

Learning Continuity and Attendance Plans Resources and Supports

August 13, 2020

System of Support for Additional Support

- LEAs can reach out to their County Office of Education for additional support and coaching in writing the Learning Continuity Plan (LCP)
- County Offices can reach out to their Geo Lead partner counties and other lead agencies (SELPA Leads, MTSS/SUMS, Regional EL Specialists, etc) for additional support
- CDE and CCEE also have resources available to support LEAs in writing the LCP

California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.



LEVEL 1 SUPPORT FOR ALL

Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.



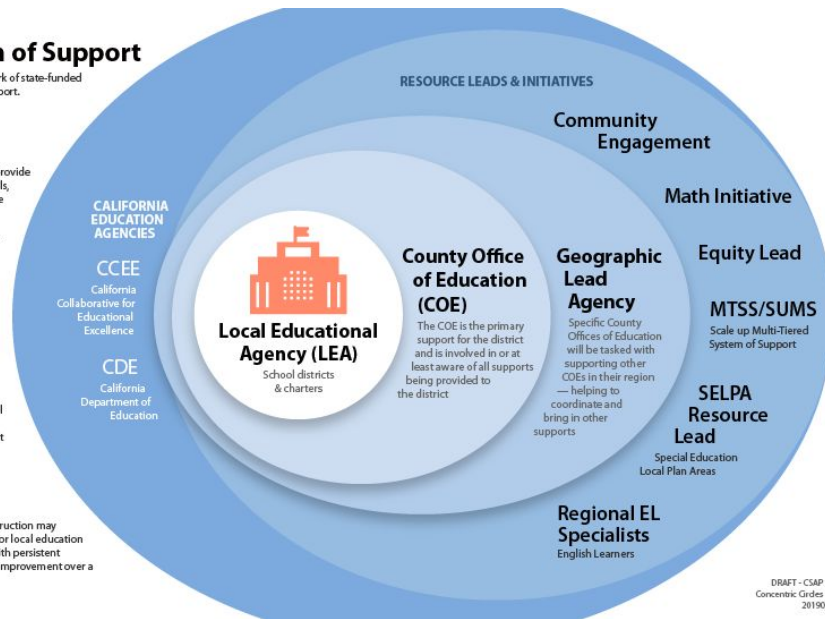
LEVEL 2 DIFFERENTIATED ASSISTANCE

County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student groups.



LEVEL 3 INTENSIVE INTERVENTION

The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.



DRAFT - CSAP SoS
Concurrence Grades R16
20190225

ccee

California Collaborative
for Educational Excellence

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/lmgcntntyatndncpln-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.]

[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]

CCEE Resources and Supports for Writing LCP

Mental Health and Social and Emotional Well-Being, Pupil Engagement and Outreach, & School Nutrition

Mental Health and Social and Emotional Well-Being, Pupil Engagement and Outreach, & School Nutrition

Resources curated in collaboration with the System of Support

Mental Health and Social and Emotional Well-Being

Describe how the LEA will monitor and support mental health and social 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.

- Guiding Question: What are the needs of your school community to support the social emotional well-being and what resources are available in your community to address these needs?

Strategies to consider when monitoring and supporting the needs of students and staff:

- Develop a system to connect with students and families to check in on their social and emotional well-being on a regular basis
- Integrate best practices such as welcoming inclusive activities or routines, engaging learning and meeting strategies, and optimistic closures
- Utilize universal school wide interventions such as social emotional learning, trauma-informed practices, mindfulness practices etc., to address and support student and staff social and emotional well-being
- Continually monitor progress and feedback with an improvement stance to ensure all members of the school community experience success

CCEE Resources and Supports for Writing LCP

Stakeholder Engagement

Resources curated in collaboration with the System of Support

Stakeholder Engagement

Solicit Stakeholder Feedback

Describe efforts to solicit feedback from students, families, educators, and other stakeholders.

- Guiding Question: How are we connecting and getting feedback from students, families, educators, and other community stakeholders?

Strategies to consider when engaging stakeholders:

- Identify stakeholder feedback already gathered as part of planning for reopening since the response to COVID-19
- Identify diverse stakeholders and the most appropriate form of outreach to solicit feedback (including students, family, staff, community members, local health officials, and more)
- Differentiate outreach strategies as needed to ensure contact with stakeholders, increase validity of responses and represent diversity of perspectives
- Summarize stakeholder feedback using visual displays (charts/graphs)
- Make meaning of feedback by identifying trends and patterns to inform plan development
- Track targeted areas into which feedback was incorporated in the final Learning Continuity Plan

Considerations for engaging all stakeholders:

- Educators are culturally responsive and reach out to families to build partnerships
- All families feel welcome and respected at their child's school
- Educators and family leaders jointly plan and lead family engagement activities

Continuity of Learning: Distance & Hybrid Learning Playbooks

→ <https://k12playbook.ccee-ca.org/>

- Practical, easy-to-understand resources, tools, and tips for leadership teams to consider when writing the Learning Continuity Plan

The Playbooks

This website offers two playbooks to assist LEA leaders planning for teaching and learning in this new COVID-19 context: the Distance Learning Playbook and the Hybrid Learning Playbook. Each suggests nine areas of focus to guide planning: setting goals, creating schedules, communicating with families, assessing student needs, supporting social-emotional learning, building capacity, supporting English language learners, supporting students with special needs, and leveraging ancillary programs. Both offer practical, easy-to-understand resources, tools, and tips for leadership teams to consider adopting. As equity should underlie everything we do as educators, we offer equity considerations throughout. To see them at a glance, [visit this table](#).

