



Learning Continuity & Attendance Plan (LCP)

August 28, 2020

3:30-5:00 PM

DELAC Mtg.

[Shared Folder](#)

<https://bit.ly/3b4wROI>

Recording



Agenda

- Context for the Learning Continuity & Attendance Plan (LCP)
- Funding
- LCP Requirements
 - CSD Actions & Services
 - Opportunity for Committee Input
- LCP Development Timeline
- Resources



SB98

*Full Summary

Distance learning standards for schools

Following a spring of uneven distance learning expectations for schools across California, the new state budget sets standards for fall instruction.



'Daily live interaction' required

Teachers will have to connect with their students each school day through online instruction and/or phone check-ups.



Taking student attendance

Schools must take students' attendance and participation under distance learning, or risk losing state funding. Students who don't participate will factor into schools' chronic absenteeism figures.



Minimum instruction

Students must receive a minimum amount of daily instruction that can be met by a combination of teacher instruction and "time value" of work assigned.

- **3 hours per day** for kindergartners.
- **3 hours, 50 minutes** for grades 1-3.
- **4 hours** for grades 4-12.



Serving students in need

Schools have to provide the "accommodations necessary" to serve students with special needs.



No set requirements for live instruction

The state does not mandate a minimum daily amount of synchronous, or live, instruction, though experts strongly suggest it be a part of students' distance learning.



Preventing disengagement

Schools must form a plan for re-engaging students who are absent from distance learning for more than three schooldays a week.



Checking families' connectivity

Schools will have to ensure that students and families have the devices and connectivity necessary to participate in distance learning, or make accommodations if they do not.



Weekly engagement records

An additional data requirement, schools must keep "weekly engagement records" noting how much synchronous or asynchronous instruction a student has received.



Replacing accountability plans

Schools will team up with parents and teachers to create a "learning continuity and attendance plan" by Sept. 30, replacing schools' usual annual planning documents.

Source: California 2020-21 state budget.



Purpose of Learning Continuity and Attendance Plan

“This plan is intended to memorialize the planning process that is already underway for the 2020–21 school year” by.....

- 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 Learning Continuity and Attendance Plan

- An opportunity to tell your community how you are addressing learning in this new environment.
- To engage your stakeholders (teachers, staff, parents, community) in being part of the learning plan.
- Stewards of public trust, public funds, public safety

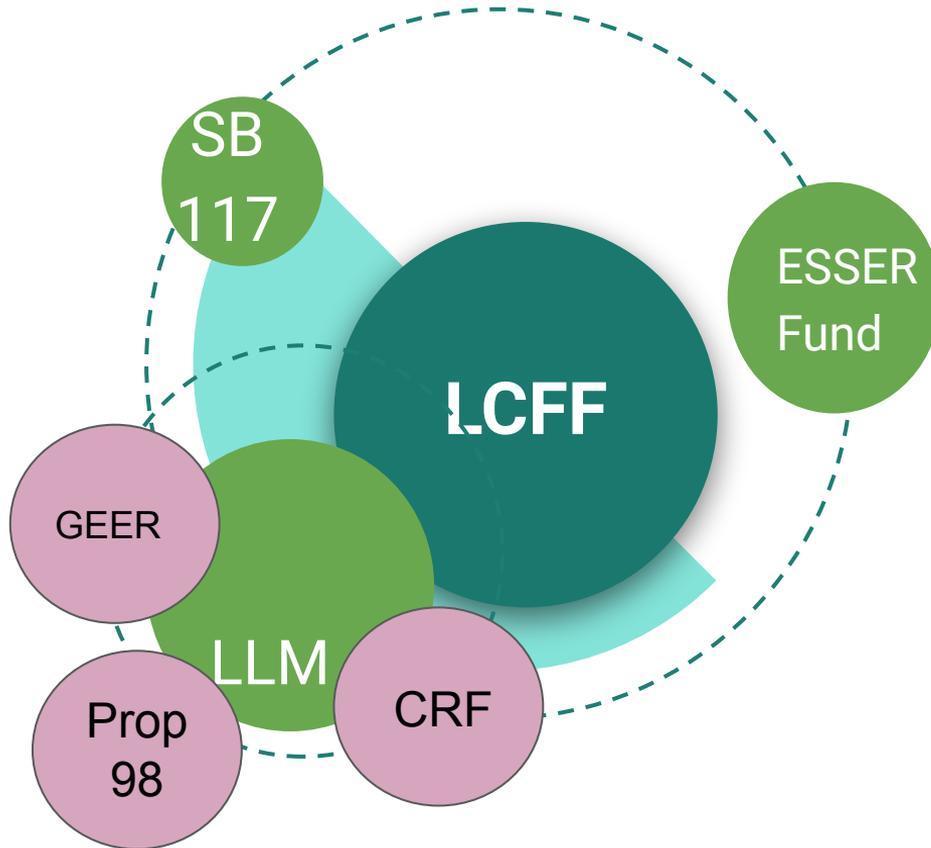
What?

