

Youth Policy Institute Charter Schools (YPICS)

Board Meeting

Date and Time

Monday July 27, 2020 at 6:00 PM PDT

Location

Conference Call

Meeting Call In Number: (605) 313-5086, Access# 1004153.

Locations:

Board Members calling in from:

1200 W. 7th Street, Los Angeles, CA 90017; 405 Hilgard Avenue, Los Angeles, CA 90024; 10660 White Oak Avenue, Granada Hills, CA 91344; 17037 Chatsworth St., Granada Hills, CA 91344; 6934 Enfield Avenue, Reseda, CA 91335; 21201 W Oxnard St, Woodland Hills, CA 91367; 27201 Tourney Road, Suite 201, Valencia CA 91355

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Yesenia Zubia	1 m
B. Call the Meeting to Order		Mary Keipp	
C. Flag Salute			1 m
D. Additions/Corrections to Agenda		Mary Keipp	1 m
E. Approval of June 25, 2020 Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
F. Approval of July 17, 2020 Special Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m

	Purpose	Presenter	Time
II. Communications			6:05 PM
A. Presentations from the Public	FYI	Mary Keipp	5 m

Any persons present desiring to address the Board of Directors on any proper matter.

The YPI Charter Public Schools ("Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:

Agenda Items: No individual presentation shall be more than five (5) minutes and total time for this purpose shall not exceed thirty (30) minutes per agenda item.

Non-Agenda Items: No individual presentation shall be for more than three (3) minutes and total time shall not exceed fifteen (15) minutes.

When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

Ordinarily, Board Members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.

Any public records relating to an agenda item for an open session of the Board which are distributed to all of the Board members shall be available for public inspection at 2670 W 11th Street, Los Angeles, California 90006, 12513 Gain Street, Pacoima, CA 91331, 9400 Remick Avenue, Pacoima, California 91331 and 10660 White Oak Avenue, Granada Hills, CA 91344.

Americans with Disabilities

YPI Charter Schools, Inc. adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at least 48 hours in advance at (818) 834-5805, (213) 413-9600 or (818) 480-6810 or at info@coronacharter.org, info@romerocharter.org. All efforts will be made for reasonable accommodations.

B. Modified Meeting Procedures During COVID-19 Pandemic	FYI	Mary Keipp	5 m
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Instructions for Presentations to the Board by Parents and Citizens

The YPI Charter Schools ("Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools.

	Purpose	Presenter	Time
MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:			

As per Executive Order N-29-20 from Governor Newsom, the meetings of the Board of Directors of the YPI Charter Schools will move to a virtual/teleconference environment using Zoom. The purpose of the Governor’s executive order is to control the spread of Coronavirus and to reduce and minimize the risk of infection by “limiting attendance at public assemblies, conference, or other mass events.” The Governor’s executive order on March 20, 2020, waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The intent is not to limit public participation, but rather to protect public health by following the Governor’s Say at Home executive order and the Los Angeles County’s “Safer at Home” Order.

Instructions for public comments at board meetings conducted via Zoom:

If you wish to make a public comment, please follow these instructions:

1. A Google Form “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This Google Form will take the place of “speaker cards” available at meetings. <https://bit.ly/2Xtb5xx>
2. Speakers will fill in their names and select if they wish to address the board regarding specific agenda item (5 minutes allotted) or a non-agenda item (3 minutes allotted).
3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link on the top of the agenda.
4. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
5. Speakers should rename their Zoom profile with their real name to expedite this process.

After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.

III. Items Scheduled For Information			6:15 PM
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A. Senate Bill 98: Learning Continuity and Attendance Plan (Learning Continuity Plan) California Education Code 43509	FYI	Yvette King-Berg	5 m
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IV. Announcements			6:20 PM
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A. Closing Announcements	FYI	Yvette King-Berg	2 m
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	Purpose	Presenter	Time
V. Closing Items			6:22 PM
A. Adjourn Meeting	Vote		

Coversheet

Approval of June 25, 2020 Board Meeting Minutes

Section: I. Opening Items
Item: E. Approval of June 25, 2020 Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on June 25, 2020

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Regular Board Meeting

Date and Time

Thursday June 25, 2020 at 6:00 PM

Location

<https://exed.zoom.us/j/95870954514>

Meeting ID: 958 7095 4514

One tap mobile

+16692192599,,95870954514# US (San Jose)

+16699006833,,95870954514# US (San Jose)

Dial by your location

+1 669 219 2599 US (San Jose)

+1 669 900 6833 US (San Jose)

Meeting ID: 958 7095 4514

Find your local number: <https://exed.zoom.us/u/a4ZF8VBKz>

You may join the meeting via your computer and/or phone.

