

Sacramento City Unified School District (SCUSD) DRAFT Learning Continuity and Attendance Plan

This DRAFT version of SCUSD's Learning Continuity and Attendance Plan includes information available to date, including some items that are pending, still in development, and/or being discussed in negotiations with bargaining groups.

The final Learning Continuity and Attendance Plan will be presented to the Board of Education at the September 17, 2020 meeting.

This early draft includes several of the anticipated actions to implement the plans described. The district anticipates receiving additional funding under the Coronavirus Aid, Relief, and Economic Security (CARES) Act and associated funds. This includes \$15,770,510 from the Elementary and Secondary School Emergency Relief Fund (ESSER) and \$40,438,566 in Learning Loss Mitigation Funding (LLMF). LLMF dollars represent the total of funding from three sources: the Governor's Emergency Education Relief (GEER) fund, Coronavirus Relief (CR) fund, and the state's General Fund (GF). The final allocations of these anticipated dollars to district actions and services is still being determined and was not available at the time of this draft. Projected expenditure details will be included in later drafts.

The contents of this plan are closely aligned to the information presented in the district's various 'Return Together' plans. As the district continues to finalize and release additional 'Return' components, this plan will be updated accordingly. Links for existing 'Return' plan components and related resources are provided below:

- [Return Together main page](#)
- [Return to Health Plan](#)
- [Draft Return to Learn Plan](#)
- [Distance Learning Survey Results](#)

California Department of Education (CDE) and other state resources for the Learning Continuity and Attendance Plan can be found below:

- [Main webpage for Learning Continuity and Attendance Plan](#) which includes:
 - Plan Template
 - Plan Instructions
 - Frequently Asked Questions (FAQs)
- [Senate Bill 98 text](#)

Comments can be submitted using the [Draft Plan Comment Form](#) on the district's [Learning Continuity and Attendance Plan page](#). Contact Steven Fong at steven-ramirez-fong@scusd.edu with any questions.

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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>.

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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 needs of our students and caused high levels of stress and trauma to them and their families.

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 increased 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.

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 a large, urban school district situated in California’s capital city. The 14th largest district in the state and one of the oldest K-12 districts in the western United States, SCUSD was established in 1854. The district serves approximately 42,000 students at seventy-six

schools spanning seventy square miles. These 76 schools include forty-two Elementary Schools, eight K-8 schools, six middle schools, eight high schools, two Grade 7-12 schools, one Grade 4-8 Community Day School, one Independent Study school, two Adult school locations, and six dependent charter schools. SCUSD's boundaries encompass most of the central and southern portions of the City of Sacramento which are demographically diverse in terms of race, ethnicity, culture, economic status, and language.

SCUSD's 2019-20 student population is 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, Vietnamese, Cantonese and Mandarin among the most common.

In developing the Learning Continuity and Attendance Plan, SCUSD has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students of color – particularly African American students. This disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the level 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 2018 a 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 Suspension,' 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 that, '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/or 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.”

The guiding principles for realizing this vision include:

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.

In sharing preliminary plans with 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 rapid transition to distance learning and all the accompanying challenges, there is an increased need for ensuring fidelity of implementation of district programs and practices. As part of its Return to Learn plan, SCUSD has outlined ten specific expectations that parents/guardians and students should have of the district for distance learning:

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. 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 efforts to solicit stakeholder feedback to inform the district's 'Return Together' plan and the Learning Continuity and Attendance Plan began in June and have continued throughout the development process. The district's phased planning process toward the reopening of schools explicitly identified Research, Survey, and Data Collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

As the 2019-20 academic year came to a close, the district administered a survey to families to gain their feedback on distance learning. This survey was made available in English, Spanish, Chinese, Hmong, and Vietnamese and administered via Google Forms. A total of 5,293 parents/caregivers responded to the survey and detailed results can be found on the Research and Data Collection page of the district's Return Together site. Overall, parent/caregiver responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning. An important takeaway for the district was the fact that, for most questions, the majority of respondents indicated a moderate to significant level of dissatisfaction or concern with spring implementation.

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 and detailed results can be found on the Research and Data Collection page of the district's Return Together site. Similar to the results of the parent/caregiver survey, student responses revealed a range of experiences with an overall trend toward dissatisfaction or concern regarding spring implementation of distance learning. Results also indicated difficulty for a significant number of students in connecting to others and establishing a strong sense of belonging with regard to their classroom or school. While the number of respondents for both of these surveys was modest relative to the district's overall population, the data gained was extremely valuable, especially when considered in combination with the other input received.

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 to seek additional feedback on the district's draft reopening plans and thinking regarding distance learning for the 2020-21 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework. Dedicated sessions were held for each of the following groups:

- Students
- African American Advisory Board (AAAB)
- Community Advisory Committee (CAC)
- District English Learner Advisory Committee (DELAC)
- LCAP Parent Advisory Committee (PAC)
- Parents United (SCUSD Parents United to Restore our Schools)

(Pending) The information below is tentative and reflects scheduled/planned activities.

