



Background photo created by katemangostar - www.freepik.com

HOT OFF THE PRESS!!

The Learning Continuity & Attendance Plan (LCP) Template Now Available!

by Martha Zaragoza Díaz, CABE Lobbyist

The California Department of Education released the template of the **Learning Continuity and Attendance Plan (LCP)** July 31, 2020, meeting the statutory requirement of its development on or before August 1, 2020. The Learning Continuity and Attendance Plan template and instructions can be downloaded from the CDE Learning Continuity and Attendance Plan webpage at:

<https://www.cde.ca.gov/re/lc/learningcontattendplanasp>.

The governing body/board of an LEA, including a charter school, must adopt the LCP by September 30, 2020.



Senate Bill 98 (SB 98-Ch.24, Statutes 2020) establishes the **Learning Continuity and Attendance Plan (LCP)** which replaces the **Local Control Accountability Plan** for the 2020–21 school year and supersedes the requirements in **Executive Order (EO) N-56-20**. For those wishing to read the text of the EO, here is the link: <https://www.gov.ca.gov/wp-content/uploads/2020/04/EO-N-56-20-text.pdf>

The legislation clearly lays out the requirements specific to the process, engagement, review and submission of the LCP. For those interested in reading SB 98, here is the link: https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB98.

A description of how the LEA is increasing or improving services for its unduplicated pupils is also required. This description is to include the portion of any federal funds used to backfill reductions to the local control funding formula, on a dollar-for-dollar basis, as applicable.

The legislation requires the State Superintendent of Public Instruction, in consultation with the executive of the state board of education, to develop the template for the LCP. The template is to include, but not be limited to, the following:

(1) A description of how the LEAs, including charter schools, will provide continuity of learning and address the impact of COVID-19 on pupils, staff, and the community in the following areas, and the specific actions and expenditures the school district, county office of education, or charter school anticipates taking to support its ability to address the impacts of COVID-19:

(1) A description of how the LEAs, including charter schools, will provide continuity of learning and address the impact of COVID-19 on pupils, staff, and the community in the following areas, and the specific actions and expenditures the school district, county office of education, or charter school anticipates taking to support its ability to address the impacts of COVID-19:

(A) ***In-person instructional offerings***, and specifically, the actions the school district, county office of education, or charter school will take to offer classroom-based instruction whenever possible, ***particularly for pupils who have experienced significant learning loss due to school closures in the 2019–20 school year or are at greater risk of experiencing learning loss due to future school closures.***



(B) ***Plans for a distance learning program***, including all of the following:

(i) How the school district, county office of education, or charter school 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. This shall include a 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.

(ii) A plan for ensuring access to devices and connectivity for all pupils to support distance learning whenever it occurs.



(iii) How the school district, county office of education, or charter school will measure participation and assess pupil progress through live contacts and synchronous instructional minutes, as well as how the time value of pupil work will be measured.

(iv) What professional development and resources will be provided to staff to support the provision of distance learning, including technological support.

(v) To the extent that staff roles and responsibilities change because of COVID-19, what the new roles and responsibilities of affected staff will be.

(vi) ***What additional supports for pupils with unique needs will be provided, including for English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness during the period in which distance learning is provided.***

(C) ***How the school district, county office of education, or charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years, including all of the following:***

(i) How the school district, county office of education, or charter school will assess pupils to measure pupil learning status, particularly in the areas of English language arts, ***English language development***, and mathematics.

(ii) ***What actions and strategies the school district, county office of education, or charter school will use to address learning loss and accelerate learning progress for pupils, as needed, and how these strategies differ for pupils who are classified as English learners, are eligible for a free or reduced-price meal, or are foster youth, as those terms are defined in Section 42238.01, individuals with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness.***



(iii) How the effectiveness of the services or supports provided to address learning loss will be measured.

(D) How the school district, county office of education, or charter school will monitor and support the mental health and social and emotional well-being of pupils and staff during the school year.