Trustees Present

C. Lopez (remote), D. Cho (remote), M. Keipp (remote), W. Njboke (remote)

Trustees Absent

M. Green, S. Mendoza

Guests Present

I. Castillo (remote), L. Simonsen (remote), R. Duenas (remote), R. Quon (remote), Y. King-Berg (remote), Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Thursday Jun 25, 2020 at 6:01 PM.

C. Flag Salute

D.

Additions/Corrections to Agenda

Ms. King-Berg requested moving section V. item E and section V. item G to the next board meeting and adding in LCAP community COVID-19 reports as an action item. The Board approved these additions/ corrections.

E. Approval of May 26, 2020 Board Meeting Minutes

C. Lopez made a motion to approve the minutes from Board Meeting on 05-26-20.

D. Cho seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

M. Green Absent

M. Keipp Aye

D. Cho Aye

W. Njboke Aye

C. Lopez Aye

S. Mendoza Absent

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

B. Modified Meeting Procedures During COVID-19 Pandemic

III. Items Scheduled For Information

A. YPICS Board of Trustees' Meetings for 2020-21

The meeting dates include meetings for July and August in case they are needed with the changing directives from local and state agencies in regards to the pandemic affecting schools.

B. Committee/ Council Reports

There were no reports.

C. Board Committee Reports

There were no board committee reports.

D. Facilities Update

The report was made available to the Board.

E. Bert Corona Executive Administrator Report

Throughout the school year, students have taken the iReady Diagnostic Assessment four (4) times. This is the first year that BCCS is using iReady. The B2 or third assessment was taken just before the BCCS campus closed and moved to distance learning. After much discussion, staff decided to implement a 4th or B3 assessment. Staff felt that we need to collect end of the year data for our students since the Governor and California Department of Education had waived the state test for this school year.

In reading schoolwide, students scoring at Tier I (grade level or above) increased by 12% from the beginning of the school year. Students scoring at a tier III level (two grade level or more below grade level) reduced by 18%.

In math schoolwide, students scoring at Tier I (grade level or above) increased by 17% from the beginning of the school year. Students scoring at a tier III level (two grade level or more below grade level) reduced by 20%.

F. Monsenor Oscar Romero Executive Administrator Report

As YPICS schools plan to reopen, we are considering how our instructional programs must be modified in order to ensure the health and safety of our students, staff and families. The main way that the instructional program is affected is the reduction of class sizes to ensure that social distancing is enforced at all times and in all classrooms. Therefore, the schedule for each week of instruction at MORCS reflects two main cohorts of students (A & B) who are on campus on different days.

While the following schedule reflects how MORCS intends to begin the school year, it is important to note that there may certainly be the need to transition to a different model or models during the school year, as more information becomes available regarding health and safety in our school communities.

Lastly MORCS is devising a way to support a third, smaller cohort of students and families who wish to engage in all distance-learning, due to health concerns.

G. Bert Corona Charter High School Executive Administrator Report

At the high school 166 out of 194 students completed the NWEA MAPS exam for Spring 2020, allowing us to capture longitudinal data for each grade-level cohort. The good news is that we now have growth data to present to the LAUSD CSD Oversight Team when they visit in 2021. Our staff put together a "senior goodbye" video for our exiting senior class. It was very emotional as most of the students have been with us all four years of their high school experience. We also drove to the homes of all students who currently qualify for graduation (requirements met), and delivered graduation signs to them, along with goody bags from Gear Up, and a graduation photo in a customized template. It was one of the best things I've ever done as an educator; it was deeply moving for the families.

