

Los Angeles County Schools:
Rising to the Challenge of COVID-19



A Planning Framework
for the **2020-21 School Year**



**Los Angeles County
Office of Education**

2nd Edition • August 2020

A Message from Dr. Debra Duardo



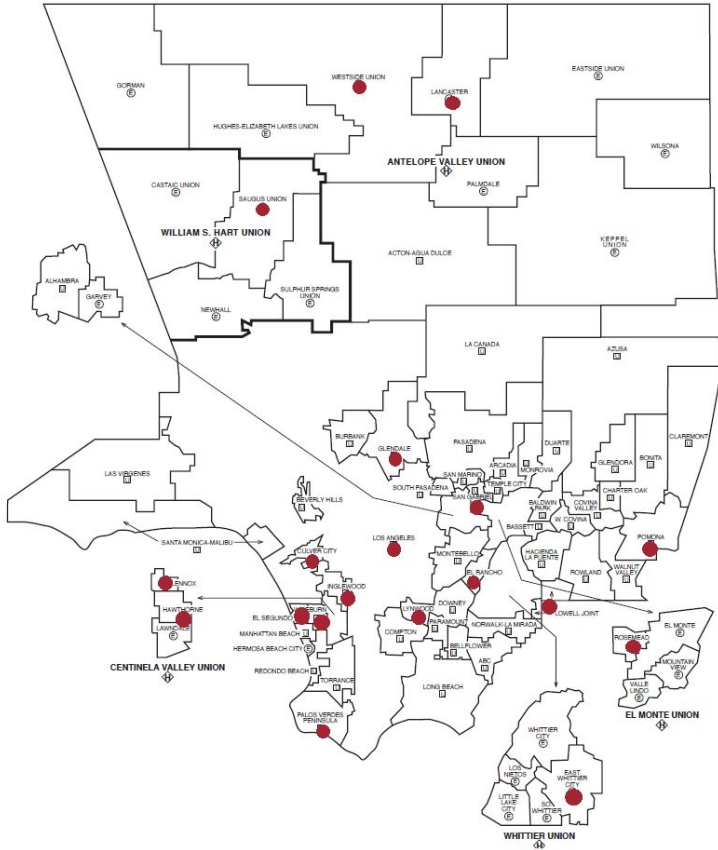
Overview of the Superintendents Task Force

The Los Angeles County Superintendents Task Force for the 2020-21 school year convened for the first time on April 29, 2020.

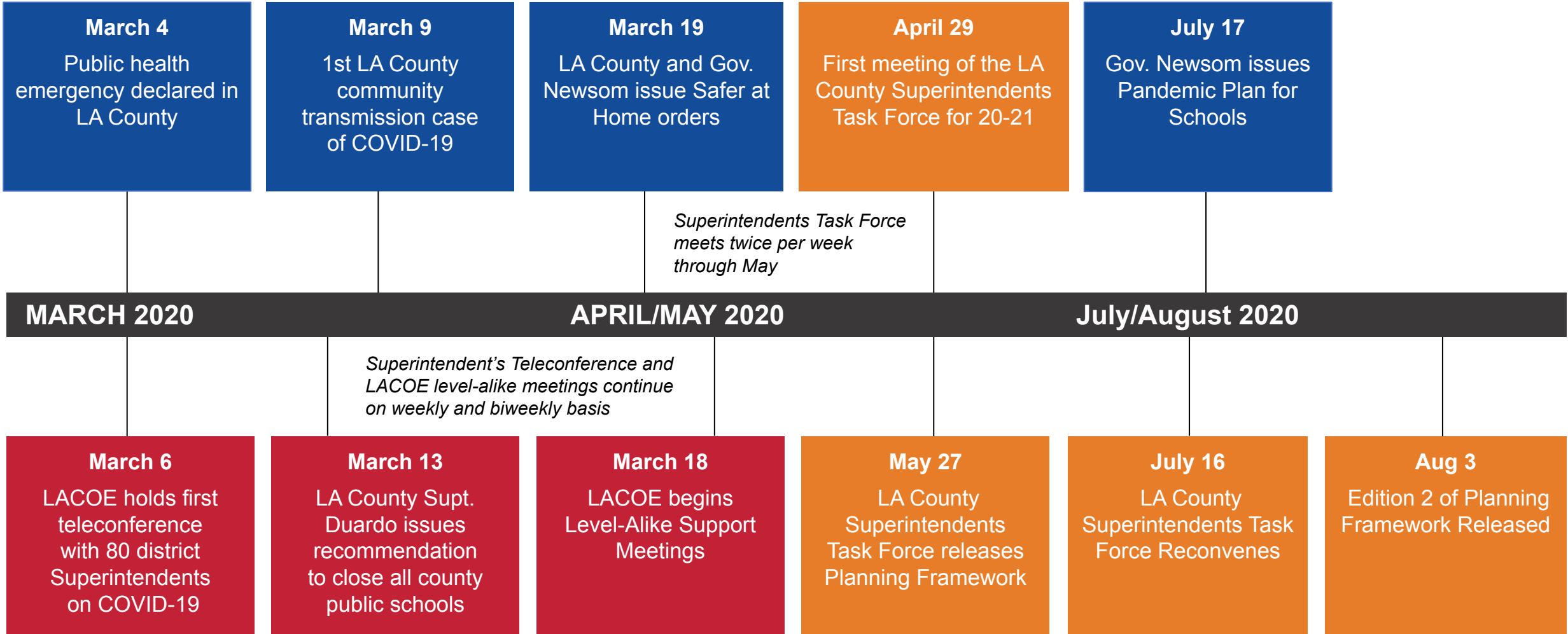
The Task Force is comprised of superintendents and educational leaders from across the county's 80 school districts and organized by the Los Angeles County Office of Education.