During August, key stakeholder groups were engaged to solicit input specific to the Learning Continuity and Attendance Plan Draft and - by extension - the available components of the district's 'Return Together' plan. Engagement of stakeholders included presentation of draft material and solicitation of specific input to inform improvements to the plan occurred at the following meetings:

- *LCAP PAC meetings (8.3.20 and 8.24.20)*
- *DELAC leadership meeting (8.3.20)*
- *CAC ad-hoc meeting (8.4.20)*
- *Full DELAC meeting (8.12.20)*
- *African American Advisory Board meeting (8.5.20)*
- *Student Advisory Committee (SAC) (8.12.20 and 8.19.20)*

To solicit broad input, a draft of the Learning Continuity and Attendance Plan for the district was posted on the website with an accompanying survey to solicit input across all stakeholder groups. This was publicized via the district's eConnection newsletter, on the district website, through the principal's bulletin, and (TBD). Additionally, hard copies with the URL and Quick Response (QR) codes were distributed via (TBD) to reach stakeholders that may not have internet access. Materials were translated into multiple languages including (TBD) to reach stakeholders that speak languages other than English.

(Hold for information related to Learning Options Survey - closes on Aug 10)

(Hold for information related to potential Town Halls)

The district's efforts to engage stakeholders in providing input to the Learning Continuity and Attendance Plan began early so that the information received would meaningfully inform plan development. From the survey in June and listening sessions in early July through the multiple engagement activities throughout August, the district gained a tremendous amount of input prior to engaging in plan revisions during leading up to and following the public hearing in early September.

Additional input received during the 9.3.20 Public Hearing supported final refinement of the plan leading toward the approval date of 9.17.20.

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

(Pending)

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized.

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

As noted above, the parent/caregiver survey and the student survey revealed a significant level of dissatisfaction and concern with the spring implementation of distance learning. This was indicative of the broader stakeholder voice provided throughout various input opportunities.

Key findings from the parent/caregiver Distance Learning survey included:

- 50% of respondents indicated that they were somewhat to extremely concerned about their student's social, emotional well-being (feeling depressed, feeling stressed, worried about grades, missing friends, etc.)
- 60% of respondents indicated that they felt only somewhat to not at all connected to school since closure in March
- The majority of respondents (64%) reported that their student's daily learning activities included less than one hour of direct lessons from the teacher. 22% of respondents reported that no part of the day included direct lessons from the teacher.
- Only one third (33%) of respondents felt that their student's individual learning needs were often or almost always met.
- Respondents were concerned about their student's academic growth, with 45% indicating they were 'very concerned' and 39% 'somewhat concerned.'
- When asked which improvements they would most like to see their school make during distance learning, the highest priorities were more guidance for parents/caregivers on student learning (54%) and more resources for families (40%), with percentages indicating how many respondents ranked the priority as a '4' or '5' on a scale of 1-5 (with '5' being the highest priority).
- Responses for level of engagement during distance learning were mixed, with 44% of respondents indicating that their student was engaged or extremely engaged, 28% 'somewhat engaged,' and 28% either slightly engaged or not at all engaged.
- The majority of respondents indicated that, in a regular week, lessons were taught by their student's teacher a few (1-2) days per week (37%) or 'almost never' (25%).
- 60% of respondents indicated that their student was able to connect with their teacher, ask questions and request help often or almost always.
- The majority of respondents were slightly or somewhat satisfied with the distance learning experience (47%) or not at all satisfied (23%).

Key findings from the student Distance Learning survey are shared below:

- 60% of respondents reported spending less than 2 hours per day learning or completing schoolwork.
- 70% of respondents indicated that it was not at all or only slightly challenging to use Distance Learning tools (Google Classroom and Zoom).
- The majority of respondents reported that, in a regular week, they watched recorded or live Zoom lessons infrequently or not all, with 30% indicating 'almost never' and 32% reporting 1-2 days/week.
- The majority of respondents (61%) reported being given just the right amount of schoolwork during a typical week. 7% reported not enough or none and 34% reported too much or way too much.

- The majority of respondents (66%) reported their work during distance learning to be slightly or somewhat challenging, with 24% indicating that their work was challenging or extremely challenging and 10% their work was not at all challenging.
- Students' experience receiving feedback from their teachers that helped them learn was mixed, with 43% of respondents indicating that this happened often or almost always and 34% reporting that this occurred once in a while or almost never.
- Almost half of the respondents (45%) reported learning quite a bit or a tremendous amount during Distance Learning, while 28% reported learning 'some' and 27% a little bit or almost nothing.
- Several questions focused on the sense of connection to staff and peers. These were differentiated by grade level:
 - o 36% of Grade 4-6 respondents felt extremely connected to their teacher. 56% felt somewhat connected and 8% did not feel connected at all.
 - o At Grades 7-12, 33% of respondents felt connected to most or all of their teachers. 61% felt connected to a few or half and 7% felt connected to none of their teachers.
 - o 59% of Grade 4-6 respondents indicated 'extremely' in response to the question, 'How much do you feel like you belong in this class?' 35% responded that they somewhat belonged and 6% felt that they did not belong at all.
 - o At Grades 7-12, 38% reported an extreme sense of belonging in their school, while 52% reported feeling that they somewhat belonged and 11% reported feeling that they did not belong at all.

