

Continuity of Learning: In-Person Instructional Offerings and Distance Learning

Resources curated in collaboration with the System of Support

In-Person Instructional Offerings

Describe 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.

- Guiding Question: How will your LEA provide in-person instruction especially for students who's learning was most affected by school closures?

Strategies to consider:

- Develop Instructional schedules for each grade span based on meeting the needs for students most in need
- Build strong engagement and relationships with students to support attendance and learning
- Set the expectation that teachers will use district adopted, core curriculum
- Encourage a commitment to providing grade level instruction as first instruction
- Establish a systematic process that guarantees every child receives the time and support needed to learn at high levels
- Review scope and sequence of core curriculum to prioritize essential learning.
- Develop a classroom-based instructional schedule that provides time for core instruction, prioritizing students with the most need
- Establish and/or modify a district-wide early warning system linked to student outcomes for attendance and learning loss
- Create a plan to diagnose the status of students' learning in the areas of ELA, math, and ELD
- Design high-quality assessments aligned to essential learning
- Base intervention/enrichment on student data gathered from assessments focused on essential learning
- Respond to attendance or learning loss with systematic supportive actions
- Establish system for small group or individual tutoring embedded in the school day, utilizing both teachers and paraprofessionals
- Provide extended learning time for acceleration, prioritizing students most in need
- 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 explore options to reorganize the use of personnel and resources to support students most affected by learning loss through transitions from in-person and distance learning models

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Tools and Resources:

- California Department of Public Health guidance, [Reopening In-Person Learning Elementary Education Waiver Process](#)
- California Department of Public Health, [Guidance for Small Cohorts/Groups of Children and Youth](#) provides a framework on how to safely structure limited instruction for day camps and other extended time settings
- Education Week resource to support district leaders as they consider how to meet the challenges of returning to school, [Special Report: How We Go Back to School](#)
- California Department of Education guidance for a safe reopening of California schools developed by a task force of stakeholders, [Stronger Together](#)
- Los Angeles County Office of Education, as many COEs have done, provides a detailed [planning tool](#) to assist in developing a Learning Continuity and Attendance Plan
- In collaboration with the county office of education, local educational agency, and other technical assistance partners, CCEE presents a [Hybrid Playbook](#) for planning a safe return to school that maximizes future equity outcomes and addresses the diverse needs of California's students while adapting to the challenges posed by COVID-19
- A guide to strengthen skills in personalized learning by Summit Schools provides ideas to support the learning loss students have encountered, [Instructional Look Fors](#)
- [Universal Design for Learning](#) (UDL) is a framework for learning design based on scientific insights on how humans learn
- San Diego County Office of Education, [Guidance for Districts: Instructional Design, Instructional Practice, and Support for all Students](#).
- Putting It All Together, San Diego County Office of Education provided resources for [Instructional Planning and Design](#) in the development of a Learning Continuity Plan
- Resource for building partnerships and reopening extended learning opportunities for students as LEA's reopen schools, [No Longer an Option: How and Why Expanded Learning Partnerships are Essential to Achieving Equity in Reopening and Recovery](#)
- Dr. Douglas Reeves' Webinar series in partnership with [California ASCD](#) [Seven Keys to Prepare for School Opening](#) & [Fearless Schools](#)

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Distance Learning Program

Continuity of Instruction

Describe 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.

- Guiding Question: How will your LEA provide a full, grade level curriculum for all students whether in distance learning, in-person instruction, or transitioning between the two?

Strategies to consider:

- Set the expectation that teachers will use district-provided curricular materials
- Update curriculum guidance and scope and sequence documents to reflect an emphasis on key skills and content
- Schedule time for teachers to calibrate in-person and online methods of delivery to include a core set of common expectations, learning goals, and effective instructional practices
- Prioritize and communicate the most critical prerequisite skills and content for each subject area and grade level, especially in the areas of ELA, math, and ELD
- Communicate widely the notion that learning losses due to COVID as well as pre-existing opportunity and learning gaps, are in many cases, best addressed with acceleration vs. remediation
- Create a plan to diagnose the status of students' learning in the areas of ELA, math, and ELD
- Accelerate opportunities for teachers to build their own digital literacy as well as their capacity to facilitate building the digital literacy of students
- Prioritize an approach to instructional design that embraces robust hybrid approaches, e.g., intentional design of asynchronous experiences to support synchronous experiences
- Develop transition plans when shifting from one method of instructional delivery to another, recognizing in-person instruction and online learning require different skills for teachers, students, and families
- Embrace the notion of personalized learning as a critical component of the LEA's learning plan
- Provide extended learning opportunities prioritizing underserved students
- Understand that foster youth benefit most from in-person engagement, thus, coordination with outside agencies are essential in order to provide needed human contact.

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- Ensure communication with parents is done in the student's primary language and that it is not limited to written communication, but also includes phone calls, television, internet and radio communication in such languages.

