



Local Education Agency (LEA) COVID-19 Rapid Response Transition Toolkit

Resource 1: Planning for Immediate Needs

Developed through a partnership between the
California Collaborative for Educational Excellence (CCEE) and WestEd

Acknowledgments

The extended resources included in the links within this toolkit were not developed by WestEd or CCEE. The valuable work of many organizations and agencies are included here in order to address the range of challenges presented by COVID-19 for district and school planning. We would like to thank Entangled Solutions, the American Institutes for Research and their affiliated Center on Great Teachers and Leaders, the California Department of Education, the Tennessee Department of Education, The Education Trust—West, and others, for providing resources for local leaders to use during this time. Additionally, we would like to thank the local education agency (LEA) representatives who participated in a preview webinar and who provided feedback on the first iterations of these tools.

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Introduction

The public health crisis resulting from COVID-19 has caused schools and districts to rapidly shift to a distance learning environment while also attending to necessary services and operations that cannot be handled virtually. Shifting to distance learning requires infrastructure changes, new methods of teaching and learning, and adaptations to lesson delivery, assessment, collaboration, and family engagement. Furthermore, this transition has highlighted tremendous equity gaps, including wide disparities in students' access to necessary resources, including food, housing, digital devices, and the internet.

CCEE and WestEd have partnered to develop a toolkit to help school and district leadership understand, prioritize, and address their system's immediate needs through the end of the 2019-2020 school year and then plan for the 2020-21 school year. Each tool supports intentional systems-level planning and assessment of urgent priorities while applying an equity lens. The toolkit covers the following:

- » **Resource 1: Planning for Immediate Needs**
<https://ccee-ca.org/documents/distancelearning/Planning-for-immediate-needs.pdf>
- » **Resource 1A: Facilitating District Planning Sessions**
<https://ccee-ca.org/documents/distancelearning/Facilitating-district-planning-sessions-1A.pdf>
- » **Resource 1B: Facilitating District Planning Sessions**
<https://ccee-ca.org/documents/distancelearning/Facilitating-district-planning-sessions-1B.pdf>
- » **Resource 2: Communicating with Stakeholders**
<https://ccee-ca.org/documents/distancelearning/Communicating-with-stakeholders.pdf>

Who should use this tool?

This toolkit may be flexibly used by districts that are in beginning of a planning process or in the midst of planning. The two facilitator guides provide step-by-step guidance for how to use the Planning for Immediate Needs tool. The Communicating with Stakeholders guide provides tips and strategies for developing a communications plan. All three resources are designed to support a team through every step of the planning process.

Resource 1: Planning for Immediate Needs

» **This planning template is part of the COVID-19 Rapid Response Transition Toolkit. Please see the associated facilitator’s guides and other resources to use in tandem with this tool.**

LEA Name:

Current Version Date¹:

Completed By:

The purpose of this tool is to help school and district leadership understand, prioritize, and address immediate needs through intentional systems-level planning while applying an equity lens. This tool is designed to assess the implementation status of areas of concern² and to prioritize response efforts. Implementation status levels are loosely defined as follows:

-  **1 - Exploration:** LEA has not yet started planning or implementation; LEA may be ready to begin or may begin at a later date.
-  **2 - Development:** A plan has been developed and implementation has begun.
-  **3 - Early Implementation:** Implementation has been in place for some time and early results/needs for adjustment are emerging.
-  **4 - Full Implementation:** Current implementation is fully addressing this topic area and other LEAs may learn from the LEA’s experience.

This tool should be a reflection of a coordinated and collaborative planning session held virtually at the district level. After completing this planning process, district teams will have documented immediate needs, actions taken so far, and highest-priority next steps, culminating in a Rapid Response Plan for monitoring progress. While a number of support resources are linked within this document, there may be other resources necessary to meet your planning needs. For example, consider consulting the Continuity of Learning Playbook for LEAs (released June 2020) for support focused on the acceleration of learning for students across different distance learning models. *Note: Please use the detailed facilitation guidance provided in a separate resource as part of this toolkit.*

¹ This is meant to be a living record and should be updated to reflect on-the-ground changes due to COVID-19.
² Collected by CCEE staff in March and April 2020.

Step A: Identify Areas of Concern, Immediate Needs, & Implementation Status



Complete each row and assign an appropriate implementation status level.

1 - Exploration | **2 - Development** | **3 - Early Implementation** | **4 - Full Implementation**

Example

Area of Concern	Immediate Need	Actions Completed	Actions Remaining	Implementation Status	Notes
EXAMPLE: Student Access to Technology	## students don't have computers at home	Delivered Chromebooks to all students in need of devices	Determine which students lack internet access; enable those students to access home internet	3 - Early Implementation	

Transition to Distance Learning

Supporting Student Engagement - Resource links will be added or updated as available.

