

Learning Continuity and Attendance Plan

Board Meeting September 3, 2020 Agendaltem No9.1

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



- The Learning Continuity and Attendance Blan established by Senate 988 a way: to
 - Document the planning process underway for the planning planning process underway for the planning pl 202021 schooylear. (The plan is acknowledged t represent a moment in time and the district s thinking for the year which may evolve)
 - Communicate to the communicate and actions that will guide how instruction will occ the202021 year.
- SB 98, signed into law on June 29als20210 minated the requirement for the 20120cal Control and Accountability Plan (LCAP) (Previoussilyoned to December



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Timeline

Week	Key Activities and Due Dates
June/July	 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 115	 Additional guidance sessions from CDE, SCOE Stakeholder Engagement Meetings Additional data from Learning Options form, Town Hall
Aug 1631	 Draftavailable for review and comment Additional stakeholdmeetings LCAP PAC and DELAC recommendations to Superintendent per Stakeholder input relayed to staff for response
Sep3 rd	PublidHearing at Board Meeting
Sep 1ም	Adoption of Plan at Board Meeting
By Oct 30th	• (potential) SCOE recommendations
W/in 15 days	 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 Mesi4m and Instr1-10.9 I7.3()



Stakeholder Engageme

Highlights of engagement events:



GeneralInformation (Impacts the COVIID pandemic has



Actions that will be taken to offer classroom instruction:

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



How the district will provide continuity of instruction:

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

Access to devices and connectivity:

- Chromebooks have been made available to all students in device and outreach continues.
- Hotspots are being provided on-maned basis.
- Comcast partnership providing connectivity to eligible fam



Distance Learning

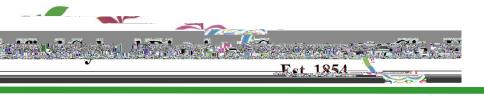
Assessment of Progress and Participation:

• Implementation of common district assessments.



Mental Health and Social and Emotional Well Being

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



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

- Continue implementation of key operational procedures developed during spring and summer.
- When blended learning begins, students wild piekals in cafeterias/other locations on campus and eat in the class outdoors.
- Curbside piake will be available for students in remote lea

Increased or Improved Services for Unduplicated Students

- Includes some actions/servicebatheabeen present in previous LCAPs the port the efforts describilities in the second se
- New actions specific to distance learning and/or planning person instruction





Stakeholder Input

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

- Our current situation is an opportunity to do things differently disrupt the status quo better serve all students.
- One size does not fit alaining, instruction, and communication need to meet the individual and group needs of students, fami staff.
- Distance learning in the spring was not effective and needs to better in the fall. Critical aspects include live instruction, accer recorded lessons, access to teachers and staff, and communic 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 menhealth need to be prioritized along with physical health and sate

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- Parentsguardians, and caregivers need much more support to effect partner in the education of students at home. This includes clear what they should expect from distance learning, opportunities to e twoway dialogue regarding district planning and their own student and training, resources, and support to utilize technology and supp at home.
- Training and accountability for staff are both critical. We need to random amount of variation in program implementation and the instruction experience of students and families. Specific training for distance needed
- Provide support to students and families to address access and co issues that impact their ability to engage in distance learning.
- Students should have the option to continue distance learning for remainder of the year, even when some formersofininstruction resum



Moving Forward

Stakeholder input for the LCA Plan has reemphasized priorities shared in past input. These key priorities v guideposts in the development of the 202AP. Examples include, but are not limited to:

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



Open Public Hearing