Tools and Resources:

- The [Carnegie Foundation](#) provides support on how to use [improvement science](#) to accelerate system efficiency
- San Diego County Office of Education, [Guidance for Districts: Instructional Design, Instructional Practice, and Support for all Students](#)
- Putting It All Together, San Diego County Office of Education provided resources for [Instructional Planning and Design](#) in the development of a Learning Continuity Plan
- Trauma Informed SEL strategies in both a [Distance Learning](#) environment and a [Hybrid Learning](#) environment are provided in the [Continuity of Learning Playbooks](#) from CCEE.
- [California Association of School Counselors](#) provide a [resource guide](#) for staff and student mental health for school re-entry
- San Diego County Office of Education provides guidance on Instructional Continuity of Learning for English Learners: [Distance Learning Instructional Design Considerations for Language Learners](#)

Access to Devices and Connectivity

Describe how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.

- Guiding Question: How can we ensure all students have the tools necessary for distance learning?

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Strategies to consider:

- Establish a system to assess device and connectivity needs for all students and families
- Survey families to determine a baseline of student access to a digital device. Determine types of devices and to what degree students are sharing a device or have individual access to a device
- Survey families to determine a baseline of internet connectivity. Assess to what degree connectivity supports the types of learning activities necessary for distance learning
- Determine a process to provide and monitor access to devices and connectivity and collect data to regularly address gaps in access
- Establish adequate training for all faculty, staff, students, and parents on all adopted online learning systems
- Provide a “Just InTime” technical support system for students/families and staff

Tools and Resources:

- [Santa Cruz County Office of Education](#) provides a [guide](#) for ensuring continuity of learning during a school closure and may be a first step in planning
- Riverside County Office of Education Continuity of Learning [Planning Guide](#)
- Val Verde Unified School District Re-opening and [Safety Guide](#) provides ideas on how to support distance learning by providing devices, connectivity, and technical support, 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
- Technology Information Center for Administrative Leadership ([TICAL](#)) has a number of resources for technological planning and distance learning.
- TNTP has a guide for [Technology Resources for At-Home Learning](#) that includes suggestions on how LEAs can assist families to gain access to free or low-cost broadband internet.

Distance Learning Professional Development

Describe the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

- Guiding Question: How are we going to build our staff’s capacity and skill to provide a successful distance learning program?

Strategies to consider:

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- Establish a system for “Just In Time” technical support of devices, connectivity, and learning system programs for staff and families to support distance learning
- Provide ongoing staff development for teachers and other personnel to build their skill and capacity in effective distance learning instructional practices

Tools and Resources:

- [TNTP COVID 19 School Response Toolkit](#) provides strategies for accelerating learning as a way to provide support for students most affected by school closures
- [CDE Guidance](#) and resources for teachers and families in K–12 schools regarding high quality distance learning
- TNTP has a guide for [Technology Resources for At-Home Learning](#) that includes suggestions on how LEAs can assist families to gain access to free or low-cost broadband internet

Staff Roles and Responsibilities

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

- Guiding Question: How have roles and responsibilities of staff changed as a result of COVID-19?

Strategies to consider:

- Continually explore options to reorganize the use of personnel and resources to support students most affected by learning loss
- Consider staffing ratios for student activities (recess, lunch, instructional supervision, isolation room) and whether or not employees can have a shift in job duty to newly needed roles as a result of having less students on campus
- Analyze bargaining agreements when adjusting roles and consult with labor leaders to establish agreements that allow flexibility in job roles and responsibilities based on meeting student needs
- A wide variety of student needs, including trauma, lack of mental wellness, stress and anxiety, and low academic performance have been intensified as a result of the COVID-19 pandemic. Describe role changes to address these needs

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Tools and Resources:

- Contra Costa County Office of Education, [Planning Guide](#) for Learning Continuity and Attendance Plan and Riverside County Office of Education [Planning Guide](#)
- Early legal suggestions on how to [bargain the impact of COVID-19](#) closures provided by AALRR
- Articles from [Rethinking Schools](#) provide ideas on how roles can and are being changed as a result of COVID-19
- [ASCA Toolkit](#): Crisis Planning and Response During a Pandemic/Virtual School Counseling
- National Association of School Psychologists, [COVID-19 Resource Center](#) provides suggestions for supporting students

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Supports for Pupils with Unique Needs

Describe 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.

- Guiding Question: How will your LEA ensure students with unique needs are supported during distance learning?

Strategies to consider:

- Develop a system to monitor student engagement, attendance, and progress regularly in short intervals so that learning gaps are addressed early
- Set up a system of adult response when students are not engaged, responding or progressing academically, or socially
- Prioritize extended learning opportunities for these populations, as well as intensive acceleration plans
- Recognize that foster youths' needs go beyond academics, which might include; health and medical, trauma, neglect, counseling, or food
- Note that low-income students needs go beyond academics, which might include: food, shelter, health and medical

Tools and Resources:

- The California Department of Education (CDE) has curated, [Resources for Homeless Children and Youth](#), including a variety of training modules for teachers and support personnel serving students experiencing homelessness
- The CDE has also collected resources for those serving foster youth, [COVID-19 Foster Youth Resources](#)
- The Alliance for Children's Rights has created a guide for educators, the [Foster Youth Education Toolkit](#)
- The [California Department of Education \(CDE\) Distance Learning web page](#) provides guidance and resources for teachers and families in K–12 schools regarding high quality distance learning
- Resources from [California Department of Education \(CDE\) English Learner Support Division](#) support English learner, immigrant, newcomer, and migratory students during distance learning and the transition to schools reopening during the COVID-19 outbreak