The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. With significant percentages of parents/caregivers and/or students reporting that instruction was occurring only part of the week and or relatively few hours per day AND that recorded or live lessons were not frequent, there is a clear need for increased coherence and consistency in the district's implementation of daily, synchronous, live instruction. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The listening sessions conducted by executive leadership with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2020-21 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from:
 - o Distance learning
 - o Guidance/support for how they can support their students
 - o Opportunities to provide input, participate in planning
- The need to focus on our most vulnerable students in our planning and implementation. These students include English Learners and Students with Disabilities.
- Training and accountability for staff are both critical.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- This is an opportunity to do things differently/disrupt the status quo – to better serve all students.
- One size does not fit all – training, instruction, communication all need to meet the needs of individuals and groups

The listening session with students (Youth) also yielded some key strands to inform the overall planning process:

- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Mental health, emotional support, and social skills all need to be priorities
- More structure is needed such as guidelines for managing workload, college applications, and other important processes. Counselors and teachers could support this with one on one meetings and office hours. Access to counselors is important.
- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- Consistency in education is needed - routine virtual experiences. There was lots of variation between classes with some teachers checking in every day and others completely silent.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

Community Advisory Committee (CAC): 6.30.20 Listening Session and *(pending) 8.4.20 ad-hoc meeting*

- One size does not fit all – students are diverse and need to continue learning in diverse ways – Multi-tiered support needs to continue, not stop, during distance learning.
- We need to focus on mental health in addition to physical health – these are both part of safety. This needs to be part of training and staff need support to address this.
- We need to support families who are supporting students at home.
- We need to address silos – our students are often considered ‘students of SpED.’ The attitude needs to be one of each person working with each child. NOT as ‘somebody else’s problem.’
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- Accountability needs to be called out in our planning.
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Parents need to be part of creative thinking.
- We may need new types of roles and support for staff because we’ve never done things like this before. Teachers need to be trained and highly proficient at delivering distance learning.
- Additional input TBD

LCAP Parent Advisory Committee (PAC): 6.24.20 listening session and *(pending) 8.3.20 and 8.24.20 meetings*

- We need to focus on the kids that we have lost during the times of closure and figure out how to get them back.
- Families need to have accountability and know what is going on at school sites.

- We need some form of in-person instruction – it is important to be able to see someone, talk to someone.
- It would help to have families provide input on the models/options that are being proposed for their students.
- Accountability is key.
- All our status quo are being disrupted – we need to create a school environment that works better for everybody.
- We need to eliminate the variation in our delivery of instruction and implementation of programs.
- Engagement and communication needs to be improved, particularly at the school site level.
- The quality of instruction is a key component, particularly for English Learners.
- Synchronicity is a profound issue, particularly for households that have multiple students.
- We need to be versatile and prevent unintentional segregation either by achievement level, ability, or family resources – consider what has worked well on some campuses and replicate this.
- Families and stakeholders need to know what it takes to implement a plan.
- We should be doing district-wide events such as reading books and other common activities for everyone.
- Additional input TBD

District English Learner Advisory Committee (DELAC): 7.2.20 listening session

- Communication is a critical component – it needs to be in the home language and responsive.
- We need technology training for parents/families and staff
- Consider opening up 4-5 strategically spread out sites where students can access the library.
- Mental health is a key concern: Staff need to support students taking appropriate safety precautions in a loving and caring way, not a disciplinary way. Staff also need to be models of appropriate behavior.
- English Learner needs must be considered in our planning – there needs to be ways students to get additional time in groups. This could include utilizing the ELD training specialists and bringing in ELs on specific days.
- Our trainings cannot be ‘one size fits all’
- Our technology and Wi-Fi access has to be reliable.
- We need to address the different ways students learn and incorporate those needs into our framework.

African American Advisory Board (AAAB): 7.1.20 listening session and *(pending)* 8.5.20 meeting

- We need to prioritize those that are most challenged by distance learning – some may not be equipped and need additional support. Focus on the most vulnerable students.
- Consider partnerships with other entities to disrupt systemic inequality, address learning loss, and provide online learning.
- Teachers need to be available for parents and students to reach – have office hours where they can be contacted.
- Teachers need to be trained to deal with this new environment. There also needs to be accountability to make sure that plans are implemented.
- 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.
- Additional input TBD

Parents United: 7.9.20 listening session

- 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 district and ourselves accountable
- The district needs to offer support to parents – there is no student engagement without parent engagement. Example: Parents need to know what a Google classroom looks like and how much flexibility sites will have to figure out what works for them to meet the district's requirements.
- Stop treating students like 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)

(Pending)

Summary of Input from other August meetings, results of broad input from open sharing of draft and accompanying survey, Learning Options survey, and input from public hearing.

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's various 'Return Together' Plans and through direct feedback on the plan itself.

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 learning and use of technology. This input has influenced the following aspects of the district's Learning Continuity and Attendance 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 seen 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.

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 Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.

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.

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 to for parents/guardians to have a specific understanding of what should be happening for students. This input has influenced the development of a clear list of expectations for distance learning communicated by the district to all parents. The list is provided in detail within the overview section of this document and includes ten areas.

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 in a profound manner and is evident 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 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 ELA and Math. To provide targeted

supports to students, synchronous small group and individual instruction have been included within those activities to take place within a teacher's weekly schedule. To improve the differentiation of instruction and addressing of individual students needs every day for every student, the district is maintaining its professional development focus on Universal Design for Learning (UDL). This Learning Continuity and Attendance Plan also includes additional areas where specific supports for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities are articulated.

Training and accountability for staff are both critical

Related to the through line of reducing the variation in implementation and quality of the learning experience, parents/guardians consistently expressed their priority of increased accountability for staff in the implementation of district programs. This message was heard clearly and reinforced input received throughout ongoing 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 detailing 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. This consistent presence of principals in these two spaces will act both as a form of professional learning for staff and provide a level of accountability with regard to program implementation.

(Pending) Description of influence of input from August meetings, broad input, Learning Options survey, and public hearing.

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.]