H. Executive Director's Report

The YPICS Reopening Taskforce, consisting of YPICS Leadership from all three schools (administrators, classified, teachers, and members from the Learning and Support Center) has been meeting weekly to review documents from the CDE, LACOE, San Diego County Office of Education, along with local and state public health departments guidelines to prepare a path to reopen for the 2021 school year. Taskforce members have not only collaborated with the YPICS schools but have also worked alongside approximately 30 other schools in the Proyecto YA (Project Now) Alliance, a collective of schools supporting each other with resources and research information, regarding the purchasing of needed supplies, instructional hybrid models, and surveys to engage parents in the process of preparing to reopen schools. YPICS has found that dividing the task not only among our own community but in the larger community has been helpful to look beyond ourselves in considering solutions to preparing to be ready for one of two return solutions. The Taskforce has also included parent participation via Google Town Halls and community surveys.

Next steps: The Taskforce would like to have a YPICS Reopening Ad HOC Committee where the final review of the work of the Reopening Taskforce can be reviewed and brought back before the full board for approval.

IV. Consent Agenda Items

A. Background

B.

Consent Items

C. Lopez made a motion to move the consent agenda items.
D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Cho Aye
W. Njboke Aye
S. Mendoza Absent
C. Lopez Aye
M. Keipp Aye
M. Green Absent

V. Items Scheduled For Action

A. FY20-21 YPICS Budgets

C. Lopez made a motion to approve the FY20-21 YPICS schools' budgets.
D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

W. Njboke Aye
S. Mendoza Absent
D. Cho Aye
M. Green Absent
C. Lopez Aye
M. Keipp Aye

B. FY20-21 YPICS EPA Spending Plan

W. Njboke made a motion to approve the YPICS EPA spending plans.
C. Lopez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Cho Aye
M. Green Absent
M. Keipp Aye
C. Lopez Aye
S. Mendoza Absent
W. Njboke Aye

C. FY20-21 Technology Upgrades and Software Licenses

This item was moved to the next regular board meeting.

D. Move from Xerox to Ricoh

C. Lopez made a motion to approve moving YPICS' copying and printing services from Xerox to Ricoh.
D. Cho seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Mendoza Absent
D. Cho Aye
M. Keipp Aye

Roll Call

W. Njboke Abstain
M. Green Absent
C. Lopez Aye

E. Expenditures Over Executive Director's Spending Authority

F. Board Resolution to Renew Line of Credit with PWB

D. Cho made a motion to approve the renewal line of credit with Pacific Western Bank.
W. Njboke seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

W. Njboke Aye
C. Lopez Aye
M. Keipp Aye
M. Green Absent
D. Cho Aye
S. Mendoza Absent

G. FY 20-21 Board Of Directors

This item was moved to the next regular board meeting.

H. Provisional Internship Permit for Nancy Soriano

C. Lopez made a motion to approve the provisional internship permit.
W. Njboke seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Lopez Aye
M. Green Absent
D. Cho Aye
S. Mendoza Absent
M. Keipp Aye
W. Njboke Aye

I. LCAP Community COVID-19 Reports

C. Lopez made a motion to approve the LCAP community COVID-19 reports.
W. Njboke seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Mendoza Absent
D. Cho Aye
C. Lopez Aye
M. Keipp Aye
W. Njboke Aye
M. Green Absent

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:27 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Approval of July 17, 2020 Special Board Meeting Minutes

Section: I. Opening Items
Item: F. Approval of July 17, 2020 Special Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on July 17, 2020

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Special Board Meeting

Date and Time

Friday July 17, 2020 at 6:00 PM

Location

Join Zoom Meeting

<https://bit.ly/specialboardmeeting>

Meeting ID: 748 5213 2392

Passcode: 425157

You may join the meeting via your computer.

<https://bit.ly/specialboardmeeting>

Trustees Present

C. Lopez (remote), D. Cho (remote), M. Green (remote), M. Keipp (remote), W. Njboke (remote)

Trustees Absent

S. Mendoza

Guests Present

Y. King-Berg (remote), Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Friday Jul 17, 2020 at 6:07 PM.

C. Flag Salute

D. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

II. Communications

A.

Presentations from the Public

There were no presentations from the Public.

