Sacramento City Unified School District

Learning Continuity and Attendance Plan Adoption

Board Meeting

September 17, 2020

Agenda Item No. 9.2

Presented by:

Vincent Harris, Chief

Continuous Improvement and Accountability Officer

Steven Fong, LCAP/SPSA Coordinator

Presentation Goals

- Recap context and purpose of Learning Continuity and Attendance Plan
- Review required components of plan
- Summarize revisions to plan made following the 9.3.20 public hearing
- Outline next steps for 2020-21 accountability
- Recommend adoption

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.

Purpose

The Learning Continuity and Attendance Plan was established by Senate Bill 98, signed into law on June 29, 2020, to memorialize the ongoing planning process for the 20-21 school year including descriptions of how the district is:

- 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
- Providing resources and supports to address student and staff mental health and social emotional well-being
- Continuing to provide school meals for students

Context

The actions described in the Learning Continuity and Attendance Plan represent the district's planned implementation for the 2020-21 school year. The plan contents include some elements that have been discussed in negotiations and are now proceeding through impasse and fact finding with SCTA:

- Amount of daily, live instruction vs. independent learning
- Access to recorded lessons
- Alignment of instruction to identified essential standards
- Documentation of services provided to students with disabilities
- Implementation of the district's common assessments

LCA Plan vs. LCAP

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

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

Timeline

Date	Step
9.3.20	Public Hearing at Board of Education meeting
9.17.20	Present plan to Board of Education for adoption
By 9.22.20	Submit adopted plan to Sacramento County Office of Education
By 10.30.30	County Office of Education ***may*** make recommendations
TBD	Within 15 days of receipt of county recommendations, Board of Education considers recommendations at a public meeting
11.5.20	Public Hearing for LCFF Budget Overview for Parents
11.19.20	Adoption of LCFF Budget Overview for Parents
6.3.21	2021-22 Local Control and Accountability Plan (LCAP) Public Hearing
6.17.21	Adoption of 2021-22 LCAP

Stakeholder Engagement

Highlights of engagement events:

- African American Advisory Board (AAAB):
  - Listening Session on 7.1.20 and 8.5.20 meeting
- Community Advisory Committee (CAC):
  - Listening Session on 6.30.20, Ad-hoc meeting on 8.4.20, and 9.2.20 Meeting
- District English Language Advisory Committee (DELAC):
  - Listening Session on 7.2.20
  - 8.3.20 Meeting w/Leadership and 8.12.20 meeting
- LCAP Parent Advisory Committee (PAC):
  - Listening Session on 6.24.20, Meetings on 8.3.20, and 8.24.20
- Student Advisory Council (SAC)/Youth:
  - Listening Session on 7.14.20
  - SAC meetings on 8.12.20 and 8.19.20
- Virtual Town Hall Event (8.12.20)

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

Required Components

General Information

- Description of Impacts the COVID-19 pandemic has had on the district and its community

Stakeholder Engagement

- Description of the efforts made to solicit feedback
- Descriptions of options provided for remote participation
- Summary of the feedback provided
- Description of how the plan has been influenced by feedback

In-Person Instructional Offerings

- Description of the actions the district will take to offer classroom-based instruction

Required Components

Distance Learning Program

Description of how the district will:

- Provide **continuity of instruction** to ensure students have access to a full curriculum
- Ensure **access to devices and connectivity** for all students to support distance learning
- Assess student **progress** and measure **participation** and time value of student work
- Provide **professional development** and resources to staff to support the distance learning program
- Define new **roles and responsibilities** of staff
- Provide additional **supports** to assist **students with unique needs**

Required Components

Pupil Learning Loss

- Description of how the district will assess and address learning loss and measure the effectiveness of services

Mental Health and Social and Emotional Well-Being

- Description of how the district will monitor and support students and staff, including providing professional development and resources to address trauma and other impacts of COVID

Pupil and Family Engagement and Outreach

- Description of tiered reengagement strategies for students who are absent from distance learning

School Nutrition

- Description of how the district will provide meals for all students during both in-person instruction and distance learning

Required Components

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

- Description of specific actions/programs being used to increase/improve services for unduplicated students

Action Descriptions and Projected Expenditures

- Actions and their projected expenditures are provided in four summary tables.
- Included are some programs/services that pre-date the COVID context.
- Note: The LCA Plan, unlike past LCAPs, does not break out actions/services by funding resource.

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Projected Expenditures

Section	Highlights (See plan for full action tables)	Total Funds in Section
In-Person Instructional Offerings	Personal Protective Equipment (PPE), Disinfection, Air scrubbing, Handwashing, Hydration Stations, Visual Cues/Signage	**$22,565,061**
Distance Learning Program	Devices and Connectivity, Foster Youth Services, Multilingual Literacy, Distance Learning Professional Development	**$59,362,238**
Pupil Learning Loss	Summer Learning Program, Data Dashboard, Fingerprinting for College Tutors	**$821,112**
Additional Actions	Nutrition Services, Parent Teacher Home Visit (PTHV) Program, Matriculation and Orientation Center (MOC)	**$10,979,601**

Summary of Revisions

Highlights of revisions following the 9.3.20 Public Hearing:

- Inclusion of sample elementary and secondary schedules
- Updated School Nutrition section including a key update regarding meal eligibility status
- Description of discipline practices and LGBTQ+ supports added to Mental Health and Social and Emotional Well Being
- Additional alignment to Draft Return to Support and Return to Connect plans
- Addition of active screening and closing criteria description to In-Person Instructional Offerings
- Updated information for students with disabilities in Supports for Pupils with Unique Needs
- Revised cover sheet language to provide context to plan status

Additional Reports

Also included in this item for adoption are the Learning Continuity and Attendance Plans for the district's dependent charter schools. These include:

- Bowling Green Elementary Charter School
- George Washington Carver School of Arts and Science
- New Joseph Bonnheim Community Charter School
- Sacramento New Technology High School
- The MET Sacramento High School

Each dependent charter school is also required to post a copy of their adopted plan on the homepage of their school website.

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Next Steps

Following adoption, the Learning Continuity and Attendance Plan will be submitted to the Sacramento County Office of Education (SCOE).

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Recommendation

Adopt SCUSD Learning Continuity and Attendance Plan

Adopt Learning Continuity and Attendance Plans for:

- Bowling Green Elementary Charter School
- George Washington Carver School of Arts and Science
- New Joseph Bonnheim Community Charter School
- Sacramento New Technology High School
- The MET Sacramento High School