Through mid-July, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. 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, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

On July 15th the district, based on the recommendation of the Sacramento County Department of Public Health, concluded and announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. 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 conditions 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 delivery of 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. SCUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is *tentative* and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Tentative planning includes:

Modes of Instruction:

- To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a 100% distance learning model and a blended learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.
- The district is preparing for potential shifts in instructional model as determined by public health conditions or student need. 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 recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing 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 model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports 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

- 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, wherever 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 and utilize a traditional 6 period day. 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

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons. Additionally, based on student and family needs, teachers may need to work with students at other school sites.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed 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(s) 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 of 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 of 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 IEP will be scheduled to determine if 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 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- **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 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 HVAC 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 for sick individuals where they can be isolated, assessed, and wait to be taken home.
- **Classrooms:** Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices 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.

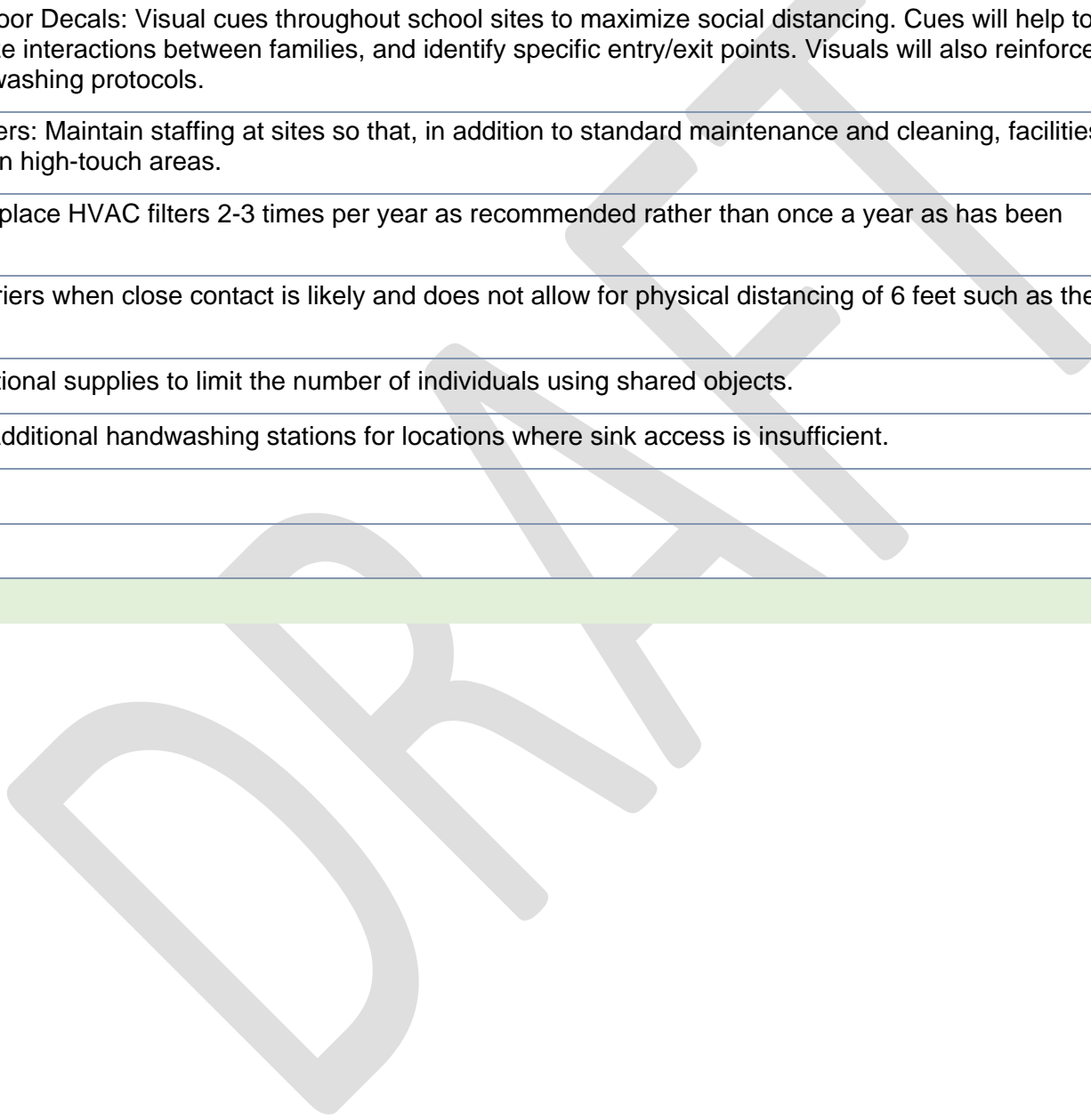
Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Sacramento County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

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 - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

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

Description	Total Funds	Contributing
Personal Protective Equipment: 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.	<i>TBD</i>	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	<i>TBD</i>	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.	<i>TBD</i>	N

Description	Total Funds	Contributing
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. 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.	TBD	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	TBD	N
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	TBD	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	TBD	N
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	TBD	N
Handwashing Stations: Additional handwashing stations for locations where sink access is insufficient.	TBD	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's 'Return to Learn' vision is driven by the following 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 principles 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, a part of their 'Returning to School Series.' The first three of the six 'Return to Learn' guiding principles are key elements in the district's plan to provide continuity of instruction during the 2020-21 school year.

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level K-6 and by content area for secondary grades. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- Overview 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 Academic Integration (SEAD) can effectively be achieved during 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 prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. This is a critical area in which the district is striving to minimize the variation in fidelity of implementation of district programs across and within schools.