Distance Learning Playbook

No in-person interaction.

READ

Hybrid Learning Playbook

Some in-person interaction.

READ

Set Goals

How do we set goals and define success?

Are stakeholders aligned around what success looks like during hybrid learning?

[Read More](#)

Create Schedules

How do we help students and teachers structure their day?

How well are teaching teams aligned around balanced, reasonable, and appropriate daily schedules?

[Read More](#)

Communicate Plan

How do we inform, listen to and engage families?

How well is our communication strengthening relationships between caregivers, teachers, administrators, and students?

[Read More](#)

Assessment

How do we efficiently identify needs to inform support?

How aware is your team about the data on the diverse needs of your learners, and is it able to put it into action?

[Read More](#)

Trauma Informed SEL

How do we best support students' well-being?

How prepared is your team to maximize resources and relationships to bolster students' well-being and learning?

[Read More](#)

Capacity Building

How do we best support teachers and staff?

How well are teachers and staff supported with a continuum of training opportunities needed to manage distance teaching?

[Read More](#)

The Communication Plan section can provide support to address the LCP prompts related to:

- Strategies to “solicit feedback” for *Stakeholder Engagement*
- Strategies to conduct “outreach to pupils and parents/guardians” for *Pupil Engagement and Outreach*

Communicate Plan

How do we inform, listen to and engage families?

How well is our communication strengthening relationships between caregivers, teachers, administrators, and students ?

[Read More](#)

The Assessment section can provide support to address the LCP prompts related to:

- Strategies to “monitor mental health and social emotional well-being” for *Mental Health and Social Emotional Well-Being*
- Strategies to conduct determine if “pupils are not meeting compulsory education requirements” for *Pupil Engagement and Outreach*

Assessment

How do we efficiently identify needs to inform support?

How aware is your team about the data on the diverse needs of your learners, and is it able to put it into action?

[Read More](#)

The Trauma Informed SEL section can provide support to address the LCP prompts related to:

- Strategies for “professional development and resources” for *Mental Health and Social Emotional Well-Being*
- Strategies to “monitor and support mental health and social emotional well-being” for *Mental Health and Social Emotional Well-Being*

Trauma Informed SEL

How do we best support students' well-being?

How prepared is your team to maximize resources and relationships to bolster students' well-being and learning?

[Read More](#)

Trauma-Informed SEL

How do we best support students' social-emotional well-being?

The Why

Emotional safety is the foundation for all learning and success. The pandemic has caused widespread trauma (personal, vicarious, collective, and historical), heightening the need for trauma-informed SEL to care for ourselves, our students, and their families. Because our communities have experienced trauma to various degrees, we must first address Maslow before focusing on Bloom. Students need to feel connected to school and caring adults—especially when they are remote.

The How

During these difficult times, it will be critical for LEAs to develop trauma-informed crisis response systems that are particularly sensitive to the emotional needs of families, students, and staff. Some thoughts to consider:

- *Every kid, every day.* Think about creative ways to leverage all staff to maximize adult-to-child interaction. For example: think in new, expansive ways about who, among all adults that typically work in schools, could be assigned to groups of students for regular check-ins and follow-up.
- *Connection comes first.* Prioritize maintaining connection with students via text, phone, live video, small groups, or one-on-ones, leveraging adults with strong existing relationships with students. Creating space for informal conversation and fostering connection among peers are critical for addressing social-emotional needs and language practice, both for English learners and other students. Establish shared goals and expectations of success for the district, and encourage school leaders to use a similar process with their staff to set the stage for school-specific needs.
- *Develop a clear referral or extra support plan.* Work with the counseling department and outside providers to be responsive to students' needs. Consider establishing video-conference social groups or counseling groups.
- *Plan for dealing with loss.* Consider what you will do to deal with loss of school community members. Work with counseling staff on how to handle commemorations, memorial activities, and permanent marker establishment, if allowed. Determine how memorial activities will strike a balance among honoring a loss, resuming school activities and class routines, return to schedules, and maintaining hope for the future.
- *Provide families with information on services available at school and beyond.* Work with all staff to identify families who need extra support. Reach families who require urgent attention weekly (or more often, as needed).
- *Offer an employee support plan to address staff SEL needs.* Support staff members experiencing [secondary trauma](#) or compassion fatigue. Reach out to your community-based organizations and partners to make sure psychological supports for staff are available.

