. Nutrition Services will continue implementing key procedures developed during the spring school closures and used throughout the summer months to ensure safe and effective meal delivery services. These include use of a drive-thru, or walk-up curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, clear signage at all distribution points to reinforce social distancing practices, and the use of masks for community and staff required per state and county health orders.

With new guidance from US Department of Agriculture (USDA) issued on August 31, 2020, Nutrition Services is able to provide free meals to all children 18 years and younger, no paperwork, no enrollment verification necessary. Children do not need to be enrolled in SCUSD schools, or be present to receive free meals. USDA has extended these flexibilities until December 31, 2020 or until funding allows. Nutrition Services continues to work with local, state and federal officials to advocate for these flexibilities to continue through the remainder of the 2020-2021 School Year (SY). There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but additional flexibilities have not been approved beyond December 31, 2020 at this time.

When SCUSD moves to a blended learning program, the Nutrition Services department will provide breakfast, lunch, supper and snack for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors. Meals will also be available for students engaged in distance learning. Nutrition Services is working to determine additional staffing needs, and distribution methods to accommodate meal services for both in-person and distance learners during a blended learning program.

In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for pre-paying online, by check, or by phone.

The Nutrition Services Department is collaborating with community partners including the Sacramento Food Bank and Family Services, Food Literacy Center, and Farmers to Family Food Box Program to offer additional food resources and support for our families and students in the new school year. Nutrition Services will continue to communicate information about meal distribution and new guidance from USDA as it affects meal services. Methods include phone calls, the department’s website, social media, emails, texts, and the district’s eConnection in multiple languages.

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

Section	Description	Total Funds	Contributing
School Nutrition	**Nutrition Services and Supplies** Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, salary/benefits, and mileage.	$1,537,705	N
Mental Health and Social and Emotional Well-Being	**Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL)** The district's SEL and PBIS team are leading multiple efforts to attend to the mental health and social emotional well-being of students, families, and staff. This includes the integration of SEL into instruction and addressing the traumatic impacts of COVID, school closures, and the systemic racism and violence in our nation, state, and community. Professional learning is being provided to increase connectedness/belonging and address trauma – both within the remote context.	$901,276	Y
Mental Health and Social and Emotional Well-Being	**Nurses and Social Workers** Nurses and Social Workers will play key roles in the district's efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families. The current public health crisis has come with a host of other economic and social impacts. These staff will not only maintain existing staffing and supports to provide critical health information, referrals, and support, but lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources.	$5,278,796	Y
Mental Health and Social and Emotional Well-Being	**Connect Center** The Connect Center is serving as a critical hub in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic. Existing staffing and supports will continue providing students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. As sites and district staff are able to identify student and family needs in the distanced context, the Connect Center will address emerging needs.	$517,681	Y
Pupil and Family Engagement and Outreach	**District Parent Resource Center** Family and Community Engagement staff have partnered and are continuing to work closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable ' students. They are also actively developing and implementing a range of parent capacity-building workshops and making available a host of resources to support Distance Learning.	$340,708	Y

Section	Description	Total Funds	Contributing
Pupil and Family Engagement and Outreach	**Parent Teacher Home Visit (PTHV) Program** PTHV staff pivoted early to the distance learning context, providing training over the summer to staff to certify them for implementation during school closures. The continued implementation of Home Visits is a critical arm of the district's efforts to increasing the sense of connectedness/belonging to school, foster increased communication between home and school, and building positive relationships between staff and families.	$510,953	Y
Multiple Areas	**Matriculation and Orientation Center (MOC)** MOC staff will support translation and interpretation across multiple departmental efforts throughout the distance learning context. To date this has included the translation of communications to families, draft plans such as the districts 'Return Together' components and the early draft of this plan, and resources to support students and parents/guardians during distance learning. MOC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language.	$767,501	Y
Multiple Areas	**Additional Interpretation Services** Service Agreement with Excel interpretation services to provide translation services that are currently not available through the district's Matriculation and Orientation Center.	$21,000	Y
Pupil and Family Engagement and Outreach	**Family Communication Program** Additional attendance and engagement support through a service agreement to establish partnership with Every Day Labs to reduce distance learning absences through improved communication with parents. Communications help families take action to support attendance and participation in distance learning.	$74,026	N
Multiple Areas	**Technology materials and services for staff to work remotely** Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.	$460,697	N
Multiple Areas	**Mitigation of COVID-19 and Operational Support** Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at sites and district facilities. This action supported efforts in Maintenance and Facilities, Technology Services, Health Services, the Enrollment Center, and school sites. Also includes asset management software.	$333,326	N

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
23.12%	$75,858,780

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.]