B. Modified Meeting Procedures During COVID-19 Pandemic

III. Items Scheduled For Action

A. Provisional Internship Permit for Nayeli Duenas

C. Lopez made a motion to approve the provisional internship permit for Nayeli Duenas.

D. Cho seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cho Aye
M. Keipp Aye
S. Mendoza Absent
W. Njboke Aye
M. Green Aye
C. Lopez Aye

B. Fall Reopening Using Distance Learning Instructional Model

C. Lopez made a motion to approve reopening for Fall 2020 using the distance learning instructional model.

M. Green seconded the motion.

Given the Governors guidance to schools and the LA County Public Health Officials guidance YPI Charter Schools will open with Distance Learning on August 12, 2020.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Green Aye
D. Cho Aye
S. Mendoza Absent
C. Lopez Aye
W. Njboke Aye
M. Keipp Aye

C. Distance Learning Through End of First Semester

C. Lopez made a motion to approve distance learning through the end of the first semester.

M. Green seconded the motion.

YPICS will open with Distance Learning for the first semester (Fall 2020) from August 12, 2020 to December 18, 2020.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Mendoza Absent
M. Green Aye
D. Cho Aye
C. Lopez Aye
W. Njboke Aye
M. Keipp Aye

D. Moving to Hybrid Model When Safe

C. Lopez made a motion to approve moving YPI Charter Schools into a hybrid instructional model when safe to do so.

M. Green seconded the motion.

Within the fall 2020 semester, the board reserves the right to open YPI Charter Schools using the Board TaskForce approved hybrid learning model. This would require:

- Local health indicators permit school would open on a hybrid model
- Families and staff would be given one month prior notice to make the necessary adjustments to their living situations

The board **VOTED** unanimously to approve the motion.

Roll Call

W. Njboke	Aye
M. Keipp	Aye
M. Green	Aye
D. Cho	Aye
S. Mendoza	Absent
C. Lopez	Aye

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:19 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Senate Bill 98: Learning Continuity and Attendance Plan (Learning Continuity Plan) California Education Code 43509

Section: III. Items Scheduled For Information
Item: A. Senate Bill 98: Learning Continuity and Attendance Plan (Learning Continuity Plan) California Education Code 43509
Purpose: FYI
Submitted by:
Related Material:
Memorandum from Superintendent of Public Instruction Tony Thurmond.pdf
Senate Bill 98 Education Code Section 43509 (Slides).pdf
Board Brief Senate Bill 98.pdf

California Department of Education
Executive Office
SBE-002 (REV. 11/2017)

memo-imb-sasd-jul20item01

MEMORANDUM

DATE: July, 20, 2020

TO: MEMBERS, State Board of Education

FROM: TONY THURMOND, State Superintendent of Public Instruction

SUBJECT: Senate Bill 98 Education Finance: Overview of the Learning Continuity and Attendance Plan Provisions

Summary of Key Issues

On June 29, 2020, Governor Newsom signed Senate Bill (SB) 98 Education Finance: Education Omnibus Budget Trailer Bill. SB 98 replaces the requirements for a 2020–21 Local Control and Accountability Plan (LCAP) and Annual Update with a Learning Continuity and Attendance Plan (Learning Continuity Plan). The bill requires the Learning Continuity Plan to include specified information about the instruction and support the local educational agency (LEA) will provide to pupils in the 2020–21 school year as a result of the uncertainty caused by COVID-19 and potential school closures. SB 98 supersedes the requirement to develop and adopt a Local Control and Accountability Plan by December 15, 2020 established by Executive Order N-56-20.

SB 98 Overview in Conjunction with Accountability and Planning

SB 98 established that the LCAP and an annual update to the LCAP are not required for the 2020–21 school year. The legislation requires that the Budget Overview for Parents be developed and adopted by December 15, 2020.

SB 98 creates California *Education Code (EC)* 43509, codifying the process requirements for the Learning Continuity Plan as well as the required elements LEAs must include in the Learning Continuity Plan. The statute establishes that the Learning Continuity Plan template be developed by the State Superintendent of Public Instruction, in consultation with the Executive Director of the State Board of Education, on or before August 1, 2020.

LEAs must adopt their Learning Continuity Plans by September 30, 2020. The following section outlines the requirements for planning meaningful stakeholder engagement,

adopting the Learning Continuity Plan, submitting and posting the Learning Continuity Plan, and the content areas that must be addressed in the Learning Continuity Plan.

