



TONY THURMOND
State Superintendent
of Public Instruction

Learning Continuity and Attendance Plan

California Department of Education
August 4, 2020



Session Goals

Our goal for today is to:

- An overview of the requirements for the template and instructions for the Learning Continuity and Attendance Plan (Learning Continuity Plan)

The Learning Continuity Plan

- The Learning Continuity Plan is a vehicle to:
 - Clarify and communicate thinking around how the LEA is supporting its students and families.
 - Reflect on planning and stakeholder engagement that has taken place.
 - Communicate with stakeholders through meaningful engagement.
- The requirements of what must be included in the Learning Continuity Plan are provided within the plan template and instructions.
- The Learning Continuity Plan Template and Instructions as posted on the California Department of Education's (CDE's) Learning Continuity and Attendance Plan web page:
<https://www.cde.ca.gov/re/lc/learningcontattendplan.asp>.

Senate Bill 98

- The intent of SB 98 is to provide LEAs with flexibility to respond to the impact of the COVID-19 pandemic on their local community and to clarify requirements for LEAs.
- The Learning Continuity Plan should be developed with the totality of Senate Bill 98 in mind.
 - An overview of requirements for SB 98 is available at <https://www.cde.ca.gov/fg/aa/lc/documents/tues2sb98.pdf>.
 - The text of SB 98 is available at http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB98.

Pieces of the Learning Continuity Plan

- Learning Continuity Plan Template
- Learning Continuity Plan Instructions
- Resources and guidance to support the development of the Learning Continuity Plan



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Overview of Process and Timelines



Process and Timelines (1)

Action/Process	Date
<p><i>Education Code (EC) Section 43509(f)</i> required the State Superintendent of Public Instruction, in consultation with the executive director of the state board, to develop a template for the Learning Continuity Plan on or before August 1, 2020.</p> <p>The Learning Continuity Plan template and instructions are posted on the CDE web page.</p>	August 1, 2020

Process and Timelines (2)

Stakeholder Engagement

- Solicit recommendations and comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan.
- Provide the opportunity to submit written comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan.
- For Districts and County Offices of Education (COEs), present the Learning Continuity Plan to the Parent Advisory Committee and the English Learner Parent Advisory Committee separately for review and comment.
 - Superintendents must respond in writing to comments received from these committees.

Please note: LEAs must make an efforts to solicit feedback from pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English.

Process and Timelines (3)

Action/Process	Date
Present the Learning Continuity Plan to the community at a public hearing of the governing board for review and comment (72-hour posting requirement)	Determined locally
Adopt the Learning Continuity Plan in a public meeting after the public hearing and not on the same day as the public hearing.	On or before September 30

Please note: The governing board or body must provide options for remote participation in these public hearings/meetings.

Process and Timelines (4)

Action/Process	Date
<p>Submit plan to reviewing authority</p> <ul style="list-style-type: none">• A school district must submit the Learning Continuity Plan to its county superintendent of schools.• A COE must submit its Learning Continuity Plan to the SSPI• A Charter school must submit its Learning Continuity Plan to its chartering authority and the COE. (If the COE is the chartering authority, the charter school shall submit its Learning Continuity Plan only to the COE).	<p>Within 5 Days After Adoption</p>

Process and Timelines (5)

Action/Process	Date
<p>Reviewing authorities may submit recommendations, in writing, for amendments to the Learning Continuity Plan.*</p> <p>*School districts and COEs only</p>	<p>By October 30</p>



Process and Timelines (6)

Action/Process	Date
<p>The governing board of a school district or COE shall consider the recommendations submitted by the reviewing authorities in a public meeting within 15 days of receiving the recommendations.</p> <p>If a county superintendent of schools has jurisdiction over a single school district, the SSPI shall perform the duties as the reviewing authority.</p>	<p>Within 15 days of receiving recommendations from the reviewing authority</p>

LEAs must prominently post the Learning Continuity Plan on the homepage of the LEA's website, consistent with the LCAP posting requirements as specified in California *Education Code (EC)* sections 52065 and 47606.5.

COEs must prominently post all Learning Continuity Plans submitted by school districts and charter schools, or links to those Plans, on the COE's website.



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Learning Continuity and Attendance Plan 2020–21

TEMPLATE AND INSTRUCTIONS





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General Information

TEMPLATE AND INSTRUCTIONS



General Information

A description of the impact the COVID-19 pandemic has had on the LEA and its community.