How?

Why?



Funding that Support the Learning Continuity Plan Efforts



Budget Reporting Requirements

Education Code Section 43509, (f)(1)(G)(2)

(2) For each of the areas described in paragraph (1), **the learning continuity and attendance plan shall describe how federal and state funding included in the original or revised budget adopted by the governing board of a school district, a county board of education, or the governing body of a charter school is used to support the efforts described in the learning continuity and attendance plan, including federal and state funds provided for learning loss mitigation pursuant to Section 110 of the act adding this part.**



SB 117 COVID-19 LEA Response Funds

In-Person Instructional Offerings	Distance Learning Program	Pupil Learning Loss	*Additional Actions to Implement the LC Plan
<ul style="list-style-type: none">• Cleaning & disinfecting facilities• PPE Purchase	<ul style="list-style-type: none">• Materials necessary for distance learning	<ul style="list-style-type: none">• NA	<ul style="list-style-type: none">• Maintaining nutrition services

CDE SB 117 Funding Webpage:
<https://www.cde.ca.gov/fg/aa/ca/covid19learesponse.asp>

*Additional Actions include, but are not limited to:

- Mental Health & Social & Emotional Well Being**
- Pupil & Family Engagement & Outreach**
- School Nutrition**



Elementary and Secondary School Emergency Relief (ESSER)

In-Person Instructional Offerings

- Coordination of preparedness and response efforts with public health departments, and other relevant agencies.
- Providing principals & other school leaders with the resources necessary to address the needs of their individual schools.
- Activities that address the unique needs of low-income students, SWD, ELs, racial & ethnic minorities, homeless and foster youth.
- Developing & implementing procedures and systems to improve the preparedness and response efforts.
- Staff training & PD on sanitation and minimize the spread of infectious disease.
- Purchase sanitation supplies and clean the facilities.
- Mental health services & support.
- Summer learning & supplemental after-school program and addressing the needs of low-income students, SWD, ELs, migrant students, homeless, and foster youth.
- Discretionary funds for school principals to address the needs of their individual schools.
- Other activities necessary to maintain the operation & continuity of services in LEAs & employment of existing staff.

Distance Learning Program

- Providing principals & other school leaders with the resources necessary to address the needs of their individual schools.
- Activities that address the unique needs of low-income students, SWD, ELs, racial & ethnic minorities, homeless and foster youth.
- Developing & implementing procedures and systems to improve the preparedness and response efforts.
- Planning for and coordinating on long-term closures (incl. meeting IDEA requirements, DL & meals).
- Purchasing educational technology (hardware, software, and connectivity) for students that aids educational interaction (incl. low income & SWD, which may include assistive/adaptive technology).
- Mental health services & support.
- Summer learning & supplemental after-school program and addressing the needs of low-income students, SWD, ELs, migrant students, homeless, and foster youth.
- Discretionary funds for school principals to address the needs of their individual schools.
- Other activities necessary to maintain the operation & continuity of services in LEAs & employment of existing staff.

Pupil Learning Loss

- Providing principals & other school leaders with the resources necessary to address the needs of their individual schools.
- Activities that address the unique needs of low-income students, SWD, ELs, racial & ethnic minorities, homeless and foster youth.
- Developing & implementing procedures and systems to improve the preparedness and response efforts.
- Mental health services & support.
- Summer learning & supplemental after-school program and addressing the needs of low-income students, SWD, ELs, migrant students, homeless, and foster youth.
- Discretionary funds for school principals to address the needs of their individual schools.
- Other activities necessary to maintain the operation & continuity of services in LEAs & employment of existing staff.

*Additional Actions to Implement the LC Plan

- Providing principals & other school leaders with the resources necessary to address the needs of their individual schools.
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- Developing & implementing procedures and systems to improve the preparedness and response efforts.
- Planning for and coordinating on long-term closures (incl. meeting IDEA requirements, DL & meals).
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Learning Loss Mitigation (LLM)

Pupil Learning Loss

- Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion or enhancement of learning supports that begin before the start of the school year and into the school year.
- Extending the instructional school year or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.
- Providing additional academic services for pupils (i.e., diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for in-classroom and distance learning).
- Providing integrated pupil supports to address other barriers to learning (i.e., provision of health, counseling or mental health services, PD opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning).



COVID-19 Resources for LEAs Summarized

CSD COVID-19 Resources Summary

COVID-19 Resources for LEAs Summarized

Various state and federal resources are available to local educational agencies (LEAs) in response to the COVID-19 pandemic, with varying deadlines, allowable uses, and methods of distribution. All the information can make your head spin, but we have prepared a quick reference guide that seeks to provide all the necessary information about these resources in one place, with links to additional details and estimates for how much your LEA can expect to receive.

