

AMADOR COUNTY UNIFIED SCHOOL DISTRICT

**STAKEHOLDER ENGAGEMENT
LEARNING CONTINUITY AND ATTENDANCE PLAN
AUGUST, 2020**

Presented by Sean Snider
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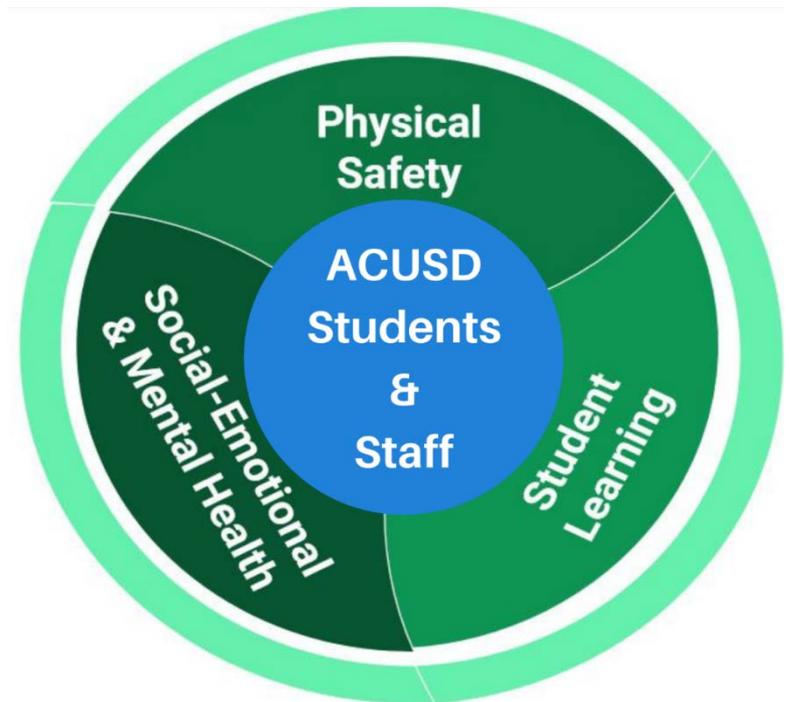
Agenda

1. Overview of Learning Continuity and Attendance Plan
2. Continuity of Learning
3. Pupil Learning Loss
4. Mental Health and Social and Emotional Well-Being
5. Pupil and Family Engagement and Outreach
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8. Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
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Our Mission

Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring, and collaborative environment.





Overview of Learning Continuity and Attendance Plan

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is designed to provide information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year.

The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Plan is completed in the beginning of the 2020–21 school year.

The timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.



Overview of Learning Continuity and Attendance Plan

The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year.

It includes descriptions of how we will do the following:

- Address gaps in learning;
- Conduct meaningful stakeholder engagement;
- Maintain transparency;
- Address the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness;
- Ensure access to necessary devices and connectivity for distance learning;
- Provide resources and supports to address student and staff mental health and social emotional well-being; and
- Continue to provide school meals for students.

The Learning Continuity Plan replaces the Local Control Accountability Plan (LCAP) for the 2020–21 school year.



Overview of Learning Continuity and Attendance Plan

Specifically, an LEA shall:

- Solicit recommendations and comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan.
- Provide the opportunity to submit written comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan.
- Present the Learning Continuity Plan to the Parent Advisory Committee and the English Learner Parent Advisory Committee for review and comment.
- Present the Learning Continuity Plan to the community at a public hearing of the governing board for review and comment (72 hour posting requirement).
- Adopt the Learning Continuity Plan in a public meeting after the public hearing and not on the same day as the public hearing



Continuity of Learning

In Person Instructional Offerings:

A description of actions 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.

Actions Related to In-Person Instructional Offerings



Continuity of Learning

Distance Learning Program:

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.



Continuity of Learning

Distance Learning Program:

A description of the following:

Access to Devices and Connectivity

- Ensuring access to devices and connectivity for all pupils to support distance learning.

Pupil Participation and Progress

- Assessing pupil progress through live contacts and synchronous instructional minutes, and how participation and time value of pupil work will be measured.

Distance Learning Professional Development

- Professional development and resources that will be provided to staff to support the distance learning program, including technological support.



Continuity of Learning

Distance Learning Program:

A description of the following:

Staff Roles and Responsibilities

- New roles and responsibilities of affected staff as a result of COVID-19.

Supports for Students with Unique Needs

- 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.

Actions Related to Distance Learning Instructional Offerings



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



Pupil Learning Loss

Pupil Learning Loss Strategies:

A Description of the following:

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

Effectiveness of Implemented Pupil Learning Loss Strategies

- How the effectiveness of the services or supports provided to address learning loss will be measured.

Actions to Address Pupil Learning Loss



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.



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 engaging in instruction and is at risk of learning loss.



School Nutrition

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.



Additional Actions to Implement the Plan

Related to the implementation of the Plan that are not already included, such as any actions related to:

- Mental Health and Social Emotional Well Being
- Pupil and Family Engagement and Outreach
- School Nutrition



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

Education Code requires that we describe how we are increasing or improving services for unduplicated pupils (foster youth, English learners, and low-income students).

The responses to the prompts in the Increased or Improved Services section of the Plan provide a comprehensive description of how an LEA plans to increase or improve services for our unduplicated students compared to all students.



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

For the actions being provided to an entire school, or across the entire school district, 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.



Next Steps

- Stakeholder engagement meetings for staff, families, and community members- August 27, 2020.
- Review written comments from stakeholders (survey) and use them to inform the development of the plan.
- Present draft Plan to the Amador Parent Advisory Committee (APAC)- August 31, 2020.
- Present draft Plan to the District English Learner Advisory Committee (DELAC)- September 1, 2020.
- Public Hearing- Board of Trustees meetings September 9, 2020.
- Additional public comment period- September 10 – September 22, 2020.
- Second Reading and Approval of Plan- Board of Trustees meetings September 23, 2020.
- Continue Implementation of Plan

PLEASE COMPLETE THE STAKEHOLDER
SURVEY AT:

[HTTPS://FORMS.GLE/EFTDLGNTXDOCJ81B9](https://forms.gle/EFTDLGNTXDOCJ81B9)



QUESTIONS & DISCUSSION

