

# 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
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## General Information

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

[Respond here]

## Stakeholder Engagement

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

# 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.]

### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

## 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.]

[Respond here]

### 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.]

[Respond here]

**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.]

[Respond here]

**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.]

[Respond here]

**Staff Roles and Responsibilities**

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

[Respond here]

**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.]

[Respond here]

**Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

## 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.]

[Respond here]

## 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.]

[Respond here]

## 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.]

[Respond here]

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

## 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.]

[Respond here]

## 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.]

[Respond here]

## 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.]

[Respond here]

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

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]	[Y/N]
[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]	[Y/N]

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

## 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.]

[Provide description here]

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

[Provide description here]

## Areas for Possible Inclusion in LCP

Information gathered through a survey (June 5<sup>th</sup>) that stakeholders completed as well as input gained in two community forums (July 6<sup>th</sup> and July 10<sup>th</sup>), Board meetings in August, LCP meetings with stakeholder groups (August 31<sup>st</sup> with DELAC, Booster, SSC, CSEA, AATA, Management), and meetings with groups and individuals, revealed common trends that influenced the proposed contents of the LCP.

- **Address the impact of COVID-19 on learning**
  - Rigor and consistency of curriculum and lessons within and across grades
  - Availability of classes required for college entrance
  - Access to opportunities and materials that address learning loss resulting from COVID-19 changes for all learners including unduplicated students (EL, low income and/or foster youth) and students with special needs
  - Access to specialized services for students with special needs
  - Professional development for teachers and support staff to improve Distance Learning implementation
  - Availability of an alternate instructional program model for children whose parents feel the regular Distance Learning or Hybrid models are not appropriate
  - Training and support for parents to support Distance Learning
- **Implementation of protocols to protect health and safety of students, staff, and the community**
  - Campus, office and classroom modifications to allow for social distancing
  - Availability and use of PPEs
  - Availability and use of cleaning and sanitizing supplies
  - Effect of required mask use on student learning and socioemotional development
  - Scheduling of breaks, meals, and transportation to comply with LACDPH requirements
  - Support for students experiencing stress or mental health issues
  - Consistent use of COVID-19 screening protocols and plans to ensure all students and adults adhere to use of health/safety protocols in effect at any given time
- **Technology access**
  - Connectivity options to allow streaming for synchronous and asynchronous learning due to socioeconomic issues or residence in a remote location
  - Availability of Chromebooks for students without a personal computer or Chromebook
- **Meal availability and distribution for students in need**
- **Transportation availability with distancing and safety protocols**
- **Childcare options for students whose parents cannot be available to support learning**

## **Input from Specific Stakeholder Groups**

*Input from meetings with various stakeholder groups as well as phone calls and comments provided at meetings indicated some areas that the groups see as a priority to address in the LCP:*

**English learners** - *providing Chromebooks and hot spots for students, availability of extra help for assignments, and training for parents so they can help their child with learning.*

**Low Income** - *providing Chromebooks and hot spots for students, training for parents so they can help their child with learning, and availability of meals and bus transportation is very important.*

**Foster Youth** *indicated the providing Chromebooks and hot spots, school meals, and counseling is very important.*

**Students with Special Needs** - *providing Chromebooks and hot spots for students, and access to appropriate courses and specialized services*

**AATA** – *providing equipment and supplies for students and staff, availability of programs to support teaching and online safety, training and planning time to support distance learning, ensuring student engagement, and availability of safety supplies,*

**CSEA** – *providing equipment, supplies, and training to support distance learning, and availability of safety supplies,*

**Administrators** - *providing Chromebooks and hot spots, counseling, distance learning and safety training for staff, school meals, supporting student attendance and engagement, and availability of safety supplies.*

## Possible Actions and Expenditures to Include in the LCP

Actions and expenditures that may be included in the LCP based on stakeholder to input to date include:

- Chromebook loan for any student who does not have his/her own device
- Hot spot loan for any student whose family does not have internet access
- Purchase of computer platforms, software and applications to support distance learning and safety and community engagement (Zoom, Go Guardian, Nearpod, Language Live, etc.)
- Initial and ongoing training and additional planning time for teachers to support distance learning
- Supplemental supplies for teachers and staff to support distance learning
- Training and technology support for parents to support academic and socioemotional development in a distance learning environment
- Creation of a Home School option for parents who feel an alternative model is more appropriate for their child than a distance or in-person learning model
- Counseling services from School Counselors to address the academic and socioemotional impact of distance learning
- "Attendance" and engagement monitoring
- Contracted services to support service delivery for students with special needs
- Purchase of Personal Protective Equipment (PPE) for students and employees on site
- Purchase of equipment and supplies to implement increased and improved cleaning and sanitizing protocols
- Facility modifications to implement social distancing for students and staff on site
- Additional salary and benefits for employees related to preparing for distance learning or implementing enhanced COVID-19 cleaning protocols when staff are on site during distance learning.

Actions and expenditures related to aspects of the LCP will be included in the following sections.

- Continuity of Instruction - In-Person and Distance Learning
- Access to Devices and Continuity
- Pupil Participation and Progress
- Distance Learning Professional Development
- Staff Roles and Responsibilities
- Supports for Pupils with Unique Needs
- Pupil Learning Loss
- Mental Health and Social and Emotional Well-Being
- Pupil Engagement and Outreach
- School Nutrition
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Funding Sources for actions and expenditures:

- Local Control Funding Formula (LCFF), including Supplemental funding to benefit low income, English learners, and foster youth
- Learning Loss Mitigation Funds (LLMF)