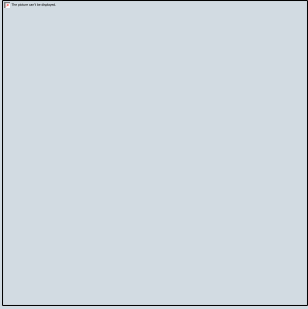


TONY THURMOND
State Superintendent
of Public Instruction

Learning Continuity and Attendance Plan

California Department of Education
July 28, 2020





TONY THURMOND
State Superintendent
of Public Instruction

Process and Timelines



Actions/Process (1)

Action/Process	Date
Template and Instructions Available	On or before August 1

Stakeholder Engagement

- Solicit recommendations and comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan.
- Provide the opportunity to submit written comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan.
- Present the Learning Continuity Plan to the Parent Advisory Committee and the English Learner Parent Advisory Committee for review and comment*

*District and COE superintendents must respond in writing to comments received from these committees



Action/Process	Date
Present the Learning Continuity Plan to the community at a public hearing of the governing board for review and comment (72 hour posting requirement)	Determined locally
Adopt the Learning Continuity Plan in a public meeting after the public hearing and not on the same day as the public hearing.	On or before September 30



Action/Process

Date

Submit plan to reviewing authority

- A school district must submit the Learning Continuity Plan to its county superintendent of schools
- A County Office of Education (COE) must submit its Learning Continuity Plan to the SSPI
- A Charter school must submit its Learning Continuity Plan to its chartering authority and the COE. (If the COE is the chartering authority, the charter school shall submit its Learning Continuity Plan only to the COE.)

**Within 5 Days
After Adoption**

Reviewing authorities may submit recommendations, in writing, for amendments to the Learning Continuity Plan*

*School districts and COEs only

By October 30

Action/Process

Date

The governing board of a school district or COE shall consider the recommendations submitted by the reviewing authorities in a public meeting within 15 days of receiving the recommendations.

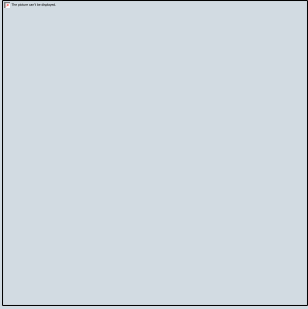
If a county superintendent of schools has jurisdiction over a single school district, the SSPI shall perform the duties as the reviewing authority.

Within 15 days of receiving recommendations from the reviewing authority

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 *California Education Code (EC)* sections 52065 and 47606.5.

COEs must prominently post all Learning Continuity Plans submitted by school districts and charter schools, or links to those Plans, on the COE's website.





TONY THURMOND
State Superintendent
of Public Instruction

General Information

AND PURPOSE



Purpose of the Learning Continuity Plan (1)

- Senate Bill 98 removes the requirement for the LCAP for the 2020–21 school year and establishes the Learning Continuity Plan.
- Seeks to address funding stability for schools while providing information at the LEA level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year.
- Is intended to balance the needs of all stakeholders, including educators, parents, students and community members.



Purpose of the Learning Continuity Plan (2)

The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year which includes descriptions of the following:

- Addressing gaps in learning;
- Conducting meaningful stakeholder engagement;
- Maintaining transparency;
- Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness.



Purpose of the Learning Continuity Plan (3)

The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year which includes descriptions of the following (continued):

- Providing access to necessary devices and connectivity for distance learning;
- Providing resources and supports to address student and staff mental health and social emotional well-being; and,
- Continuing to provide school meals for students.

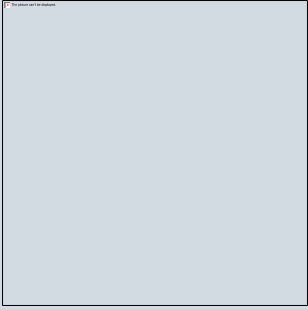


General Information

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.





TONY THURMOND
State Superintendent
of Public Instruction

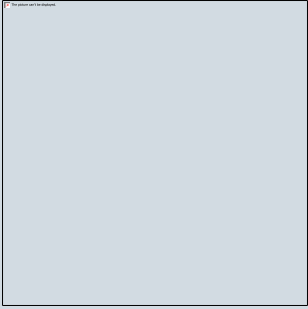
Stakeholder Engagement

TEMPLATE AND INSTRUCTIONS



Stakeholder Engagement





TONY THURMOND
State Superintendent
of Public Instruction

In-Person Instructional Offerings

TEMPLATE AND INSTRUCTIONS



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.

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction may not be immediately available. However, LEAs shall be prepared to offer classroom-based instruction when possible. A sufficient response will address the actions the LEA will take when health and safety allows a return to classroom-based instruction.

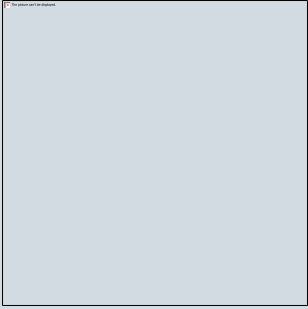


Actions Related to In-Person Instructional Offerings

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]





TONY THURMOND
State Superintendent
of Public Instruction

Distance Learning Program

TEMPLATE AND INSTRUCTIONS



Continuity of Instruction

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.



Access to Devices and Connectivity

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.



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.

Instructions and guidance are under development



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 technology support.



Staff Roles and Responsibilities

Staff Roles and Responsibilities

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



Supports for Pupils with Unique Needs

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.

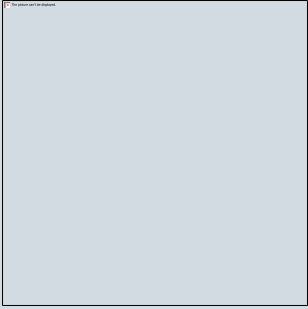


Actions Related to Distance Learning Program

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]





TONY THURMOND
State Superintendent
of Public Instruction

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



Increased or Improved Services (1)

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

Purpose

EC Section 43509 maintains the requirement for LEAs to describe how they are increasing or improving services for unduplicated pupils pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496*. 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.



Increased or Improved Services (2)

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]

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.



Increased or Improved Services (4)

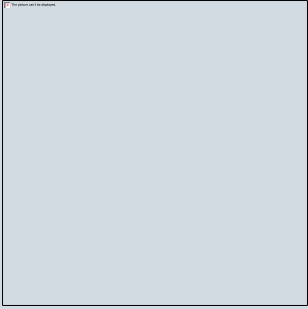
A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, 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.

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.





TONY THURMOND
State Superintendent
of Public Instruction

Learning Continuity and Attendance Plan

California Department of Education
July 28, 2020