Overview of Learning Continuity and Attendance Plan Requirements as stated in SB 98

Stakeholder Engagement Requirements:

- LEAs must consult with teachers, principals, administrators, other school personnel, bargaining units, parents, and pupils while developing the Learning Continuity Plan and solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan.
- LEAs must notify members of the public regarding opportunities to provide written comments to proposed actions and expenditures included in the Learning Continuity Plan.
- LEAs must present the Learning Continuity Plan to the Parent Advisory Committee and English Learner Advisory Committee, as applicable, in separate meetings, for review and comment. School district and county office of education (COE) superintendents must respond in writing to comments received from these committees.
- Throughout the Plan development and stakeholder feedback process, LEAs must provide options for remote participation in the public hearings and include efforts to solicit feedback and to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English.

Adoption Process Requirements:

- LEAs shall present the Learning Continuity Plan at a public hearing for review and comment.
- The Learning Continuity Plan shall be adopted at a public meeting after, but not on the same day, as the public hearing.
- The Learning Continuity Plan must be adopted by LEAs on or before September 30, 2020.

Submission Requirements:

- The Learning Continuity Plan shall be filed no later than 5 days after adoption.
 - A school district shall submit its Learning Continuity Plan to the COE.
 - A COE, including those COEs with jurisdiction over a single district, shall submit its Learning Continuity Plan to the California Department of Education (CDE).
 - A charter school shall submit its Learning Continuity Plan to its authorizer and COE unless the COE is the chartering authority.
- Reviewing authorities do not approve the Learning Continuity Plan; however, COEs and the CDE may submit recommendations, in writing, for amendments to the Learning Continuity Plan by October 30, 2020.
 - The governing boards of school districts and COEs must consider the written recommendations at a public meeting within 15 days of receiving the recommendations.
 - Charters schools are not contemplated in the recommendation language.

Posting Requirement:

- LEAs must prominently post the Learning Continuity Plan on the homepage of the LEA's website, consistent with the LCAP posting requirements as specified in EC sections 52065 and 47606.5.

Adherence requirements:

The Learning Continuity Plan adopted by the LEA shall address continuity of learning and include all of the information specified in the Learning Continuity Plan Template developed by the CDE in consultation with the SBE Executive Director.

The Learning Continuity Plan Template must include, but is not limited to the following:

A description of how the LEA will provide continuity of learning and address the impact of COVID-19 on pupils, staff, and the community and the specific actions and expenditures the LEA anticipates taking to support its ability to address the impacts of COVID-19.

- In-person instructional offerings, and specifically, the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for pupils who have experienced significant learning loss due to school closures in the 2019–20

school year or are at greater risk of experiencing learning loss due to future school closures

Learning Continuity Plans for a distance learning program, including all of the following:

- 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
 - This shall include a 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.
- A plan for ensuring access to devices and connectivity for all pupils to support distance learning whenever it occurs
- How the LEA will measure participation and assess pupil progress through live contacts and synchronous instructional minutes, as well as how the time value of pupil work will be measured
- What professional development and resources will be provided to staff to support the provision of distance learning, including technological support
- To the extent that staff roles and responsibilities change because of COVID-19, what the new roles and responsibilities of affected staff will be
- What additional supports for pupils with unique needs will be provided, including for English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness during the period in which distance learning is provided

How the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years, including all of the following:

- How the LEA will assess pupils to measure pupil learning status, particularly in the areas of English language arts, English language development, and mathematics
- What actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, and how these strategies differ for pupils who are classified as English learners, are eligible for a free or reduced-price meal, or are foster youth, as those terms are defined in Section 42238.01, individuals with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness

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

How the LEA will monitor and support the mental health and social and emotional well-being of pupils and staff during the school year.

What professional development will be provided to staff, and what resources will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

Pupil engagement and outreach, including the procedures of the LEA for tiered re-engagement 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, including how the LEA will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in both in-person instruction and distance learning, as applicable.

- Note: this requirement is contingent upon the department receiving an approved waiver from the United States Department of Agriculture, for each day of the scheduled school year.

A description of how federal and state funding included in the original or revised budget adopted by the governing board of an LEA is used to support the efforts described in the Learning Continuity Plan, including federal and state funds provided for learning loss mitigation pursuant to Section 110 of the act. If the actions and expenditures described in the Learning Continuity Plan are not included in the budget, the Plan shall reference how these expenditures will be included in the first interim report of the LEA.

