



California Learning Continuity Plans: Protocol and Analysis

District Information

Q1. What is the school district's name? *[Short answer text]*

Q2. In what county is the school district? *[Short answer text]*

Q3. When was the LCP adopted or published? *[Short answer text]*

Q1. District Name	Size	FRPM	Q2. County	Q3. LCP Publication or Adoption Date
Fresno Unified	73,381	87.4	Fresno	09/11/2020
Sanger Unified	12,641	65.9	Fresno	09/22/2020
Elk Grove Unified	64,480	52.8	Sacramento	09/28/2020
Oakland Unified	49,588	71.7	Alameda	09/17/2020
Stockton Unified	41,679	77.4	San Joaquin	09/22/2020
Mountain View	6,131	91.2	Los Angeles	
San Juan Unified	50,820	59.3	Sacramento	09/22/2020
Sacramento City	40,660	72.6	Sacramento	09/17/2020
West Contra Costa Unified	32,143	65.7	Contra Costa	09/18/2020
Hemet Unified	22,303	83.6	Riverside	09/15/2020
Moreno Valley Unified	32,299	83.3	Riverside	09/22/2020
Berkeley Unified	9,844	27.2	Alameda	09/16/2020
Azusa Unified	7,729	83.5	Los Angeles	09/15/2020
Lawndale Elementary	5,689	85.0	Los Angeles	09/24/2020
Cajon Valley Union	17,342	69.7	San Diego	09/22/2020
Anaheim Union High	29,832	70.8	Orange	
Ontario-Montclair	20,147	87.4	San Bernardino	09/17/2020
San Bernardino City Unified	48,755	88.1	San Bernardino	09/15/2020
Chula Vista Elementary	23,116	53.8	San Diego	
Dinuba Unified	6,670	81.2	Tulare	

Family Engagement Expectations

Q4. What expectations has the district set for strategies and practices, including changes in responsibilities, that will be used to make contact and/or build relationships with families by the following people? *[Long answer text for each stakeholder]*

- Teaching staff
- Principals and administrators
- Designated family engagement staff
- Non-teaching staff (for example, COST teams, social workers, counselors, paraprofessionals, classified staff, and others)
- Community partners

Family Engagement Professional Development

Q5. Will the district provide professional development for teachers and staff to strengthen and support their efforts to make contact and/or build relationships with families? *[Y or N]*

Response Option	Results
Yes	11 (55%)
No	9 (45%)

Q6. If yes, please describe any highlights related to how teachers and staff are being trained to make contact and/or build relationships with families. *[Long answer text]*

Family and Student Engagement Activities

Q7. In what ways has the district gathered input from families in developing this LCP, and more generally, in developing its COVID-19 response plans? *[Multiple selection]*

Response Option	Results
Solicited input of district Parent Advisory Committee/LCAP committees	18 (90%)
Solicited input of ELACs and DELACs	20 (100%)
Solicited input of School Site Councils	2 (10%)
Solicited input of PTAs/PTOs	2 (10%)
Created a committee or working group specifically focused on COVID response	9 (45%)
Surveyed families	20 (100%)
Surveyed students	11 (55%)
Conducted focus groups	6 (30%)
Held town halls or other community meetings	17 (85%)

Q8. Highlight any noteworthy district stakeholder feedback solicitation practices, including any accommodations made by the district (e.g., multilingual translation) and/or where family or student input clearly affected or influenced the district's plan. *[Long answer text]*

Q9. Does the district's LCP include any of the following activities or services? Select all that apply. *[Multiple selection]*

Response Option	Results
Proactive one-on-one TEACHER outreach to EVERY family	2 (10%)
Proactive one-on-one TEACHER outreach to TARGETED families	2 (10%)
Proactive one-on-one STAFF outreach to EVERY family	0 (0%)
Proactive one-on-one STAFF outreach to TARGETED families	9 (45%)
Reactive one-on-one TEACHER outreach to families	15 (75%)
Reactive one-on-one STAFF outreach to families	19 (95%)
Case management/Coordination of Services Team (COST)/Multi-disciplinary support team(s) for students and/or their families	8 (40%)
Opportunities for families to engage with each other	4 (20%)
Training for families to strengthen family participation and engagement	9 (45%)