In addition to identifying prerequisite skills and knowledge, the scope and sequence calls out skills to be taught in future grade levels. This allows teachers to conduct 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.

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 the district's templates. These templates include the scheduled zoom times for synchronous instructions, learning intentions, content to be taught, criteria by which student success will be determined, and all assignments with related rubrics and due dates. This communication is a critical component of the district's effort to help parents/guardians gain a deeper understanding of their student's learning process and how to effectively partner in their education. This has never been more critical than now, with parents/guardians and family members taking on a much more prominent role in the daily learning of their students within the distance context.

ALL learning standards are important and were included in state frameworks design. In selecting priority clusters of standards on which to focus, SCUSD is actualizing its plan to focus on depth of instruction, rather than pace, and commit to grade level content in a manner that is rigorous and prioritizes key content and learning. This prioritization will enable teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing unfinished learning to be concluded while also introducing new content. Curricular leaders will further articulate specific instructional priorities within the standard clusters. This articulation will provide clear guidance on what is important to teach within each grade level, where time and effort should be invested, and which areas should be taught primarily for awareness vs. deep understanding.

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

Synchronous Learning: *Synchronous learning is any type of learning that takes place in real time where a group of students are 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.*

A robust distance learning plan will include 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 balance between synchronous and asynchronous learning and between whole class and small group support.

As noted in the stakeholder feedback section, community input reflected a significant level of dissatisfaction with the distance learning model implemented from March-June. District staff have, in their own reflections, identified a number of areas in which significant improvements were needed. Daily, live instruction and interaction was a key area for improvement in the spring, with asynchronous learning being the primary model. The SCUSD community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for 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 later view recorded instruction is critical in supporting 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 in more detail within the 'Support for Pupils with Unique Needs' section.

The district believes that all students should receive a minimum of 240 minutes of instruction and student support per day, which shall include both scheduled synchronous and asynchronous instruction. This 240 minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings.

Students in grades K-12 will continue to be scheduled in six classes as they usually would. 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.

The instructional minutes to be provided by grade level are as follows:

Grade Levels	Minimum Number of Instructional Minutes Per Day		
	Synchronous	Asynchronous	Total
TK-3	132	120	252
4-6	152	120	272
Middle School (MTuWF)	158	120	278
High School (MTuWF)	175	120	295
Middle and High School Thursday	Some for all students	240	240

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. Access and availability is acknowledged as a key element 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 identified times at which support can be obtained.

A key decision supporting symmetry and cohesion in the district’s teaching and learning was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the 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.

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 ‘right now’ in this time 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 is implementing a distance learning plan that will both maintain continuity of instruction during the coming year AND serve as a stepping stone in the district’s overall continuous improvement journey.

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 be via 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 access to sufficient connectivity to engage in distance learning.

During the spring school closures SCUSD distributed Chromebook devices beginning with one per family and, as shipments came in, expanding to a device for every student who was in need. In planning for the fall, the district has prepared sufficient 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 'super hotspot' 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 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 district will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access.

Existing and future communications and information requests concerning district learning will continue to assess technology access and support needs. Parent Election forms for schedule options (Distance Learning or Blended) and outreach efforts from the Attendance and Engagement Office specifically assess technology needs and connect students and families to services. This includes specific technology support following Home Visits conducted for 'unreachable' students. On a case-by-case basis, hot spots may be provided to families who are in need of internet access and are not eligible for the Sac City Kids Connect Program.

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.]

The fifth guiding principle in SCUSD's 'Return to Learn' plan states the district's commitment to Identify and address gaps in learning through instruction and to Monitor students' progress on grade level appropriate assessments and adjust supports based on student results. To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs.

In the expectations the district is asking families to have for the implementation of distance learning, the guiding principle is elaborated upon in this statement: 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.

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student 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. It also allows for identification of specific students' needs and supports differentiation of instruction.

Also important to assessing pupil progress are the periodic 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 and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities. Examples of periodic assessments are shown below for Grade 3:

Month(s)	Assessments
SEP	<ul style="list-style-type: none"> • Oral Reading Record • ELA Benchmark Advance Interim 4 from previous grade level • Math Comprehensive Assessment from previous grade level
OCT - DEC	<ul style="list-style-type: none"> • Math Interim Assessment 1 • <i>School Climate Survey 1</i>
DEC - JAN	<ul style="list-style-type: none"> • ELA Benchmark Advance Interim 2
JAN - MAR	<ul style="list-style-type: none"> • Oral Reading Record • Math Interim Assessment 2
MAR - APR	<ul style="list-style-type: none"> • ELA Benchmark Advance Interim 3 • <i>School Climate Survey 2</i>
MAY - JUN	<ul style="list-style-type: none"> • Oral Reading Record • ELA Benchmark Advance Interim 4 (optional)
<p>Additional diagnostic assessments available for ongoing use include tools for assessing student progress in phonics and high frequency word (HFW) recognition.</p>	

Assessments such as those in the above table are part of the district’s common assessment portfolio. Support materials for these, including schedules and guidance for administration and use, have been provided to staff. These materials have also been aligned to the identified clusters of priority standards in the instructional scope and sequence documents.