A description of how the LEA is increasing or improving services in proportion to funds generated based on the number and concentration of unduplicated pupils under the Local Control Funding Formula in the 2020–21 fiscal year consistent with the regulations adopted by the state board pursuant to Section 42238.07. The description shall include the portion of any federal funds provided to backfill reductions to the Local Control Funding Formula on a dollar-for-dollar basis generated based on the number and concentration of unduplicated pupils.

Stakeholder Involvement and Supporting the Development of the Learning Continuity and Attendance Plan Template

The timeline for collecting stakeholder input to inform the development of the Learning Continuity Plan Template, is, by necessity, compressed.

The LCAP Advisory Group that helped to develop the three-year LCAP Template met on July 1, 2020, to create a draft Learning Continuity Plan Template.

The CDE has scheduled a series of webinars that will provide guidance as well as seek stakeholder feedback on the draft Learning Continuity Plan Template. The schedule of webinars held and tentative webinar topics and dates are as follows:

June 30, 2020: Overview SB 98 (1,251 participants)

July 14, 2020: Presentation of the draft Learning Continuity Plan Template for Stakeholder Input and Feedback

July 21, 2020: Learning Continuity Plan Template Overview

July 28, 2020: Distance Learning, Pupil Engagement and Outreach, Professional Development, and Staff Support

August 4, 2020: Social Emotional Learning, Nutrition, Supporting Students (Foster Youth, Students Experiencing Homelessness, Unduplicated Students, Students with Exceptional Needs, and English learners)

On June 30, 2020, California's System of Support was mobilized to support LEAs through the development, adoption, and implementation process of their Learning Continuity Plans. The CDE, SBE, California Collaborative for Educational Excellence (CCEE) are working together to support a quick and efficient roll-out of the Learning Continuity Plan Template. The CDE and CCEE will coordinate the efforts of state agencies, county offices of education, System of Support lead agencies, and content experts from the field to collaborate on the following projects:

- Development and Cultivation of Existing Resources and Tools that will inform the development of LEAs' Learning Continuity Plans
- Synthesis of Resources and Tools Developed and Cultivated into user-friendly summary documents, general slide decks that can be used at the local level, reflection and continuous improvement tools, and protocols for facilitation
- Implementation and Continuous Support of LEAs through the Learning Continuity Plan development, adoption, and implementation processes

The collective goal of each of the projects listed above is to provide ongoing, targeted support that meets the individual needs of each of our LEAs so that they can focus on responding to the needs of their communities, schools, and most importantly, their pupils and families.

Senate Bill 98 and California Education Code Section 43509

California Department of Education

June 30, 2020



TONY THURMOND
State Superintendent
of Public Instruction



Senate Bill 98 and California Education Code Section 43509

California Department of Education

June 30, 2020



TONY THURMOND
State Superintendent
of Public Instruction



Session Goals

- Provide an overview of the impact of Trailer Bill SB 98 regarding California's Accountability system for the 2020–21 school year:
 - California School Dashboard – State and Local Indicators
 - Local Control and Accountability Plan (LCAP) and the Learning Continuity and Attendance Plan (Learning Continuity Plan)
 - Budget Overview for Parents



Overview of Trailer Bill SB 98 (1)

- California School Dashboard shall not be published in December 2020 based on performance data of state and local indicators
- Local Control and Accountability Plan (LCAP) or an annual update to the LCAP is not required for the 2020–21 school year



Overview of Trailer Bill SB 98 (2)

- Separates the development and adoption of the Budget Overview for Parents from the development and adoption of the LCAP in 2020–21
 - Budget Overview for Parents must be adopted by December 15, 2020
 - The requirements for a separate public hearing and adoption at a public local governing board meeting consistent with California Education Code (EC) Section 52064.1 remain



Overview of Trailer Bill SB 98 (3)

- Establishes California EC Section 43509 and the Learning Continuity and Attendance Plan (Learning Continuity Plan) requirement for the 2020–21 school year
 - Learning Continuity Plan template to be developed by the California Department of Education in consultation with the Executive Director of the State Board on or before August 1, 2020