Distance Learning Supports

Q10. Does the district provide families with any of the following in order to support distance learning? Select all that apply. *[Multiple selection]*

Response Option	Results
Access to devices (e.g., laptops, tablets)	20 (100%)
Access to connectivity (e.g., hotspots, broadband)	20 (100%)
Digital literacy training for families (e.g., how to use the school/district's technology platforms)	16 (80%)
Training for families on how to support learning from home	11 (55%)
Tech support (e.g., troubleshooting)	11 (55%)
Distance learning supports in multiple languages for families where English is not the primary language	17 (85%)

Q11. For the selections above, please describe any noteworthy distance learning supports the district plans to provide. *[Long answer text]*

Broader Student & Family Needs

Q12. Does the district plan to provide any of the following services or supports for either students or families? Select all that apply. *[Multiple selection]*

Service or Support	Students	Families
Mental health	19 (95%)	16 (80%)
Physical health	6 (30%)	3 (15%)
School meals	20 (100%)	0 (0%)
Other meals	11 (55%)	10 (50%)
Housing	6 (30%)	8 (40%)
Employment	0 (0%)	1 (5%)
Childcare	0 (0%)	6 (30%)
Other	4 (20%)	4 (20%)

Q13. If selected, please describe the services and supports in the relevant text entry boxes below for students and/or families. If the district does not specifically describe how they will provide a given support, please leave blank. *[Long answer text]*

Targeted Family Engagement

Q14. In the LCP, does the district address whether and how they will make contact and/or build relationships with the following targeted family groups? *[Multiple selection]*

Response Option	Results
Low-income	4 (20%)
Foster youth	16 (80%)
English learners	12 (60%)
“Unduplicated” (as an aggregate group)	0 (0%)
Specific racial/ethnic groups	3 (15%)
Homeless	16 (80%)
Special education	5 (25%)
Migrant	1 (5%)
Immigrant/newcomer	3 (15%)
Undocumented	1 (5%)
Other*	3 (15%)

* NOTE: Reviewer was prompted to identify what other student groups the district may address to build relationships. One district each identified: all students; all K-5 students; and every student that was not attending or engaged.

Q15. If a group is selected above, please describe the details in the text boxes. If not, please leave blank.
[Long answer text]

Instructional Program

Q16. Does the district describe in their LCP how they intend to offer any of the following instructional modalities? Select all that apply. *[Multiple selection]*

Response Option	Results
In person for all students	5 (25%)
Limited in person for some students and remote for most students	7 (35%)
In person for most students but remote for a limited number of others	2 (10%)
A blend of both remote and in-person for all or most students	12 (60%)
Fully remote for all students	18 (90%)

Q17. Does the district plan to prioritize any of the following groups to receive in-person learning support or instruction? Select all that apply. *[Multiple selection]*

Response Option	Results
Low-income	5 (25%)
Foster youth	8 (40%)
English learners	8 (40%)
“Unduplicated” (as an aggregate group)	0 (0%)
Specific racial/ethnic groups	0 (0%)
Homeless	7 (35%)
Special education	9 (45%)
Migrant	0 (0%)
Immigrant/newcomer	2 (10%)
Undocumented	0 (0%)
Elementary school grades (K-5)	2 (10%)
Middle school grades (6-8)	0 (0%)
High school grades (9-12)	0 (0%)

Q18. Does the district plan to provide any of the following learning supports and/or resources (including staff) for the following student groups? Select all that apply. *[Multiple selection]*