(E) What professional development will be provided to staff, and what resources will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

(F) ***Pupil engagement and outreach***, including the procedures of the school district, county office of education, or charter school for tiered reengagement strategies for pupils who are absent from distance learning, and how the school district, county office of education, or charter school will provide outreach to pupils and their parents or guardians, ***including in languages other than English***, when pupils are not meeting compulsory education requirements, or the school district, county office of education, or charter school determines the pupil is not engaging in instruction and is at risk of learning loss.



(G) School nutrition, including how the school district, county office of education, or charter school will provide meals for pupils who are eligible for free or reduced-price meals, as defined in Section 42238.01, for pupils participating in both in-person instruction and distance learning, as applicable and contingent upon the department receiving an approved

(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. If the actions and expenditures described in paragraph (1) are not included in the budget, the learning continuity and attendance plan shall reference how these expenditures will be included in the first interim report of the school district, county office of education, or charter school pursuant to Section 1240, 42131, or 47604.33.

(3) The learning continuity and attendance plan shall include a description of how the school district, county office of education, or charter school is increasing or improving services in proportion to funds generated on the basis of the number and concentration of unduplicated pupils under the local control funding formula pursuant to Sections 2574, 2575, 42238.02, and 42238.03 in the 2020–21 fiscal year pursuant to the regulations adopted by the state board pursuant to Section 42238.07. The description shall include the portion of any federal funds provided to backfill reductions to the local control funding formula on a dollar-for-dollar basis generated on the basis of the number and concentration of unduplicated pupils pursuant to Sections 2574, 2575, 42238.02, and 42238.03.



The LCP template elements/components were not summarized because the reader should know exactly what is required by law; SB 98. CABE along with other advocate organizations, including Californians Together and the LCFF Equity Coalition, advocated strongly for language in SB 98 and in the Learning Continuity and Attendance Plan. Language requiring face-to-face with a teacher for synchronous or asynchronous learning and face-to-face with a teacher when providing in-classroom instruction for English learners. Additionally, inclusion of English language development (integrated and designated), additional supports (such as language support) for English learners and other vulnerable students, professional development for teachers specific to distance learning for English learners and training for parents (to include training for non-English speaking parents) on the use of the social media platforms, pupil and parent outreach and engagement to be provided in languages other than English, describing actions and strategies addressing learning loss and accelerated learning of English learners and other



vulnerable students, inclusion of the amount of instructional minutes provided to pupils- distance learning and in-class instruction and the translation of the LCP and related information in languages other than English were also advocated for inclusion in the template by CAFE. While some of the recommendations were included, others were not. Additionally, CAFE, along with other advocate organizations advocated at the state level to CDE and the state board of education, specific prompts that should be included in the LCP and its instructions that the LEAs should use.

This information is given so you, as a parent or educator, can provide input to your schools LCP and ensure that the instructional needs of English learners and other vulnerable students, regardless of whether it's provided via distance learning or in-classroom, are included in the LCP. Contact your school to inquire as to the process and timelines for input, review and approval of the LCP. If you are a member of the Parent School Site Council or the District English Learner Advisory Committee, ask the school staff liaison when the LCP will be presented before your committee for review and input by the committee. Ensure that the committees will have ample time to do a comprehensive review and input. A letter from the committees with the recommendations should be written and forwarded to the principal, and county and district superintendents because they are required to respond to the committee input in writing. Know the dates the LCP will be presented before the school board for review and approval. Attend those meetings and if necessary, advocate on behalf of your children and English learner pupils. It's equally important to monitor and provide input on the district budget that accompanies the LCP.



The LCP is to also describe how federal and state funding in the original or revised budget adopted by the LEA is used to support the efforts described in the LCP including funds provided for learning loss mitigation. Therefore, the district budget should be clear as to the resources to be made available to support which services and programs described in the LFP. This too requires carefully monitoring, review and input from parents and educators.

For additional information please go to the following sources:

LCAP: <https://www.cde.ca.gov/re/lc/>

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

Learning Loss Mitigation Funding: <https://www.cde.ca.gov/fg/cr/learningloss.asp#>

Or you can contact the **Local Agency Systems Support Office:** LCFF@cde.ca.gov, 916-319-0809.