There are several actions that are both (a) being implemented districtwide and (b) increasing or improving services for unduplicated students. These actions include:

Curriculum Coordinators and Training Specialists
The coordinators and training specialists within the Curriculum and Instruction department provide a range of professional development, including coaching, and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Having focused in the previous two years on implementation of the ELA/ELD framework through the recent Language Arts adoption, work in the late spring expanded to the rollout of Universal Design for Learning (UDL) practices districtwide. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and synergistic effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. As distance learning continues for the 2020-21 school year, the district has communicated the expectations that all lessons are designed using UDL practices. This is a major shift and will not occur overnight – and only with significant coaching and support. The Curriculum Coordinators and Training Specialists will be key leaders in this effort.

Counselors, Master Schedule Director, and Credit Recovery Programming
Implementing robust and predictable academic counseling services is intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation of high school and the path to college and career. Particularly for students who will be the first in their family to go to college, many of whom are unduplicated students, consistent access to counseling is a critical support for their success. The Master Schedule Director was introduced as a key action to apply the district's equity lens. Establishing clear and functioning systems for allocation of staffing, course scheduling, preregistration, and reduction of unnecessary course stratification/tracking are all key elements of more equitable schools. Students who are historically less likely to self-advocate or have advocates at home, which can often include unduplicated students, will have increased access to college preparatory and advanced coursework and other classes that meet their individual needs.

Teacher Collaboration Time
Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to experience inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely. As discussed in this plan, focus areas for the district this year include Universal Design for Learning (UDL), Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1 on 1 synchronous instruction can be used most effectively. Collaboration time with colleagues can build upon and deepen these focused efforts. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

Enrollment Center
While the enrollment center serves the entire district, it represents a key component of the district's equity-based efforts to provide services to the community where they are needed most. The enrollment center centralizes a number of services that the district's most vulnerable students and families, including Homeless Youth, Foster Youth, Low-income students, and English Learners need and often do not have access to. These include an immunization clinic, family services, a summer feeding program, services for families in transition, and translators. These are in addition to the core function of a more efficient enrollment process to place students and families into schools. The enrollment center, during school closures, is supporting the overall district efforts to plan for reopening in a hybrid model and ensuring that students who are entering the district during the time of COVID are appropriately placed and connected to their school.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)
These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate. During the 2019-20 school year (prior to school closures), PBIS focal schools showed a reduction in total behavior referrals of 12% from the previous year and decrease in total suspensions of 45%. Prior to school closures in 2019-20, 22 of 23 school identified as focal schools for disproportionate suspensions had decreased their rate from the previous year and 21 of these 23 schools decreased in suspension rate for African American students.

Nurses and Social Workers

This action, in non-pandemic times, represents another of the district's efforts to provide resources to the SCUSD community based on the needs of the most vulnerable, including unduplicated students. In particular for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to health services, including counseling and mental health services, this action is a critical support. Providing preventative health services and rapidly responding when needs are identified increases the ability of students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students.

Connect Center
The Connect Center is another of the district's key gateways to support services. Complementing the Enrollment Center, the Connect Center coordinates a range of services through a single point of access. These services include individual and family counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions, health insurance enrollment/health advocacy, and LGBTQ Safe Zone trainings. Prior to COVID, the Connect Center played a key role in addressing issues of trauma, including for those students who are homeless or coming from transitional experiences. In the current context, these services are even more critical. As has been shared in other sections of this plan, student groups including English Learners, Homeless Youth, Foster Youth, and Low-Income students are more likely to experience disproportionate impacts from the pandemic, including trauma. This action has and continues to be a service that is open to all, but is intended to and continues to provide valuable services to unduplicated students.

District Parent Resource Center
The District Parent Resource Center implements a range of engagement opportunities including the Parent Information Exchange (PIE) meetings and Parent Leadership Pathway Workshops. These opportunities, while open to all, are intended to engage those who have historically been less connected to school and/or those students who stand to benefit most from further empowering their parents/guardians. The programs provide parents/guardians the skills and encouragement to take on leadership roles within their school community, engage in peer coaching, and participate in district level leadership opportunities. This is intended to increase the amount of representation among leadership bodies of parents of English Learners, Foster Youth, Homeless Youth, and Low-Income students. The workshops and other resources provided by the Parent Resource Center establish a safe and welcoming space for parents to connect with peers and staff who are invested in elevating their voice and authentic participation in improving school and district outcomes. During school closures, the Parent Resource Center team has additionally partnered with the Attendance and Engagement Office to engage students and families who have been 'unreachable' or are otherwise unengaged. This work has included outreach by phone and, when necessary, direct home visits to make contact, assess needs and provide support.