	Summer programs	Additional synchronous time	Small groups	One-on-one tutoring	Afterschool programs	Enrichment /specialty classes	Credit recovery opportunities	Dedicated online learning platform
Low-Income	5 (25%)	4 (20%)	6 (30%)	5 (25%)	2 (10%)	0 (0%)	2 (10%)	0 (0%)
Foster youth	6 (30%)	3 (15%)	6 (30%)	9 (45%)	2 (10%)	1 (5%)	2 (10%)	1 (5%)
English learners	5 (25%)	5 (25%)	10 (50%)	10 (50%)	1 (5%)	7 (35%)	3 (15%)	9 (45%)
“Unduplicated” (as an aggregate group)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (5%)	0 (0%)	0 (0%)
Specific racial/ethnic groups	0 (0%)	0 (0%)	0 (0%)	1 (5%)	1 (5%)	1 (5%)	0 (0%)	0 (0%)
Homeless	4 (20%)	2 (10%)	4 (20%)	5 (25%)	2 (20%)	1 (5%)	1 (5%)	0 (0%)
Special education	8 (40%)	7 (35%)	10 (50%)	6 (30%)	4 (20%)	5 (25%)	2 (10%)	7 (35%)
Migrant	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Immigrant/newcomer	1 (5%)	0 (0%)	3 (15%)	2 (10%)	0 (0%)	1 (5%)	1 (5%)	0 (0%)
Undocumented	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
All students (undifferentiated)	4 (20%)	1 (5%)	4 (20%)	7 (35%)	5 (25%)	4 (20%)	4 (20%)	4 (20%)

Q19. Highlight any noteworthy learning supports, services, programs, or systems that the district plans to provide for any of the above-listed student groups. *[Long answer text]*

Q20. Highlight any noteworthy staffing changes that the district plans to make to support any of the above-listed student groups. *[Long answer text]*

Monitoring Academic Progress

Q21. Is there any evidence in the LCP that the district plans to diagnostically assess learning loss at the start of the school year? *[Y or N]*

Response Option	Results
Yes	16 (80%)
No	4 (20%)

Q22. What assessments does the district plan to use to monitor student progress? Please include how often the district intends to use each assessment. *[Long answer text]*

Q23. How will the district use assessment data to differentiate instruction and supports? *[Long answer text]*

Q24. What student attendance and engagement data will the district track during distance learning? Please select all that apply. *[Multiple selection]*

Response Option	Results
Synchronous (live) participation	20 (100%)
Asynchronous computer-based activities	20 (100%)
Asynchronous non-computer-based work	2 (10%)
Regular engagement surveys; weekly exit tickets	1 (5%)

Q25. Is there any evidence in the LCP that schools will use attendance and engagement data to differentiate supports and outreach to students and families? *[Y or N]*

Response Option	Results
Yes	15 (75%)
No	5 (25%)

Q26. If yes, how will schools use attendance and engagement data to differentiate supports and outreach to students and families during distance learning? *[Long answer text]*

Professional Development for Teachers and Staff for Specific Student Groups

Q27. Does the district plan to provide professional development or other capacity-building opportunities to support learning and social and emotional wellbeing for any of the following student groups? Select all that apply. *[Multiple selection]*

Response Option	Results
Low-income	5 (25%)
Foster youth	6 (30%)
English learners	14 (70%)
“Unduplicated”	0 (0%)
Specific racial/ethnic groups	6 (30%)
Homeless	4 (20%)
Special education	10 (50%)
Migrant	0 (0%)
Immigrant/newcomer	2 (10%)
Undocumented	0 (0%)

Q28. Highlight any noteworthy one-time or ongoing professional development or other capacity-building opportunities to support high-needs student groups’ academic learning and social and emotional wellbeing that the district plans to provide. *[Long answer text]*

Buildings

Q29. Does the district plan to use its buildings and facilities in creative ways to support student learning? *[Y or N]*

Response Option	Results
Yes	6 (30%)
No	14 (70%)

Q30. If yes, highlight any creative ways the district plans to use district or community buildings and facilities to support student learning. Include which student groups will be prioritized for access, if applicable. *[Long answer text]*