



**TONY THURMOND**  
State Superintendent  
of Public Instruction

# Senate Bill 98 and California Education Code Section 43509

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California Department of Education

June 30, 2020





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# Session Goals

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- 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)

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- California School Dashboard shall not be published in December 2020 based on performance data of state and local indicators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)

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- 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

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# Important Dates

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- 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

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\*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

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# 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

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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

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# Learning Continuity and Attendance Plan Overview

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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

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- 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

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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

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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

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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)

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- **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)

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- 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)

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- 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)

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- 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)

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- 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)

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- 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



## Upcoming Webinars

\*Starting dates and  
times to be determined.

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





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