	Source of Funds	Funding	Cambrian Allocation	Distribution	Allowable Uses	Timeline for Use	SACS* Code	Additional Considerations
Elementary and Secondary School Emergency Relief (ESSER)	Federal Coronavirus Aid Relief and Economic Security (CARES) Act	\$1.65B for California	\$ 84,722.00	The CARES Act requires 90%—\$1.48 billion—be distributed to LEAs in proportion to the amount of Title I, Part A funds that each LEA received in fiscal year 2019 Allocation amounts: https://www.cde.ca.gov/fg/cr/caresact.asp	Very broad discretion to use ESSER funds to support coronavirus response activities List of allowable uses: https://www.cde.ca.gov/fg/cr/caresact.asp	March 13, 2020 to September 30, 2022	Resource Code 3210	Subject to federal equitable services requirements for private schools LEAs must apply for funds: https://www3.cde.ca.gov/esserassurances/lopon.aspx
Senate Bill 117	State General Fund	\$100M \$17.38 per average daily attendance e, minimum of \$250 per LEA	\$ 57,893.00	On the basis of 2019–20 First Principal Apportionment Allocation amounts: https://www.cde.ca.gov/fg/fo/r14/covid19/eaerespe_nse19result.asp	Maintaining nutrition services, cleaning and disinfecting facilities, personal protective equipment, and materials necessary to provide students with opportunities for distance learning	Open	Resource Code 7388, Object Code 8590	Received 2019-20
Learning Loss Mitigation – based on students with disabilities (SWDS)	Federal CARES Act: \$355M from Governor’s Emergency Education Relief (GEER)	\$1.5B total \$1900 per SWD	\$ 199,185.00	Based on LEA Fall 1 Census enrollment of SWDs ages 3 to 22 Estimated LEA allocation: https://www.sscal.com/publications/fiscal-reports/2020-21-state-education-budget-details-emerge	<ol style="list-style-type: none"> 1. Student learning supports 2. General measures that extend instructional time for students 3. Provide additional core academic support for students who need it 4. Provide integrated services that support teaching and learning—such as student and staff technology needs, mental health services, staff professional development, and student nutrition 	GEER funds to be used from March 13, 2020, to September 30, 2021. CER funds to be used from March 1, 2020, to December 30, 2020. The California Dept of Education (CDE) will provide a breakdown of the applicable deadlines	3215	Receipt of learning loss mitigation funds are contingent upon the adoption of a Learning Continuity and Attendance Plan, to be adopted by September 30, 2020, as well as specified reporting requirements of unexpended funds.



Questions & Answers



Learning Continuity & Attendance Plan

- General Information
- Stakeholder Engagement
- Continuity of Learning
 - In-person Instructional Offerings
 - Distance Learning Program
- Pupil Learning Loss
- Mental Health and Social Emotional Well-Being
- Pupil and Family Engagement and Outreach
- School Nutrition
- Additional Actions to Implement the Learning Continuity Plan
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Reference: <https://www.cde.ca.gov/re/lc/learningcontattendplan.asp>



CSD Stakeholder's Engagement

School Reopening Committee Sessions

- Led by the Superintendent
- 11 members representing District and Site Administrators, CDTA & CSEA
- 8 sessions (May - June 2020)

School Reopening Recommendation to the Board - July 14, 2020

- Priorities
 - Top Priority: Health, safety, and care for students, teachers and staff
 - Social-emotional well-being of all our students and staff
 - High expectations of teaching and learning
 - Equity for outreach, services, digital connectivity & devices
 - and support for all students and families



Questions & Answers



Actions Related to Distance Learning

Distance Learning Program

- Support for English Learners
- Support for Students with Exceptional Needs

Virtual School Program



Actions Related to Distance Learning

Description	Total Funds
<p>Devices & Tools; Chromebooks made available for all students who need a device to access distance learning at home; Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff. Assistive technology for Students with Disabilities to access distance learning instruction from home. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.</p>	TBD
<p>Professional Development & Collaboration Time - Additional time and resources for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.</p>	TBD
<p>Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions.</p>	TBD
<p>Expand English Learner services; Special education services; Homeless & Foster Youth Services</p>	TBD



Addressing Pupil Learning Loss

Primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through **synchronous instructional** time.

Tier 1	All students will receive standards-aligned instruction focused on priority standard clusters.
Tier 2	Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs.
Tier 3	Students who require even more intensive support will be provided 1 on 1 instruction through individual sessions.