Strategies to consider when writing about supporting mental health and social emotional well-being



Additional Tools and Resources

Tools

- Equity Tool: SEL through a [race equity lens](#): Five strategies for system leader to take action from The Aspen Institute
- Counseling Department [one-pager](#) for families
- SDCOE [Social-Emotional Learning Resources](#)
- Parent tools, elementary, middle and high school tips and much more from [California Association of School Counselors and Wisconsin School Counselors Association](#) that includes [Social-Emotional Learning Activities for Families](#) from Guilford County Schools

Additional/Actionable Resources

- Student level reading to process and reconnect, including [current events articles](#) about COVID at varying reading/lexile levels
- CASEL's [Covid- 19 SEL Resources](#)
- [Responding to change and loss tool kit](#) exercises, tools and handouts for kids
- Archive of SEL training in a remote setting from SDCOE
- [Mental Health Resource](#) from SDCOE
- [Teaching Tolerance: Trauma Informed Guide to Teaching Through Coronavirus](#)
- Tools for educators and students to understand and [address stress and the brain](#) (look at p 14-15)

TNTP Learning Acceleration Guide

→ <https://tntp.org/covid-19-school-response-toolkit/view/learning-acceleration-guide>

- How do we create a plan to accelerate student learning?
- How do we accelerate student learning in the next two years?
- What other challenges should we anticipate as we plan to accelerate student learning?

LEARNING ACCELERATION GUIDE

Planning for Acceleration in the 2020-
2021 School Year

April 2020



Learning Acceleration Guide

The Learning Acceleration Guide can provide support to address the LCP prompts related to:

- Strategies for addressing Pupil Learning Loss for *Distance Learning Program*

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]

RECOMMENDATIONS FOR ACCELERATING STUDENT LEARNING

1. **Prioritize the most critical prerequisite skills and knowledge** for each subject area and grade level *now*.
2. **Plan your approach to diagnosing students' unfinished learning** in that prerequisite content knowledge and those prerequisite skills.
3. **Adapt your scope and sequence/pacing guidance** for each subject area and grade level to reflect where teachers might need to provide acceleration support.
4. **Train your teachers and leaders** to diagnose students' unfinished learning and provide acceleration support.
5. **Monitor your students' progress** on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

Tips for Diagnosing Unfinished Learning

We recommend that schools and districts prioritize gathering information about students' unfinished learning by:

Using diagnostics from high-quality adopted materials as often as possible. Designing assessments is truly challenging, so using the diagnostic assessment provided by the high-quality instructional materials you've adopted is the best way to diagnose gaps that students might have in their learning.

Prioritizing which unfinished learning truly merits diagnosing. If you have not already adopted high-quality instructional materials, you might need to provide even more detailed guidance to your teachers about their approach to diagnosing unfinished learning. Consider updating your curricular guidance to reflect the following guidance for diagnosing students' unfinished learning in English Language Arts and mathematics:

- **Elementary English Language Arts:** Ensure that teachers diagnose students' reading foundational skills (using an assessment like [DIBELS](#)²⁰) and reading fluency (using [this guidance](#)²¹). Additionally, ensure that teachers are clear on which students have reading comprehension and writing skills below grade level (using high-quality, short assessments like [these](#)²²).
- **Elementary mathematics:** Rather than giving one significant diagnostic assessment up front, consider using the Achieve the Core [coherence map](#)²³ to determine what prerequisite skills will be most important for your students so that they'll be set up to master their current grade level's content at the beginning of each unit throughout the year. Then diagnose whether students have those skills using assessments like [these](#).²⁴
- **Secondary English Language Arts:** Ensure that teachers diagnose students' reading fluency (using [this guidance](#)²⁵). Additionally, ensure that teachers are clear on which students have reading comprehension and writing skills below grade level using high-quality, short assessments like [these](#).²⁶

Strategies to consider when describing "how the LEA will assess pupils to measure learning status"



Other CCEE Resources (<https://ccee-ca.org/resources/all-resources/>)

Virtual Board Meetings During COVID-19

- Strategies for Board Presidents
- Strategies for Executive Assistants
- Strategies for Virtual Teams

Distance Learning Consortium

- A consortium of county offices has come together to collaborate and share with other LEAs and COEs distance learning weekly lessons, resources, and professional development.
- A [webinar](#) that introduces all of the distance learning content, resources, and professional development opportunities can be viewed at the CCEE website.

Other Resources - Learning Continuity Plan

California Department of Education

- [Tuesdays @ 2 resources](#)

LACOE Student Engagement and Attendance [Livebinder](#)

- [Sample Weekly Engagement Record](#)

Riverside COE

- [Data, Assessment, and Measurement Considerations](#)

Thank You!

Please reach out to Roni Jones at
rjones@ccee-ca.org with questions.