SCUSD also recognizes the importance of partnership with students and parents in the effective monitoring of progress. Among the expectations the district is asking families to have for the implementation of distance learning is the expectation of regular communication to students and parents on learning goals and student progress, including weekly teacher-student-parent/guardian communication and reporting of student progress consistent with the District’s grading policies to maintain the home-to-school connection. Not only will this provide students and parents/guardians important information about progress, but it will also open communication channels that enable students and parents/guardians to provide teachers important feedback and information. This information might include details of current obstacles preventing full engagement in learning or identification of specific content/concepts that are presenting difficulty. Channels of communication such as these will improve the ability of all stakeholders involved to effectively partner in supporting improved teaching and learning outcomes.

(The information below is tentative and pending final decisions)

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Google Classroom) and other on-line applications used by the teacher, submission of assignments to the teacher, submission of a Daily Engagement Survey created by the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

Teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day. Documentation of attendance in Infinite Campus is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting 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. 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.

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.

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.]

One of the key areas SCUSD has included in the list of expectations that students and families should have of distance learning is professional development and support for educators. Specifically, families and students should expect that all educators are provided professional development on the strategies needed to deliver high-quality instruction and on the District's learning management system (Google Classroom) to provide students access to learning grounded in the essential standards.

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) developed in partnership with Supporting Inclusive Practices (SIP) and the El Dorado County Special Education Local Plan Area (SELPA). 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 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 learning that allows us to continuously improve our 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 (short, medium and long-term cycles) 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, in either a virtual, in-person or blended learning environment, 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 PDSA cycles aimed at raising student outcomes outlined in the SPSA.

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

- Three self-paced modules for Universal Design for Learning (UDL) including (1) mindset, (2) frame, and (3) delivery. 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. These are the modules that were previously provided for voluntary completion.
- 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 approximately 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, explicitly students with disabilities, English Learners, and gifted students.
- Using necessary technology tools, such as Google Classroom
- Integrated and Designated ELD
- Culturally Responsive Teaching and Learning / 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

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

1. Implementation of Universal Design for Learning (UDL) practices
2. Use of Google Classroom as the Learning Management System for a virtual/blended environment
3. Administration of district common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
4. 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
5. Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area

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 continue to serve critical roles in supporting 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.

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 3 successive cohort. This roll-out 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 and include:

Day 1: Leaders as Problem Solvers and Change Agents

- o MTSS Orientation
- o Implementation Science and Systems Change Knowledge
- o Effective Teaming
- o Data System Design

Day 2: Leaders as Coaches and Facilitators

- o Developing School Leadership Team (SLT) capacity for leading MTSS implementation and use
- o Defining and Mapping Tier 1
- o School site self-assessment/survey
- o Problem identification and solving at Tier 1

Day 3: Leaders as Collaborators

- o Barriers to student achievement and social-emotional behavior competencies
- o Conditions for supporting problem solving processes and related practices
- o Additional Tier 1 problem solving and self-assessment

Day 4: Leaders Engaging in Continuous Improvement

- o Comprehensive planning for Tier 1 improvement
- o Fidelity of evidence-based instruction and practices

Day 5: Leaders who Build Future Leaders

- o Evaluating Tier 1 implementation plan effectiveness
- o Problem solving across the tiers
- o Preparing for year 2

Successful implementation of MTSS will benefit ALL students, and in particular will support improved outcomes for student groups who have historically not been provided 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 and distance learning, given the acknowledged disproportionate impact on specific student groups.

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 the key changes to roles and responsibilities of staff, organized by area.

Attendance and Engagement

Within the full-distance and any future hybrid 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 roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. A key new 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 in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- **Program specialists** 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 identified challenges 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 focus their efforts on supporting the assessment process, monitoring student progress, and coordinating with instructional aides. The other three positions will focus on support at the school site level 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:** Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher 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 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 member with a diagnosis or exposure to COVID-19.

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

- **Student Support and Health Services Staff:** Actively model and support all required public health measures. 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:** Actively model and support all required public health measures. 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:** Actively model and support all required public health measures. 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:** Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - 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:** Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- **Teachers:** Actively model and support all required public health measures. 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:** Actively model and support all required public health measures. 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:** Actively model and support all required public health measures. 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:** Actively model and support all required public health measures. 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 with using distance learning tools throughout the day.
- Arrange office hours to be available to teachers/administrators.

Expanded Learning Staff

- Be available to support teachers within Google Classroom and help students with assignments.
- Develop Google Classrooms to support student learning, provide enrichment programming through Google Classroom and Zoom, and maintain attendance records for student engagement.

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.
- 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.

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.]

The fourth guiding principle in SCUSD's 'Return to Learn' plan is to **Maintain the inclusion of each and every learner**. In the expectations the district is asking families to have for the implementation of distance learning, the guiding principle is further detailed:

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 support when necessary.

Targeted student support and intervention

- Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

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.

In presenting its 'Return to Learn' Plan, SCUSD cited the Council of Great City Schools' (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures, to emphasize that the impacts of COVID-19 and additional supports that will be required to address those impacts need to be viewed through an equity lens. The report states,

“While school closures have impacted all students, some students, such as ELLs, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth, will be disproportionately affected by school closures and the unanticipated, rushed switch to distance learning.”

SCUSD is committed to ensuring equitable access to engaging, grade-level content and instructional rigor for all students. As noted in the CGCS report,

“One way to make grade-level content accessible for all students is through the use of the principles of Universal Design for Learning (UDL). Universal Design for Learning principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g. blindness or deafness), and learning disabilities all require a different way of approaching content.”

It is important to reiterate, as often as possible, that in making content more accessible for students with disabilities and other students with unique needs, ALL students will benefit. Additionally, it is important that ALL of our students are seen as students first, and not solely defined by their disability, fluency, or other status.