Instructions: Briefly provide information deemed relevant to enable a reader to more fully understand how the LEA's Learning Continuity Plan has been informed by the impacts the LEA and its community have experienced from the COVID-19 pandemic.



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Stakeholder Engagement

TEMPLATE AND INSTRUCTIONS



Stakeholder Engagement

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]

Efforts to Solicit Stakeholder Feedback

Prompt 1: A description of the efforts made to solicit stakeholder feedback

Instructions: A sufficient response to this prompt will describe the overall stakeholder engagement process, including the efforts to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English; and a description of how stakeholder engagement was considered before finalizing the Learning Continuity Plan.

Options for Remote Participation

Prompt 2: A description of the options provided for remote participation in public meetings and public hearings.

Instructions: A sufficient response to this prompt will describe how the LEA promoted stakeholder engagement, and the option(s) provided that allowed remote participation in the public hearings and local governing board meetings.

- A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020.

Summary of Feedback

Prompt 3: A summary of the feedback provided by specific stakeholder groups

Instructions: A sufficient response to this prompt will describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Aspects Influenced

Prompt 4: A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

Instructions: A sufficient response to this prompt will provide stakeholders and the public with clear, specific information about how the stakeholder engagement process influenced the development of the Learning Continuity Plan. This response must describe aspects of the Learning Continuity Plan that were influenced by or developed in response to stakeholder feedback.

For the purposes of this prompt, “aspects” may include sections or specific actions within a section of the Learning Continuity Plan that may have been influenced by stakeholder input.



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In-Person Instructional Offerings

TEMPLATE AND INSTRUCTIONS



In-Person Instructional Offerings

A description of the 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.

Instructions for In-Person Instructional Offerings (1)

A sufficient response to this prompt will describe the LEA's classroom-based instructional schedule model, including how the LEA will ensure student learning and competency development while also considering a student's social–emotional well-being.

- The LEA's classroom-based instructional schedule model should include plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

Instructions for In-Person Instructional Offerings (2)

- To identify students who have experienced significant learning loss due to the school closures in 2019–2020, LEAs should consider and solidify a systematic cycle of assessments, including initial screenings and formative and summative assessments. LEAs may use this data to develop an instructional schedule model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.

Actions Related to In-Person Instructional Offerings

Actions related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]



Instructions for Actions Related to In-Person Instructional Offerings

For each action related to in-person instructional offerings, please enter the following information in the table:

- A description of what the action is. This may include a succinct description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.



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Distance Learning Program

TEMPLATE AND INSTRUCTIONS



Continuity of Instruction

A description of 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.

Instructions: A sufficient response to this prompt will:

- Include specific information that explains how the LEA will provide continuity of instruction and learning to ensure that pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery; and
- Provide a succinct description of the curriculum and instructional resources that will be developed or utilized that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Access to Devices and Connectivity

Access to Devices and Connectivity

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

[Respond here]

Instructions for Access to Devices and Connectivity (1)

Instructions: A sufficient response to this prompt will describe how the LEA will ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- The process used to ascertain the needs of students. In doing so, the LEA may consider the needs of teachers and families in order to ensure that students have access to devices and connectivity.
- The plan for ensuring access to devices and connectivity for all pupils to support distance learning, whenever it occurs, and for providing technological support to ensure access to devices and connectivity.

Instructions for Access to Devices and Connectivity (2)

- Descriptions of the efforts of the LEA to ensure students and families with unique circumstances have access to devices and connectivity.
- Description of methods used to reach students and families who were unable to access devices and connectivity following school closure in the 2019-20 school year.

Pupil Participation and Progress

A description of 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.

Instructions: A sufficient response to this prompt will provide specific information about how the LEA will track and monitor student progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of student work.

- Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee of the LEA.

Distance Learning Professional Development

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

Instructions: A sufficient response to this prompt will provide specific information about the professional development and resources the LEA will provide to staff to support the distance learning program, including technological support.

- When responding to this prompt, an LEA may find it helpful to refer to the “Professional Learning and Relationships” section in the CDE’s *Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools* (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>) [The preceding link is no longer available]. This section includes essential questions for LEA planning, as well as models and best practices related to professional learning.

Staff Roles and Responsibilities

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

Instructions: A sufficient response to this prompt will describe how the LEA has adapted the roles and responsibilities of employees that have necessarily changed as a result of COVID-19 such as, but not limited to:

- Modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students.
- Changes to an employee's original role or responsibility when that original role or responsibility is not feasible in a remote environment.

Supports for Pupils with Unique Needs

A description of 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.