Parent Teacher Home Visits

This action encompasses the Parent Teacher Home Visit (PTHV) and Academic Parent Teacher Team (APTT) program. Both components are implemented at Title 1 sites, with all students/families at those sites able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. The APTT program extends this work in a series of meetings during which teachers and families engage in collaborative learning and forming plans to support student success. This program is intended to deepen positive relationships and empower parents/caregivers who are, for any number of reasons, less connected to the school. The focusing of the program at Title 1 schools targets the resources at sites that have the greatest need. During the 2019-20 school year, the PTHV program conducted 971 home visits across 39 different schools as of March 2020. Nine of these sites were holding APTT sessions in conjunction with their home visit work.

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

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

- Foster Youth Services
- Multilingual Literacy Department
- Curriculum Coordinators and Training Specialists
- Counselors, Master Schedule Director, and Credit Recovery Programming
- Teacher Collaboration Time
- Enrollment Center
- Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
- Nurses and Social Workers
- District Connect Center
- District Parent Resource Center
- Parent Teacher Home Visits
- Matriculation and Orientation Center
- Expanded Learning Programs

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include Foster Youth Services (serving Foster Youth), the Multilingual Literacy Department (serving English Learners), Homeless Services (serving Homeless Youth), and the Matriculation and Orientation Center (serving English Learners and families who require translation and interpretation). Additionally, this plan includes an action to provide additional interpretation services through an outside provider. This action complements the work of the Matriculation and Orientation Center and is directly in service of English Learners and their families.

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:

- Parent Teacher Home Visits: This program is based only at Title 1 designated school sites. While all students and families at the school are eligible to participate, the program is primarily intended to impact school sites and communities that have the highest percentage of low-income students.
- Expanded Learning Programs: The programs are focused at sites with the highest student needs and enrollment in programs exceeds district percentages for socioeconomically disadvantaged students and English Learners.
- Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

- Curriculum Coordinators and Training Specialists: This team includes staff that focus jointly on English Language Development (ELD) and English Language Arts (ELA). These staff, while serving all schools and students, also have the stated responsibility to serve English Learners as a primary part of their position. The Curriculum Coordinators and Training Specialist team as a whole also direct efforts to sites that have a demonstrated need, including those needs relevant to unduplicated student groups.
- District Parent Resource Center: The District Parent Resource Center, while open to parents and guardians from all schools, focuses its efforts in particular towards those families that can benefit most from increased connection to school and capacity building to support their students' learning. Among these are the four student groups that make up the unduplicated student category.

Actions described in the plan that represent an increase in services above and beyond the level that would be provided otherwise, with the increase intended to primarily benefit unduplicated students, include:

- Counselors: A base level of counselor staffing is provided by Local Control Funding Formula (LCFF) Base funding. The remainder is funded by LCFF Supplemental and Concentration Grant funds, with the goal of the action being to increase access to counseling for students that need it most. This includes all unduplicated students, who are more likely to be the first in their family to attend college and frequently have higher needs for counseling based on their context.
- Nurses and Social Workers: These staff provide critical support that is of particular importance in a district with high percentages of low-income families such as SCUSD. Youth in low-income communities suffer a higher than average rate of chronic disease and often have challenges accessing heath care. Increased nursing and social worker services, while available to all, are primarily intended to meet the needs of youth that experience greater heath challenges and have higher exposure to trauma. This includes the multiple groups within the unduplicated student umbrella.

Actions described in this plan that are implemented districtwide with the intent to principally benefit unduplicated students include:

- District Connect Center and Enrollment Center: These two district services work in tandem as hubs for students and families to access a range of resources, including mental health supports, immunization, transition, family counseling, attendance intervention, and suicide

risk/response and intervention. While all students and families have access, these resources, similar to nurses and social workers described above, are intended to meet the needs of youth and families that experience higher rates of health challenges and accessing services on their own. Again, this is intended to primarily benefit unduplicated students and other vulnerable youth.

- Teacher Collaboration Time: This weekly time is provided to certificated staff to collaborate on ways to meet the needs of unduplicated pupils. This time has increased importance during the current year, as staff collaboration will need to address pupil learning loss. Given the anticipated disproportionate impacts of learning loss on vulnerable students, which include unduplicated students, staff will need to collaboratively plan for instruction that addresses those impacts.

Other actions and services that continue to be provided as an increase or improvement to unduplicated students include:

- Linked Learning and Career Technical Education (CTE) Programs
- District Librarians at Secondary Schools
- Early Childhood Education: Contribution to State Preschool Programs
- Strategic Class Size Reduction and Restructure of the Teacher Salary Schedule
- Experiential Learning
- Visual and Performing Arts Opportunities
- Secondary Leadership Stipends
- Accelerated Academy (Credit Recovery)
- School Psychologists
- International Baccalaureate (IB) Program
- Advanced Learning (GATE, Advanced Placement)
- School site funds to be allocated through the School Plan for Student Achievement (SPSA)