Area of Concern	Immediate Need	Actions Completed	Actions Remaining	Implementation Status	Notes
Distance Learning Model Selection https://k12playbook.entangled.solutions/five-key-questions/#question-2					
Student Access to Technology & Internet https://www.cde.ca.gov/ls/he/hn/distancelearning.asp					
Partnering with Parents to Support Student Learning http://toolkit.capta.org/programs/family-engagement/how-to-support-student-learning-at-home/					

Area of Concern	Immediate Need	Actions Completed	Actions Remaining	Implementation Status	Notes
<p>Teacher Preparation for Remote Learning</p> <p>https://www.cde.ca.gov/ls/he/hn/appendix2.asp</p>					
<p>Lesson Plans / Curricula for Remote Learning</p> <p>https://www.cde.ca.gov/ls/he/hn/appendix1.asp</p>					
<p>Differentiated Instruction, Specifically for English Learner Supports</p> <p>https://seal.org/6-key-considerations-for-supporting-english-learners-with-distance-learning/</p>					

Area of Concern	Immediate Need	Actions Completed	Actions Remaining	Implementation Status	Notes
Differentiated Instruction, Specifically for Students with Disabilities https://k12playbook.entangled.solutions/key-questions/#question-3					
Differentiated Instruction for Other Students with Specific Needs https://www.cde.ca.gov/ls/he/hn/appendix1.asp					

Assessing Learning Progress

Area of Concern	Immediate Need	Actions Completed	Actions Remaining	Implementation Status	Notes
Formative Assessments of Student Learning https://www.edutopia.org/article/formative-assessment-distance-learning					

Note: All included resources are active as of May 15th, 2020. Links to resources in these documents are meant to provide a starting point. Although the links have been reviewed, WestEd and CCEE will not be held responsible for any changes to information in those websites, including broken links.

Area of Concern	Immediate Need	Actions Completed	Actions Remaining	Implementation Status	Notes
<p>Assessing Lab or Performance-based Courses (CTE, Athletics, VAPA, STEM)</p> <p>https:// envisionlearning.org/ virtual-defenses/</p>					
<p>Student Transitions (e.g., Graduation)</p> <p>https://www.cde. ca.gov/ls/he/hn/ gradgraduationfaq.asp</p>					
<p>Special Education Services</p> <p>https://www.cde. ca.gov/ls/he/hn/spe- cialcovid19guidance. asp</p>					

Area of Concern	Immediate Need	Actions Completed	Actions Remaining	Implementation Status	Notes
<p>Other Student Group Needs (e.g., Foster & Homeless Youth)</p> <p>https://www.tn.gov/content/dam/tn/education/health-&-safety/School%20Closure%20Toolkit_Special%20Populations.pdf</p>					
<p>Data Collection (Expectations, Timelines, and Processes)</p> <p>https://www.cde.ca.gov/ds/sp/cl/covid19calpadsfaqs.asp</p>					
<p>Other</p>					

District Operations and Non-Virtual Services

Area of Concern	Immediate Need	Actions Completed	Actions Remaining	Implementation Status	Notes
Budgeting / Resource Planning https://www.wested.org/covid-19-resources/#resource-planning					
Provision of Meals https://www.cde.ca.gov/ls/he/hn/coronavirusadtinfo.asp#schoolnutrition					
Facilities Cleaning https://www.cde.ca.gov/ls/he/hn/coronavirusadtinfo.asp#cleaning					

Area of Concern	Immediate Need	Actions Completed	Actions Remaining	Implementation Status	Notes
Other					

Highest Priority Assessment Findings

Prioritize Immediate Needs

From your assessment in the previous table, review which immediate Areas of Concern are in 1 - Exploration or 2 - Development. From among these Areas of Concern, write in the following space the one or two areas that are most important to address in the next three weeks.

(Consider which areas most inhibit the others, and which student populations are most vulnerable and have the least access to outside support. The action priority matrix may also help you prioritize efforts.)

Prioritized Area of Concern #1:

Prioritized Area of Concern #2:

Consider Available Resources

What resources have been freed up from their usual use or remain untapped? For example:

- Staff who cannot fulfill their usual onsite responsibilities, whose time can be used for new responsibilities
- Funds (e.g., for PD or onsite events) that can be repurposed
- School buses / transportation staff
- Community partners (e.g., social service agencies that can provide services that students and families need)

Prioritized Area of Concern #1:

Prioritized Area of Concern #2:

Step B. Draft a Rapid Response Plan



If you address the prioritized areas of concern, what will your system look like three weeks from now?

Use this space for initial brainstorming/notes on this vision. Sentence starters might include: Students will be able to...; teachers will be...; I will be able to decide...)

For each area of concern, write 1-2 short-term Rapid Response SMART Goals for the next three weeks based on your vision.

S(specific) M(measurable) A(achievable) R(relevant) T(time-bound)

Example: By May 1, at least 75% of all teachers will be able to check in daily with their students via phone or video conference.

What actions will you and your team need to take to reach these Rapid Response SMART Goals? Are there additional action steps to ensure that all students are equitably served?

Action Needed	By Whom	By When

How do you plan to communicate these actions to students, families, staff, and other stakeholders?

What (if any) expenses are associated with meeting your Rapid Response SMART Goals and executing these actions? How will you resource these expenses?

Action	Associated Expense	Investment Timeframe (one-time purchase, short term expense or ongoing investment)	Source (possible existing or new resources to support expense)	Next Steps

What support and/or information do you need to reach your Rapid Response SMART Goals?

What are 1-2 measures you can track in the next three weeks (qualitative or quantitative) to know whether your action steps are helping you make progress on each goal?

Group Take-Away: Next Steps Summary Table



Use the information from Step B to fill in the following table and summarize your next steps. You can copy and paste the table into follow up emails.

Follow Up Reminder:

Summer and Fall 2020 planning resources available for LEA planning in the Rapid Response Toolkit:

- Social-emotional and health concerns for students, families, and staff
- Operations planning
- Meeting learning needs for all students

Point Person	Actions Assigned	Timeframe