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.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Insert LEA Name here	**Insert Contact Name and Title here**	**Insert Email and Phone here**

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Briefly provide information deemed relevant to enable a reader to more fully understand how the LEA's Learning Continuity Plan has been informed by the impacts the LEA and its community have experienced from the COVID-19 pandemic.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

A sufficient response to this prompt will describe the overall stakeholder engagement process, including the efforts to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English; and a description of how stakeholder engagement was considered before finalizing the Learning Continuity Plan.

Suggested Guiding Questions:

• Explain the consultation that occurred with teachers, principals, administrators, other school personnel, local bargaining units, parents and pupils to inform the development of the learning continuity and attendance plan.

• Describe how board members were involved and/or how was information obtained through consultation communicated to board. Other Considerations:

• Describe the engagement strategies and timelines for consultation with all required stakeholder groups.

• What recommendation and comments were received from these groups regarding specific actions and expenditures proposed to be included in the learning continuity and attendance plan?

• Describe how the LEA provided the notification regarding the opportunity to submit written comments.

• What did the LEA determine to be the most efficient way to notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan?

• If written notification is used: Describe the process used to meet requirements of EC 48985 requiring that all notices, statements or records sent to parents be provided in the primary language, in addition to English, if 15% or more of the students in a school speak a single primary language other than English.

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

A sufficient response to this prompt will describe how the LEA promoted stakeholder engagement, and the option(s) provided that allowed remote participation in the public hearings and local governing board meetings.

● A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf) published on March 19, 2020.

Suggested Guiding Questions:

• Describe how the LEA provided options for remote participation in public hearings and supported accessibility?

• What efforts were made to solicit feedback from pupils, families, educators and other stakeholders who do not have internet access?

• What efforts were made to solicit feedback from stakeholders who speak languages other than English?

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

A sufficient response to this prompt will describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

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

A sufficient response to this prompt will provide stakeholders and the public with clear, specific information about how the stakeholder engagement process influenced the development of the Learning Continuity Plan. This response must describe aspects of the Learning Continuity Plan that were influenced by or developed in response to stakeholder feedback.

● For the purposes of this prompt, "aspects" may include sections or specific actions within a section of the Learning Continuity Plan that may have been influenced by stakeholder input.

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.]

A sufficient response to this prompt will describe the LEA's classroom-based instructional schedule model, including how the LEA will ensure student learning and competency development while also considering a student's social–emotional well-being.

● The LEA's classroom-based instructional schedule model should include plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

● To identify students who have experienced significant learning loss due to the school closures in 2019-20, LEAs should consider and solidify a systematic cycle of assessments, including initial screenings and formative and summative assessments. LEAs may use this data to develop an instructional schedule model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.

Suggested Guiding Questions:

• *What in-person instructional offerings will the LEA provide? Describe how the in-person instructional offerings are occurring "whenever possible" or "to the greatest extent possible."*

• *Which certificated staff will provide in-person instruction?*

• *What specific actions and expenditures will the LEA implement to deliver in-person classroom-based instruction for pupils who have experienced significant learning loss due to school closures in 2019-20? Explain how the LEA determined the learning loss that needs to be addressed.*

• What actions and expenditures will the LEA implement to support students at greater risk of experiencing learning loss from future school closures?

Other Considerations:

• Explain the schedule and what will be in place in classrooms across grade spans.

• If specific learning models will be provided at specific schools, indicate what is planned where.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
For each action related to in-person instructional offerings, please enter the following information in the table: **● A description of what the action is. This may include a succinct description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and** **● Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.**	[$ 0.00] **Include State Funding and Federal Funding (Federal Funds – CARES Act funds: ESSER, GEER, CRF)**	[Y/N] **Mark 'Y' for actions to that contribute to increased or improved services for unduplicated pupils**

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.]

A sufficient response to this prompt will:

● Include specific information that explains how the LEA will provide continuity of instruction and learning to ensure that pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery; and

● Provide a succinct description of the curriculum and instructional resources that will be developed or utilized that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Suggested Guiding Questions:

• Describe the LEA's overall distance learning program.