Instructions: A sufficient response to this prompt must describe the additional support that the LEA will provide during distance learning to assist pupils with unique needs, including additional supports provided to the following groups:

- English learners;
- Pupils with exceptional needs served across the full continuum of placements;
- Pupils in foster care; and
- Pupils who are experiencing homelessness.

Actions Related to Distance Learning Program

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Instructions for Actions Related to Distance Learning Program

Instructions: For each action related to the Distance Learning Program, please enter the following information in the table:

- A description of what the action is. This may include a description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

Please add additional rows, as necessary.



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Pupil Learning Loss

TEMPLATE AND INSTRUCTIONS



Pupil Learning Loss (1)

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]

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

[Respond here]

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Pupil Learning Loss (2)

Prompt: 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.

Instructions: A sufficient response to this prompt will describe how, with what tools, and at what frequency the LEA will assess pupils to measure learning status, within any instructional delivery model, particularly in the following areas:

- English language arts
- English language development (ELD)
- Mathematics

Pupil Learning Loss Strategies

Prompt: 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 who are experiencing homelessness.

Instructions: A sufficient response to this prompt will include specific actions and describe the strategies used to address learning loss and accelerate learning progress. In addition, the response must include a description as to how these strategies differ for:

- English Learners;
- Low-income pupils;
- Foster youth;
- Pupils with exceptional needs; and
- Pupils who are experiencing homelessness.

Effectiveness of Implemented Pupil Learning Loss Strategies

Prompt: A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

Instructions: A sufficient response to this prompt will describe how and by what methods the LEA will measure the effectiveness of services or supports provided to address learning loss.

- When responding to this prompt, an LEA may find it helpful to refer to the “Instructional Programs” section in the CDE’s *Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools* (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>) [The preceding link is no longer available.]

Actions to Address Pupil Learning Loss (1)

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]



Actions to Address Pupil Learning Loss (2)

Instructions: For each action addressing Pupil Learning Loss, please enter the following information in the table below:

- A description of what the action is. This may include a description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

Please add additional rows, as necessary.



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Mental Health and Social Emotional Well-Being

TEMPLATE AND INSTRUCTIONS



Mental Health and Social Emotional Well-Being (1)

A description of how the LEA will monitor and support mental health and social and 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.

Instructions: A sufficient response to this prompt will describe how the LEA will support mental health and social and emotional well-being of pupils during the school year which includes:

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

Mental Health and Social Emotional Well-Being (2)

When responding to this prompt, LEAs may find it helpful to consider the guidance provided on pages 34–36 in the “Mental Health and Well-Being of All” section in the CDE’s *Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools* (~~<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>~~) [The preceding link is no longer available.].



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Pupil Family Engagement and Outreach

TEMPLATE AND INSTRUCTIONS



Pupil Family Engagement and Outreach (1)

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA 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 if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.

Pupil Family Engagement and Outreach (2)

Instructions: A sufficient response to this prompt will provide a description of pupil engagement and outreach including:

- The procedures for tiered re-engagement strategies for pupils who are absent from distance learning.
- How the LEA will provide outreach to all pupils and their parents and guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.



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School Nutrition

TEMPLATE AND INSTRUCTIONS



School Nutrition

A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.

Instructions: A sufficient response to this prompt will describe how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.

- When responding to this prompt, LEAs may find it helpful to consider the changes in food service operations provided on pages 43–44 in the “School Services” section in the CDE’s *Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools* (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>) [The preceding link is no longer available].



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Additional Actions to Implement the Learning Continuity Plan

TEMPLATE AND INSTRUCTIONS



Additional Actions to Implement the Learning Continuity Plan

Additional Actions to the Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section.]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services.]	[\$ 0.00]	[Y/N]

Instructions for Additional Actions to Implement the Learning Continuity Plan (1)

This table should include additional actions related to the implementation of the Learning Continuity Plan that are not already included in the plan, including any actions related to the Mental Health and Social Emotional Well Being, Pupil and Family Engagement and Outreach, and School Nutrition Sections of the plan if needed. If applicable, please enter the following information in the table:

- The section of the Learning Continuity Plan related to the action described. If the actions and expenditures described in this table do not apply to one particular section the LEA may put “N/A.”

Instructions for Additional Actions to Implement the Learning Continuity Plan (2)

- A description of what the action is. This may include a succinct description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable.
- Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.



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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

TEMPLATE AND INSTRUCTIONS



Requirements and Instructions (1)

Heading: Percentage to Increase or Improve Services

Instructions: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the Learning Continuity Plan year as calculated pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(7)*.