Learning Continuity and Attendance Plan



6

Important Dates

- The Learning Continuity Plan must be adopted by September 30, 2020 and filed within five days after adoption:
 - The governing board of a school district shall file the Learning Continuity Plan with the county superintendent of schools
 - The county board of education shall file the Learning Continuity Plan with the Superintendent
 - A county superintendent of schools with jurisdiction of a single school district shall also file with the Superintendent
 - A charter school shall file the Learning Continuity Plan with its charter authority and the county superintendent of schools



Considering Stakeholder Feedback



*Options for Remote Participation and efforts reach stakeholders who do not have internet access, or who speak languages other than English



Stakeholder Engagement and Adoption (1)

Local educational agencies (LEAs)* shall consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils while developing the Learning Continuity Plan and shall:

- Solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan

* Unless otherwise noted, LEAs are school districts, county offices of education (COEs), and charter schools.



Stakeholder Engagement and Adoption (2)

- Notify members of the public about the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan
 - Note: LEAs shall provide options for remote participation in the public hearings and include efforts to solicit feedback and to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English.



Stakeholder Engagement and Adoption (3)

- Present plan to the Parent Advisory Committee and English Learner Parent Advisory Committee* separately for review and comment (districts and COEs)
 - Superintendents of school districts and COEs must respond in writing to comments received from these committees

*As applicable



Stakeholder Engagement and Adoption (4)

- LEAs shall present the Learning Continuity Plan at a public hearing for review and comment
- The Learning Continuity Plan shall be adopted at a governing board public meeting after, but not on the same day as the public hearing



Learning Continuity and Attendance Plan: Submission and Review



Learning Continuity Plan Submission (1)

- Learning Continuity Plans shall be filed no later than five days after adoption, consistent with LCAP requirements:
 - School districts to COEs
 - COEs to the California Department of Education (CDE)
 - Charters to the chartering authority
- Reviewing authorities do not **approve** the Learning Continuity Plan



Learning Continuity Plan Submission (2)

- COEs and the CDE may submit recommendations, in writing, for amendments to the learning continuity and attendance plan by October 30, 2020
 - The governing boards of Districts and COEs shall consider the written recommendations at a public meeting within 15 days of receiving the recommendations

Charters schools are not included in the review and recommendation language



Learning Continuity and Attendance Plan Posting Requirements

LEAs must prominently post the Learning Continuity Plan on the homepage of the LEA's website, consistent with the LCAP posting requirements (*EC sections 52065 and 47606.5*)



Learning Continuity and Attendance Plan Requirements



Learning Continuity and Attendance Plan Overview

Provide a brief overview of how the LEA will provide continuity of learning and address the impact of COVID-19 on pupils, staff, and the community



Stakeholder Engagement

- A description of the options provided for remote participation in public hearings and the efforts made to solicit stakeholder feedback including efforts to reach students, families, and other stakeholders that do not have internet or speak languages other than English



Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible with an emphasis on:

- 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



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

- The description may include any 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



School Nutrition

A description of how the LEA will provide meals for pupils who are eligible for free or reduced-price meals, for pupils participating in both in-person instruction, and distance learning, as applicable



Distance Learning Program (1)

- **Staff Roles and Responsibilities:**
 - A description of the new roles and responsibilities of affected staff as a result of the COVID-19 pandemic and what professional development and resources will be provided to staff to support the distance learning
- **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



Distance Learning Program (2)

- Pupil Participation and Progress
 - A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning, as well as any actions that will be taken to measure participation, pupil progress, and time value of pupil work



Distance Learning Program (3)

- Pupil Engagement and Outreach
 - A summary of steps the LEA will take to ensure pupil engagement and outreach, including procedures for tiered reengagement strategies for pupils who are absent from distance learning and outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements



Distance Learning Program (4)

- Supports for Pupils with Unique Needs:
 - A description of additional supports the LEA will provide to support pupils with unique needs, including for English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness



Distance Learning Program (5)

- Pupil Learning Loss:
 - A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years



Distance Learning Program (6)

- Pupil Learning Loss:
 - A description of unique supports the LEA will provide to support 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



Distance Learning Program (7)

- A description of how federal and state funding is used to support the efforts described in the Learning Continuity Plan
- A description of how the LEA is increasing or improving services based on the number and concentration of unduplicated pupils



DRAFT Learning Continuity and Attendance Plan Template – stakeholder feedback:

- Week of July 13, 2020

Learning Continuity and Attendance Plan requirements; Learning Continuity and Attendance Plan template training and rollout:

- Week of July 20, 2020
- Week of July 27, 2020
- Week of August 3, 2020

Upcoming Webinars

*Starting dates and times to be determined.