• How will the LEA ensure access to a full curriculum (include all required content areas including ELD) of substantially similar quality regardless of the method of delivery?

• How will the LEA provide continuity of instruction between the distance learning program and the in-classroom instruction model?

• How will the LEA ensure instructional continuity for pupils if a transition between in-person and distance learning is necessary?

• How will the LEA ensure access to devices and connectivity for distance learning for all students whenever it occurs?

• How will the LEA measure participation and assess pupil progress through live contacts and synchronous instructional minutes?

• How will the LEA measure the time value of pupil work? (Instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document.) Who will determine time value of assignments, how will the assignment of time value be calibrated across classrooms and schools, and what is the process that will be used to determine time value?

• What professional development and resources will be provided to staff to support the provision of distance learning, including technological support?

• If staff will have new roles and responsibilities, what will these include?

• 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?

Other Considerations:

• What format will "daily live interaction" take? How will it differ between grade spans?

• How will the district ensure consistency among teachers in the delivery of instruction?

• How might non-classroom certificated staff, including administrators, counselors and out-of-classroom teachers be utilized to support the specific requirements of distance learning?

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.]

A sufficient response to this prompt will describe how the LEA will ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

● The process used to ascertain the needs of students. In doing so, the LEA may consider the needs of teachers and families in order to ensure that students have access to devices and connectivity.

● The plan for ensuring access to devices and connectivity for all pupils to support distance learning, whenever it occurs, and for providing technological support to ensure access to devices and connectivity.

● Descriptions of the efforts of the LEA to ensure students and families with unique circumstances have access to devices and connectivity.

● Description of methods used to reach students and families who were unable to access devices and connectivity following school closure in the 2019-20 school year.

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.]

A sufficient response to this prompt will provide specific information about how the LEA will track and monitor student progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of student work.

● Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee of the LEA.

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.]

A sufficient response to this prompt will provide specific information about the professional development and resources the LEA will provide to staff to support the distance learning program, including technological support.

● When responding to this prompt, an LEA may find it helpful to refer to the "Professional Learning and Relationships" section in the CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools (https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf). This section includes essential questions for LEA planning, as well as models and best practices related to professional learning.

Suggested Guiding Questions:

• *What professional development will be provided to staff to address trauma and other impacts of COVID-19?*

• *What resources will be provided to pupils to address trauma and other impacts of COVID-19 on the school community?*

• *What resources will be provided to staff to address trauma and other impacts of COVID-19 on the school community? Other Considerations:*

• *Which staff will receive the professional development? Who will be providing the professional development?*

• *How will professional development be differentiated to meet the needs of staff in various roles?*

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

A sufficient response to this prompt will describe how the LEA has adapted the roles and responsibilities of employees that have necessarily changed as a result of COVID-19 such as, but not limited to:

● Modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students.

● Changes to an employee's original role or responsibility when that original role or responsibility is not feasible in a remote environment.

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.]

A sufficient response to this prompt must describe the additional support that the LEA will provide during distance learning to assist pupils with unique needs, including additional supports provided to the following groups:

- **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 the Distance Learning Program

Description	Total Funds	Contributing
For each action related to the Distance Learning Program, please enter the following information in the table: • **A description of what the action is. This may include a description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and** • **Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.**	[$ 0.00] Include State Funding and Federal Funding (Federal Funds – CARES Act funds: ESSER, GEER, CRF)	[Y/N] Mark 'Y' for actions to that contribute to increased or improved services for unduplicated pupils
2.01 Devices: All students grades 6-8 will be provided with a Chromebook Tech Package (e.g. device, charger) with preloaded weblinks to access the Illuminate LMS to ensure ease of login on the platform. (LCFF Base)	$9,000	N
2.02 Support Devices for Special Student Groups: All English Learners and Students with Disabilities will receive headphones and computer mice to support their learning needs in acquiring English Proficiency and improve their ability to apply the use of these tools to online assessment. (S&C)	$1,500	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.]