To make grade-level content accessible for all students, SCUSD is prioritizing the planning of all lessons using Universal Design for Learning (UDL) practices. 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. These provide guidance for educators on how to plan for (a) providing students multiple means of engaging in content, (b) providing students multiple ways to access content (Representation), and (c) giving students multiple ways to demonstrate their learning (Action and Expression), with the ultimate goal being the development of expert learners who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal oriented. This represents a shift, with the new frame of reference being design of lessons with student needs in mind at outset.

Distance Learning supports specific to **Homeless Youth** will include:

1. Coordination & communication with shelters to engage students in distance learning
2. Coordination & communication with homeless agencies to make them aware of SCUSD Homeless Services
3. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
4. 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
5. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
6. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
7. Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer

Distance Learning supports specific to **Foster Youth** will include:

- Case management to support all eligible foster youth
- Weekly and/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.

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)

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

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:** The district has current IEP Addenda on file for students that 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.
- **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 Chromebook 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.

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

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	<i>TBD</i>	Y
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff.	<i>TBD</i>	Y
Assistive technology for Students with Disabilities to access distance learning instruction from home.	<i>TBD</i>	N
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.	<i>TBD</i>	Y
Multilingual Literacy Department: Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	<i>TBD</i>	Y
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. provide credit-recovery options throughout the school year at high school sites. Support 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 students may have different proportions of in-person learning.	<i>TBD</i>	Y
Training Specialists and Curriculum Coordinators: Maintain existing staffing and supports to 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, effective use of district's scope and sequence documents, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions.	<i>TBD</i>	Y
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	<i>TBD</i>	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.	<i>TBD</i>	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.	<i>TBD</i>	Y
Enrollment Center: Maintain existing staffing and supports so that students are efficiently transitioned into school system and between school sites.	<i>TBD</i>	Y

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.]

The fifth guiding principle in the district’s ‘Return to Learn’ plan is to Identify and address gaps in learning through. Monitor students’ progress on grade level appropriate assessments and adjust supports based on student results. In the list of expectations students and families should have of the district’s distance learning program is Assessment and Accountability. Specifically, families and students should expect 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.

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 assessments over the course of the 2020-21 school year. This includes administration, prior to October 2, of the end-of-year benchmark assessment from the prior year. 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.

School sites are being provided a full month of time in which to administer the initial assessment to allow teachers to effectively establish a safe learning environment and re-engage students in school. As noted in the Council of Great City Schools’ (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures:

“The first instinct of many districts will be to immediately test students upon their return to school in order to gauge their academic level and needs. This would be a mistake for many reasons. To begin with, districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives...It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year.”

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 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. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. 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. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support 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 entails the focusing 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 the whole class. 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.

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 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
- 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.

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.

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

Description	Total Funds	Contributing
High School Credit Recovery Summer Program: Online 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.	<i>TBD</i>	Y
K-8 Summer Program: Online summer program offered in partnership with the City of Sacramento at five elementary/K-8 schools.	<i>TBD</i>	Y
Data Dashboard and Software Tools: Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard.	<i>TBD</i>	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.]

The sixth guiding principle in the district's 'Return to Learn' plan is to Focus on the commonalities that students share in this time of crisis, not just on their differences. This principle has become the focal area for discussing the Social Emotional Learning (SEL) aspects of the plan. SCUSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the 'Return' plans.

To effectively support the social and emotional well-being of students and staff during the school year, 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 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:

1. **Opening of each class with a welcoming/inclusion activity**
 - a. Includes all voices
 - b. Supports new learning ahead
 - c. Can be related to an academic content area or be non-academic
2. **Engaging Activities**
 - a. Anchor thinking and learning throughout the experience
 - b. Individual and collective engagement and learning are supported
 - c. Balance of interactive and reflective experiences to meet the needs of all participants
3. **Ending each class with an optimistic closure**
 - a. Highlights individual and shared understanding of the importance of the work
 - b. Provides a sense of accomplishment and supports forward-thinking
 - c. Engages group in reflection, helps identify next steps, and/or makes connections

Also available is a set of supports focused on racial 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. Expanding upon the work in the SEL lesson materials, the Social Emotional Learning team has developed two full web pages that provide support, resources, and guidance. The first, Social Emotional Learning for Distance Learning and Beyond, includes specific resources for students, family members, and educators, including resources specific to 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 to guide learning, reflection, connection, and engagement specific to eliminating racism in our school system.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation. Regular emotional engagement 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. Examples of survey items include:

- I have friends at school.
- I feel safe in this school.
- My teachers make me feel my schoolwork is important.
- At this school I have the opportunity to do what I do best every day.
- In the last 5 days, I have received recognition or praise for doing good schoolwork.
- During today's activity I felt happy or excited.
- During today's activity I felt relaxed or calm.
- During today's activity I felt frustrated or annoyed.
- During today's activity I felt tired or sad.
- During today's activity I felt bored.

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 the results to guide targeted outreach to students/families and potential referral to tiered supports for mental health and/or social and emotional well-being interventions.

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 funds of knowledge as well as connecting students to a shared knowledge of the world through the study of conceptually coherent topics.
- Create space and opportunity for students to identify and explore their own interests and fascinations.

Professional Learning opportunities in development 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 by Fisher, Frey, and Hattie.
- 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: Turn Around for Children

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 routines and 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.

