

Sacramento City Unified School District (SCUSD)
Plan to Address Learning Recovery & Compensatory Services

Introduction:

Beginning in March of 2020, school closures ordered in response to the COVID-19 pandemic resulted in special education services being adapted to meet the needs of eligible SCUSD students through distance learning and the virtual learning platform. While SCUSD made substantial efforts to provide a Free and Appropriate Public Education (FAPE), students may not have made expected progress during this time and educational benefit may also have been impacted. SCUSD has outlined the following plan to ensure that learning recovery opportunities and compensatory special education services are being provided to all students who qualify.

Draft Plan:

Learning Recovery & Compensatory Service Plan: Action Steps	
Phase 1: Pre-Planning	
<i>Proposed Timeline</i>	<i>Action</i>
July 30, 2021	Submit draft plan to CDE in response to Case S-0297-20-21, Corrective Action #8
August 4 & August 18, 2021	Collaborative meetings with Disability Rights of California (DRC) regarding Plan.
August 18, 2021	Meet and confer with bargaining unit partners.
August 17, 2021	Present Draft Plan to Community Advisory Committee (CAC) with feedback survey
August 27, 2021	Share Draft Plan with community organization (Warmline) for greater community feedback
September 3, 2021	Draft Plan and feedback survey will be shared via email to District Special Education Family distribution list for additional feedback
August-September 2021	Continue refinement of Plan to reflect feedback
October 21, 2021	Present Plan to SCUSD Governing Board (providing information inclusive of ADR/ Learning Recovery Plans)

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Phase 2: Training & Parent Communication	
<i>Proposed Timeline</i>	<i>Action</i>
October 4, 2021	Written communication will be provided to parents regarding access to learning recovery & compensatory services in their primary language.
TBD (September-October)	Adult professional learning will be provided to site based IEP teams regarding procedures for determining and documenting offers of learning recovery and compensatory services.
October 18, 2021 - June 16, 2022	Site based IEP teams will meet with families to review relevant data and discuss and document potential needs for learning recovery and compensatory services. The District is establishing ADR practices to support addressing disagreements at the lowest level possible. The District is investing in ADR support to help IEP teams navigate potential conflict
Phase 3: Plan Implementation	
<i>Proposed Timeline</i>	<i>Action</i>
December 6, 2021	Students will begin accessing compensatory education on school site campuses.
TBD	Call for exchange of compensatory services for non-district summer learning opportunities will be disseminated.
Phase 4: Plan Monitoring	
<i>Proposed Timeline</i>	<i>Action</i>
November 1, 2021 - June 30, 2023	Compensatory service delivery will be monitored by the District.

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Learning Loss & Compensatory Education Delivery Model:

Learning loss and compensatory special education services will be available to SCUSD students during the 2021-22 and 2022-23 school years. Services will be available at SCUSD school site campuses immediately following the school day on Tuesday and Wednesday for a maximum of sixty (60) or ninety (90) minutes, depending on the age and grade level of the students. Transportation will continue to be provided to those students who qualify.

To provide more options and flexibility for students and families, an opportunity to exchange compensatory services offered during the 2022-23 school year with those provided by a contracted non-public agency will be designed.

Documentation & Resources:

SCUSD is currently collaborating with statewide organizations, county offices of education, school districts, community based partners, and legal representation to finalize:

- A form which will allow IEP teams to document the level of compensatory education services that will be provided to individual students,
- Training presentation and FAQs for administrative designees, IEP teams, and families,
- Communication to families, and
- Updates to the guidance documents which were disseminated in 2020-21.