A sufficient response to this prompt will describe how, with what tools, and at what frequency the LEA will assess pupils to measure learning status, within any instructional delivery model, particularly in the following areas:

- **English language arts**
- **English language development (ELD), including designated and integrated ELD instruction**
- **Mathematics**

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.]

A sufficient response to this prompt will include specific actions and describe the strategies used to address learning loss and accelerate learning progress. In addition, the response must include a description as to how these strategies differ for:

- **English Learners;**
- **Low-income pupils;**
- **Foster youth;**
- **Pupils with exceptional needs; and**
- **Pupils who are experiencing homelessness.**

Suggested Guiding Questions:

• *Describe how the LEA will assess pupils to measure pupil learning status in the areas of English language arts and math?*

• *Describe how the LEA will assess English learners to measure pupil learning status in the area of English language development?*

• *What actions or strategies will the LEA use to address learning loss and accelerate learning progress for all pupils, as needed?*

• *What unique actions or strategies will be implemented to address the specific needs of English learners?*

• *What unique actions or strategies will be implemented to address the specific needs of low-income students?*

• *What unique actions or strategies will be implemented to address the specific needs of foster youth and pupils in foster care?*

• *What unique actions or strategies will be implemented to address the specific needs of individuals with exceptional needs?*

• *What unique actions or strategies will be implemented to address the specific needs of homeless students?*

• *How will effectiveness of services or supports to address learning loss be measured? Other Considerations:*

• *Describe local measure that will be used to assess learning loss and the effectiveness of services to address loss for all students.*

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.]

A sufficient response to this prompt will describe how and by what methods the LEA will measure the effectiveness of services or supports provided to address learning loss.

● When responding to this prompt, an LEA may find it helpful to refer to the "Instructional Programs" section in the CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools (https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
For each action addressing Pupil Learning Loss, please enter the following information in the table below: **● A description of what the action is. This may include a description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and** **● Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.**	[$ 0.00] **Include State Funding and Federal Funding (Federal Funds – CARES Act funds: ESSER, GEER, CRF)**	[Y/N] **Mark 'Y' for actions to that contribute to increased or improved services for unduplicated pupils**

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.]

A sufficient response to this prompt will describe how the LEA will support mental health and social and emotional well-being of pupils during the school year which includes:

● What professional development will be provided to staff.

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

When responding to this prompt, LEAs may find it helpful to consider the guidance provided on pages 34–36 in the "Mental Health and Well-Being of All" section in the CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools (https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf).

Suggested Guiding Questions:

• What actions or strategies will the LEA use to monitor and support mental health and social and emotional well-being of pupils during the school year?

• What actions or strategies will the LEA use to monitor and support mental health and social and emotional well-being of staff during the school year?

Other Considerations:

• Did the LEA offer additional mental health or social and emotional support services? Describe any services offered by social workers, psychologists, and counselors in connecting with students, families, or staff to identify their needs and provide or connect them to mental health or social and emotional supports?

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.]

A sufficient response to this prompt will provide a description of pupil engagement and outreach including:

● The procedures for tiered reengagement strategies for pupils who are absent from distance learning.

● How the LEA will provide outreach to all pupils and their parents and 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.

Suggested Guiding Questions:

• What process will the LEA use to determine which students are absent from distance learning and underlying causes for their absence?

• What actions or strategies will the LEA use to connect with students who are absent from distance learning and their parents/guardians?

• What actions/strategies will the LEA provide to assist these students to reengage in the distance learning program?

• How will actions provide tiered levels of support to re-engage students?

Other Considerations:

• Describe the timeline for identification of pupils needing reengagement or not meeting compulsory education requirements.

• Which staff are responsible for identification and outreach to students and families?

• *Explain the responsibilities staff will have for the identification and communication of absences and intervention plans.*

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.]

A sufficient response to this prompt will describe 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.