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

TIER	STRATEGIES
<p><u>Tier 1: Universal Mental Health Promotion and Awareness Strategies</u> 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.</p>	<ul style="list-style-type: none"> • 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
<p><u>Tier 2: Targeted Strategies</u> 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.</p>	<ul style="list-style-type: none"> • 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
<p><u>Tier 3: Intensive Strategies</u> 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.</p>	<ul style="list-style-type: none"> • 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.

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.

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.]

SCUSD's 'Return to Connect' plan begins by reaffirming the important of attendance and engagement in school. It states, 'A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. We believe this to be true regardless of what school looks like when we return this fall. Not only do we want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.'

It is also noted that the district's Return To Connect; 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 Assembly Bill 77 and Senate Bill 98. Using the framework from SCUSD's Return to Health: Health and Safety Plan, which outlines the processes that our district has adopted to return to school- in person or virtually, in the safest way possible, as well as the scheduling options from the Return to Learn Plan, we have 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 learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is 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:

Behavioral engagement (physical actions)

The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching

Cognitive Engagement (Cognitive Processing)

Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task

Emotional Engagement (Motivation and Emotional Response)

Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, 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.

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 100. Students that are disconnected or disengaged 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 trauma for many students. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. Social isolation has increased lack of connectedness and belonging. Staff's outreach efforts are continuing through the summer in an effort to reestablish and maintain the vital connection to each and every student. Prior to 9.3.20, the Attendance and Engagement Office will conduct home visits for all students who remain 'unreachable.'

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) mode:

Tier	Definition	Re-engagement Strategies
1	Students attending school regularly (% TBD)	Positive relationships, engaging school climate, clear and consistent communication between school and families
2	Students who attend/engage moderately (% TBD)	Phone calls home, informational postcards, training with technology, provide device for distance learning (as needed), referral to student support center or Connect Center
3	Students who attend 40% or less	Referral to student support center or Connect Center, Action Plan created with student and family, School Attendance Review Team (SART) meeting
4	Unreachable students: No contact or engagement	Home visits, referral to ACCESS, referral to 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. Data review is supported by the Early Identification and Intervention System (EIS), 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. This option would not be distinct from the full distance learning model for all students. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time.

The fifth overarching guiding principle of the district’s ‘Return Together’ Plan focuses on Engagement and Communication. It states that, ‘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.’

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.]

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, 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, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.

With summer meal flexibility and the associated waivers ending on August 30, 2020, SCUSD will be opening on 9.3.20 with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to SCUSD enrolled students only and meal eligibility requirements at non-Community Eligibility Provision (CEP) schools. The Nutrition Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from state and federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing.

The Nutrition Services department will likely experience staffing shortages so it is our intention to provide meals at the most needy of our schools and all of them being CEP schools where breakfast and lunch is served at no cost. Enrollment documents are required for both school-aged children as well as child development enrolled students in order to obtain meals. All SCUSD, charter school, and child development families will be advised where meals will be available for their children and the process for obtaining meals.

When SCUSD moves to a blended learning program the Nutrition Services department will provide breakfast and lunch 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. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning.

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 paying online, by check, or by phone.

The Nutrition Services Department is collaborating with community partners including The Food Bank of Sacramento, 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.

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 Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	TBD	TBD
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	TBD	Y
Mental Health and Social and Emotional Well-Being	Nurses and Social Workers: Maintain existing staffing and supports to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	TBD	Y
Multiple Areas	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	TBD	Y
Mental Health and Social and Emotional Well-Being	Connect Center: Maintain existing staffing and supports to provide 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. Collaborate 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.	TBD	Y
Pupil and Family Engagement and Outreach	District Parent Resource Center: Maintain existing staffing and supports to support district wide parent engagement. Within the school closure context, the Family and Community Engagement staff are partnering closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable ' students.	TBD	Y
Pupil and Family Engagement and Outreach	Parent Teacher Home Visit Program: Maintain existing staffing and supports. PTHV staff pivoted early to the distance learning context, providing training over the summer to staff to certify them for implementation during school closures.	TBD	Y
	Matriculation and Orientation Center (MOC) Translation and Interpretation: Maintain existing staffing and supports to provide interpretation and translation services in languages other than English.	TBD	Y

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
[TBD]%	[TBD]

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 contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed chromebooks to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-12, and any continuing students who still need a device. Targeted outreach is occurring through Homeless Youth services and the Attendance & Engagement Office in partnership with the Family and Community Engagement Team to make contact with ‘unreachable students’ and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Several actions from the existing LCAP that are both (a) being implemented districtwide and (b) increasing or improving services for unduplicated students are being maintained in the 2020-21 school year. 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 roll-out 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

Providing 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 allocations 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 need of students who continue to demonstrate 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 via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the year will 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. 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 efficiently 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.

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 more 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.

School Psychologists

This action represents those school psychologists funded above the amount specified for special education. Psychologists play a critical role in the early identification of learning needs and referral to appropriate supports. This is crucial in normal years, when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessment of need and support provision. During school closures and distance learning, the role of psychologists remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component of the district's plan to address learning loss and accelerate growth for unduplicated students and other vulnerable student groups.

Connect Center

This is one of, along with the Enrollment Center discussed above, 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 ultimately intended to deepen positive relationships empower parents/caregivers who are, for any number of reasons, less connected to the school. The focusing of the program at Title 1 schools is an explicit effort to target the resources at sites which have the greatest need.

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

(Pending)

Following final determination of the funds to be allocated to specific actions, this section will be updated.