Addressing Pupil Learning Loss

Assessment Plan

- [CSD Comprehensive Assessment Plan & Calendar 2020-21](#)

Targeted Services

- In-person small group instruction - TBD
- Support Staff
- Tiered Services

Additional Supplemental Programs



Actions Related to In-Person Instructional Offerings

Description	Total Funds
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol	TBD
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness; Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	TBD
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols; HVAC filters:	TBD
Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice; Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk; Individual Supplies: Additional supplies to limit the number of individuals using shared objects; Handwashing Stations: Additional handwashing stations for locations where sink access is insufficient.	TBD



Questions & Answers



Mental Health & Well-Being

- Universal **SEL Screener** through FastBridge
- Positive Behavior Intervention & Support (**PBIS**)
- **SEL Curriculum**
 - Second Step Program (TK-5)
 - Habitudes (6-8)
- Music & PE (**PE minutes waived for 2020-21**)
 - Synchronous & Asynchronous Learning Opportunities
- **Counseling Services** at all sites
 - Nugent Family Counseling Services
 - SST; 504; IEP
- **Multi-tiered Systems of Support** (MTSS)



Pupil and Family Engagement & Outreach

- **Daily Attendance & Engagement Process**

- Teachers have live daily check-in/attendance with students
- Teachers documents and keeps account of students engagement (synchronous and asynchronous learning) on daily & weekly basis
- Teachers provides feedback on completed and grades assignment

- **Tiered-Re-engagement Process for Students and Families**

- While the Cambrian School District is in distance learning, we will take a supportive and caring approach to attendance.
- **Our Goal:** to create clear and consistent communication about schedules and attendance expectations, use positive encouragement, rapidly respond to needs, and create an engaging learning environment for all students during distance learning



School Nutrition

- **CSD will continue to provide nutritionally adequate meals to all students (FRPM & Paid) during all models of instructional delivery.**
- **Cambrian has been approved for the following waivers:**
 - Meal Time Waiver, Non-Congregate Feeding Waiver, Parent/Guardian Meal Pick Up Waiver and the Meal Pattern Waiver.
- While in the full Distance Learning model, meals will be available in a “**grab and go**” model. Meal service will occur between **2p and 4p** daily at the Price Middle School campus.
- Families are encouraged to apply for the **Free and Reduced Price Meal (FRPM) Program** to provide support during these difficult times.



Increased and Improved Services

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

- **Device and connectivity access** are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. On a case-by-case basis, Wi-Fi hotspots are being provided.
- **Targeted outreach** is occurring through Ed Services & Student Services Team to support English learners, Homeless and Foster Youth, and Low-income students. On case-by-case basis, staff is also making home visits.
- **Teachers on Special Assignment** providing support for the the VSP, professional development, curriculum, teacher support, ELD and Tier II Services.



Additional Actions to Implement the Learning Continuity Plan

	Description	Total Funds
Nutrition Services	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and PPE.	TBD
Pupil & Family Engagement and Outreach	Staff to support district wide parent engagement. Student Services is working closely with all sites to ensure student attendance and engagement. Re-engagement strategies is put in place and carried out if necessary, including making home visits; Continue to provide professional development to teachers in supporting student attendance and engagement.	TBD
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic. (Social services; SEL; PBIS; MTSS; support providers, etc.)	TBD



Questions & Answers



Opportunity for Input



<https://forms.gle/Vso9tyzfjyHcrGPU9>



LCP Development Timeline

- **Sept 17 Board Mtg.**
 - Agenda for the LCP public hearing available 72 hours in advance and notify the public of the location where they can review the LCP.
Allows for a public hearing for review and comment.
- **Sept 24 Special Board Mtg.**
 - Board adopts the LCP
 - Post the LCP on the homepage of the CSD's website
- **Sept 30**
 - Submits to Santa Clara COE for Review





Resources

- California Department of Education (CDE) Coronavirus Response and School Reopening Guidance web page (<https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>)
- CDE Stronger Together, A Guidebook to the Safe Reopening of California's Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>)
- California Collaborative for Education Excellence (CCEE), *The Continuity of Learning Playbooks* (<https://k12playbook.ccee-ca.org/>) and Supporting Families and Communities in Distance Learning CCEE Supporting Families and Communities.
- CCEE COVID-19 Distance Learning Technical Assistance resources (<https://ccee-ca.org/distance-learning.asp#TechnicalAssistance>)
- Support for English learners in response to COVID-19 (<https://www.cde.ca.gov/sp/el/er/covid19resources.asp>)
- Special Education Guidance in response to COVID-19 (<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>)
- Support for Foster Youth in response to COVID-19 (<https://www.cde.ca.gov/ls/pf/fy/fyscpcovid19.asp>)
- Support for Students and Families Experiencing Homelessness in response to COVID-19 (<https://www.cde.ca.gov/sp/hs/cy/>)