● When responding to this prompt, LEAs may find it helpful to consider the changes in food service operations provided on pages 43–44 in the "School Services" section in the CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools (https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf).

Suggested Guiding Questions:

• *How will the LEA provide meals for pupils participating in in-person instruction?*

• *How will the LEA provide meals for pupils participating in distance learning?*

• *Describe the impact of any applicable waivers. Other Considerations:*

• *Explain the sites and locations for meal distribution if limited to certain sites?*

• *What type of meals will be provided (e.g., breakfast, breakfast and lunch, breakfast, lunch, and dinner)?*

Additional Actions to Implement the Learning Continuity Plan

This table should include additional actions related to the implementation of the Learning Continuity Plan that are not already included in the plan, including any actions related to the Mental Health and Social Emotional Well Being, Pupil and Family Engagement and Outreach, and School Nutrition Sections of the plan if needed. If applicable, please enter the following information in the table:

● The section of the Learning Continuity Plan related to the action described. If the actions and expenditures described in this table do not apply to one particular section the LEA may put "N/A."

● A description of what the action is. This may include a succinct description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable.

● Enter the total amount of expenditures associated with this action; and

● **Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.**

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	**[A description of what the action is; may include a description of how the action contributes to increasing or improving services]**	[$ 0.00] **Include State Funding and Federal Funding (Federal Funds – CARES Act funds: ESSER, GEER, CRF)**	[Y/N] **Mark 'Y' for actions to that contribute to increased or improved services for unduplicated pupils**

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

In developing the Learning Continuity Plan, LEAs are to consider the unique needs of foster youth, English learners, and low-income students.

The responses to the prompts in the Increased or Improved Services section of the Learning Continuity Plan provide stakeholders and the LEA community with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as compared to all students.

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input.

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]% **Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the Learning Continuity Plan year as calculated pursuant to 5 CCR Section 15496(a)(7).**	**[Insert dollar amount here]** **Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the Learning Continuity Plan.**

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.]

For the actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students and that are being provided on an LEA-wide or schoolwide basis, provide a general explanation of these actions consistent with 5 CCR Section 15496(b).

Principally Directed and Effective: For these actions, explain how:

● **The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19;**

● **The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and**

● **The action is intended to meet the needs of the students in response to the COVID-19 pandemic.**

Suggested Guiding Questions:

• *Identify the proportional increase in funding the LEA received on the basis of the number and concentration of low-income students, English learners, and foster youth.*

• *How will the increased funding be used to increase or improve services for foster youth, English learners, and low-income students as compared to the services provided to all pupils in proportion to the increase in funds generated on the basis of the number and concentration of unduplicated pupils?*

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

Describe how the services marked in the Learning Continuity Plan as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students contribute to meeting the percentage calculated as compared to the services provided for all students. Additionally, consistent with the requirements of 5 CCR Section 15496, please describe any other actions or services that contribute towards meeting the increased or improved services requirement.

● **To improve services means to grow services in quality and to increase services means to grow services in quantity.**

A sufficient description to this prompt must address how the action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students.

Suggested Guiding Questions:

• *Explain the unique needs, conditions, and circumstances of your low-income students and the actions and related expenditures the LEA is implementing to increase or improve services in the areas of: in-person instructional offerings, distance learning, pupil learning loss, mental health and social and emotional well-being, professional development to address trauma and other impacts of COVID-19, and pupil engagement and outreach.*

• *Explain the unique needs, conditions, and circumstances of your English learners and the actions and related expenditures the LEA is implementing to increase or improve services in the areas of: in-person instructional offerings, distance learning, pupil learning loss, mental health and social and emotional well-being, professional development to address trauma and other impacts of COVID-19, and pupil engagement and outreach.*

• *Explain the unique needs, conditions, and circumstances of your foster youth and the actions and related expenditures the LEA is implementing to increase or improve services in the areas of: in-person instructional offerings, distance learning, pupil learning loss, mental health and social and emotional well-being, professional development to address trauma and other impacts of COVID-19, and pupil engagement and outreach.*