



Learning Continuity and Attendance Plan

Board Meeting
September 3, 2020
Agenda Item No. 9.1

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



Context

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

Timeline

Week	Key Activities and Due Dates
June/July	<ul style="list-style-type: none"> • Surveys, Listening Sessions, outreach to stakeholders, drafting • Senate Bill 98 (6.29.20), CDE Template Finalized (7.31.20) • Return to Health (7.8.20) and Return to Learn Plans (7.27.20)
Aug 11 ⁵	<ul style="list-style-type: none"> • Additional guidance sessions from CDE, SCOE • Stakeholder Engagement Meetings • Additional data from Learning Options form, Town Hall
Aug 16 ³¹	<ul style="list-style-type: none"> • Draft available for review and comment • Additional stakeholder meetings • LCAP PAC and DELAC recommendations to Superintendent per S • Stakeholder input relayed to staff for response
Sep 3 rd	<ul style="list-style-type: none"> • Public Hearing at Board Meeting
Sep 17 ^h	<ul style="list-style-type: none"> • Adoption of Plan at Board Meeting
By Oct 30 th	<ul style="list-style-type: none"> • (potential) SCOE recommendations
W/in 15 days	<ul style="list-style-type: none"> • Consider SCOE recommendations at a Board Meeting (TBD)

A wide range of district departments have been major contributors to this plan. Curriculum and Instruction, Facilities Support Ser Mes14m and Instr1-10.9 17.3()

Highlights of engagement events:

General Information (Impacts the COVID pandemic has



In-Person Instruction

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

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



Distance Learning

How the district will provide continuity of instruction:

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

Access to devices and connectivity:

- Chromebooks have been made available to all students in device and outreach continues.
- Hotspots are being provided on a ~~needed~~ ^{needs} basis.
- Comcast partnership providing connectivity to eligible families

Assessment of Progress and Participation:

- Implementation of common district assessments.

Mental Health and Social and Emotional Well Being

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



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

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

Increased or Improved Services for Unduplicated Students

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





Stakeholder Input

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

- Our current situation is an opportunity to do things differently to disrupt the status quo to better serve all students.
- One size does not fit all. Training, instruction, and communication 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 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 plan implementation.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.



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

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



Moving Forward

Stakeholder input for the LCA Plan has reemphasized priorities shared in past input. These key priorities will be guideposts in the development of the 2022 QAP.

Examples include, but are not limited to:

- Increase the number of bilingual staff including instructional teachers, and counselors and ELD Training Specialist staffing
- Increase the amount of counseling services at schools to improve mental health support, academic advising, and college/career guidance.
- Expand Student Support Centers to all school sites.
- Increased funding for interpretation/translation within Main and Orientation Center (MOC) and via outside services
- Wraparound services for vulnerable students, including liaisons assigned to provide individual monitoring and support ¹⁶



Open Public Hearing