Heading: Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students

Instructions: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the Learning Continuity Plan.

Required Descriptions (2)

Prompt 1: For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.

Instructions: For the actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students and that are being provided on an LEA-wide or schoolwide basis, provide a general explanation of these actions consistent with 5 CCR Section 15496(b).

Required Descriptions (3)

Instructions (continued):

Principally Directed and Effective: For these actions, explain how:

- The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to meet the needs of the students in response to the COVID-19 pandemic.

Required Descriptions (4)

Prompt 2: A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Required Descriptions (5)

Instructions: Consistent with the requirements of 5 CCR Section 15496, describe how the services marked in the Learning Continuity Plan as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students contribute to meeting the percentage calculated as compared to the services provided for all students. Additionally, consistent with the requirements of 5 CCR Section 15496, please describe any other actions or services that contribute towards meeting the increased or improved services requirement. To improve services means to grow services in quality and to increase services means to grow services in quantity. A sufficient description to this prompt must address how the action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students.



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Resources and Support



To support the field, the CDE has posted a number of Frequently asked Questions (FAQs) on various CDE web pages. For example:

- Learning Continuity and Attendance Plan FAQs (<https://www.cde.ca.gov/re/lc/learningcontattendplan.asp#FAQs>)
- Distance Learning FAQs (<https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>)
- English Learner Services FAQs (<https://www.cde.ca.gov/sp/el/er/elservicescovid.asp>)
- ELD Distance Learning FAQs (<https://www.cde.ca.gov/sp/el/er/eldfaqs.asp>)
- COVID-19 Assessment FAQs (~~<https://www.cde.ca.gov/ta/tg/ca/covid19assessmentfaq.asp>~~) [The preceding link is no longer available.]

- CDEs 2020–21 Funding and Instructional Time FAQs at (<https://www.cde.ca.gov/fg/aa/pa/pafaqs.asp>)
- LEAs are encouraged to review the FAQ pages as these may be updated to reflect new information and guidance.

Supports Available Through the System of Support

- On Tuesday, August 11, 2020, the CDE hosted a webinar in partnership with State and Lead Agencies within California's System of Support:
 - The California Collaborative for Educational Excellence (CCEE)
 - Riverside County Office of Education (Geographic Lead)
 - Orange County Department of Education (Multi-Tiered System of Support Co-Lead)
 - Butte County Office of Education (Multi-Tiered System of Support Co-Lead)
 - Marin County Special Education Local Plan Area (SELPA) and California Autism Professional Training and Information Network (CAPTAIN) – Special Education Content Lead

Select Resources (1)

California Collaborative for Education Excellence (CCEE), *The Continuity of Learning Playbooks* <https://k12playbook.ccee-ca.org/> and *Supporting Families and Communities with Distance Learning* ~~<https://ccee-ca.org/documents/distancelearning/CCEE%20Webinar%20Community%20Engagement%20Initiative%20Supporting%20Families%20and%20Communities%20in%20Distance%20Learning.pdf>~~

[The preceding link is no longer available.]

CCEE COVID-19 Distance Learning Technical assistance resources ~~<https://ccee-ca.org/distance-learning.asp#TechnicalAssistance>~~

[The preceding link is no longer available.]

Select Resources (2)

- Resources Provided By Riverside County
 - Learning Continuity and Attendance Plan Data, Assessment, and Measurement Considerations: <https://tinyurl.com/LCP-RCOE>
- Resources Provided By Orange and Butte Counties
 - Foundations of California's Multi-Tiered System of Support : <https://ocde.us/mtss/pages/default.aspx>

Select Resources (3)

- Resources provided by Marin County SELPA and CAPTAIN
 - Autism Focused Intervention Resources and Modules (AFIRM): <http://afirm.fpg.unc.edu/afirm-modules>
 - How Educators Can Support Students with Autism and Their Families Through Distance Learning: www.captain.ca.gov
 - Resources for Educators and Families during School Closure English: <https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf>

Additional Resources to Consider

CDE's Learning Continuity and Attendance Plan web page at: [https://
www.cde.ca.gov/re/lc/learningcontattendplan.asp](https://www.cde.ca.gov/re/lc/learningcontattendplan.asp)

Stronger Together, A Guidebook to the Safe Reopening of California's Public Schools

~~<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>~~

[The preceding link is no longer available.]

California Department of Education (CDE) Coronavirus Response and School Reopening Guidance web page:

<https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>



Local Agency Systems Support Office
at LCFF@cde.ca.gov