Local Agency Systems Support Office
at LCFF@cde.ca.gov





YPI CHARTER SCHOOLS

July 27, 2020

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Senate Bill 98: Learning Continuity and Attendance Plan (Learning Continuity Plan)-California Education Code 43509

BACKGROUND

From State Superintendent of Public Instruction, Tony Thurmond's, memorandum to the members of the State Board of Education, dated July 20, 2020:

“On June 29, 2020, Governor Gavin Newsom signed Senate Bill (SB) 98 Education Finance: Education Omnibus Budget Trailer Bill. SB 98 replaces the requirements for a 2020-2021 Local Control and Accountability Plan (LCAP) and Annual Update with a “Learning Continuity and Attendance Plan” (Learning Continuity Plan). The bill requires the Learning Continuity Plan to include specified information about the instruction and support the local education agency (LEA) will provide to pupils in the 2020-2021 school year as a result of the uncertainty caused by COVID-19 and potential school closures. SB 98 supersedes the requirement to develop and adopt a Local Control and Accountability Plan by December 15, 2020 established by Executive Order N-56-20.”

ANALYSIS:

“SB 98 establishes that the LCAP and an annual update to the LCAP are not required for the 2020-2021 school year. The legislation requires that the Budget Overview for Parents be developed and adopted by December 15, 2020.

SB 98 creates California *Education Code (EC)* 43509, codifying the process requirements for the Learning Continuity Plan as well as the required elements LEAs must include in the Learning Continuity Plan. The statute establishes that the Learning Continuity Plan template be developed by the State Superintendent of Public Instruction, in consultation with the Executive Director of the State Board of Education, on or before August 1, 2020.

LEAs must adopt their Learning Continuity Plans by September 30, 2020.”

Plan requirements:

- **Overview:** A brief overview of how the LEA will provide continuity of learning and address the impact of COVID-19 on pupils, staff, and the community.
- **Stakeholder Engagement:** Description of the options provided for remote participation and efforts to solicit stakeholder feedback and input.
- **Instructional Offerings:** Actions LEA will take to offer classroom-based instruction whenever possible with emphasis on students who have experienced significant learning loss due to school closures and those who are at greater risk of experiencing learning loss due to school closures.
- **Mental Health and Social and Emotional Well-Being:** Professional development and resources for staff and pupils to address trauma and impacts of COVID-19 on the school community.
- **School Nutrition:** Description of how meals will be provided to pupils eligible for free and reduced meals whether participating in distance learning or in-person instruction.
- **Distance Learning Program:**
 - Staff Roles and Responsibilities
 - Continuity of Instruction
 - Pupil Participation and Progress
 - Pupil Engagement and Outreach
 - Supports for Pupils with Unique Needs
 - Pupil Learning Loss
 - How federal and state funding is to be used
 - Increasing and/or improving services to the number and concentration of unduplicated pupils

The attached slides from the State Superintendent of Public Instruction specify the sequence and requirements to be followed starting with the solicitation of public comment and the final step of YPICS Board approval. Here is the tentative plan of action for YPICS Schools:

1. *July 27, 2020 YPICS Board Meeting:* Present SB98 to the YPICS Board
2. Solicit recommendations and written comments from the public, including all staff members. Create first draft of Learning Continuity Plan.
3. Schedule meetings of the School Advisory and School Site Councils (which includes the make-up of ELAC) at which time the first draft of the Learning Continuity Plan will be shared for review by committee members. Revise draft of YPICS Learning Continuity Plan as necessary.
4. *August 24, 2020 YPICS Board Meeting;* Hold public hearing on SB 98 and solicit comments to draft of YPICS Learning Continuity Plan. Refine draft of Learning Continuity Plan considering input from public hearing.
5. *September 21, 2020 YPICS Board Meeting:* Adoption of YPICS Learning Continuity Plan by Board of Trustees.
6. Submit the YPICS Learning Continuity Plan by September 26, 2020 to the LAUSD Charter Schools Division for review (not approval)
7. Post Learning Continuity Plan on YPICS Websites (EC section 52065 and 47606.5)