The Task Force's developed a planning framework that was released in May 2020 based on current assumptions and conditions to assist Local Education Agencies with planning for the 2020-21 school year during the COVID-19 pandemic.

A second edition of the framework was released in August 2020 that provides updated guidance on new requirements, such as the Learning Continuity and Attendance Plan, and communication supports for districts to engage their communities in conversations.



COVID-19 + LACOE and the Task Force Response Timeline



The Planning Framework

This section offers LEA leaders an overview of the Planning Framework to help them consider ways they may utilize it within their school community.



Planning Framework Overview

Purpose

The Planning Framework was created by LEA leaders to work with their teams to plan for the 2020-2021 school year.

- LEAs may adapt this framework as needed
- LA County Department of Public Health guidelines should be used to support local planning
- LEAs should exercise local control, and engage staff, students, families, professional associations, and community partners in planning
- LEAs should engage in adaptive problem solving due to the continuously changing environment of the COVID-19 pandemic

Use of Framework

The Planning Framework is intended as guidance for LEAs based on current information at the time of its publication.



The Planning Framework includes five sections



- A visioning process for school communities
- Establishing guiding principles



- A process to assess student, staff, and organizational needs
- Planning considerations for the 2020-21 school year



- Templates that support LEAs in planning while engaging stakeholders and applying a continuous improvement lens



- A planning tool to develop strategic communications to engage all stakeholders
- Communications Templates



- Support LEAs in planning while engaging stakeholders and applying a continuous improvement lens

Align Vision and Direction

Included: A reflection template to help align an LEA's current vision and guiding principles with the need to address planning for COVID-19.

The Superintendents Task Force used the following vision:

Throughout the 2020-21 school year, our communities are healthy and connected, and all students are receiving high-quality instruction that meets their needs

The Superintendents Task Force used the following guiding principles:

- Maintaining continuity of instruction
- Keeping students and staff safe and healthy
- Ensuring access and equity for all students
- Communicating with stakeholders, such as staff, families, bargaining units, and partners
- Ensuring flexibility to meet the needs and advocate for all students, while maintaining fiscal solvency

Assess Student, Staff, and Organizational Needs

Included: Templates designed to help LEAs assess student and staff needs and organizational readiness.



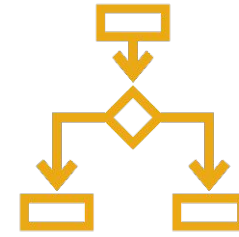
Assess **Student Needs** by:

- School-level
- Key Student Groups



Assess **Staff Needs** by:

- Position
- Key Adult Groups



Assess **Organizational Readiness** by:

- County Reopening Phase
- Health & Safety
- Family & Community Engagement
- Social Emotional Support Systems



[Click here to view a template on assessing student needs](#)



[Click here to a template on assessing staff needs](#)



[Click here to view a template on assessing organizational readiness](#)

Instructional Models

Included: An overview of instructional delivery models. The list of models is not exhaustive, and LEAs should select the model(s) that best fit the needs of their students.

Face to Face

The teacher and the student meet physically in a set place for a set time, for either one-on-one learning or in group classroom lessons with social distancing measures in place, as well as health and safety measures.

Hybrid Learning

Hybrid learning occurs both in the classroom (or other physical space) with social distancing measures in place, as well as health and safety measures, and via distance learning.

Distance Learning

Distance learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional physical classroom setting.



Planning Considerations

Included: Considerations organized by key focus areas for the 2020-21 school year, which include resources and best practices.



Instruction

- Curriculum selection and instructional delivery models
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including students with disabilities, students from socioeconomically disadvantaged families, English Learners, Homeless, Foster Youth and At-Promise Youth
- Access and use of instructional technology
- Expanded learning opportunities



Health & Safety

- Guidance, directives and recommendations from Public Health
- Health & safety information, social distancing and infection control practices (handwashing, face coverings)
- Classroom, meal, and cleaning practices
- Health office practices, personal protective equipment, management and isolation of students showing sign of illness



Planning Considerations (continued)

Included: Considerations organized by key focus areas for the 2020-21 school year, which include resources and best practices.



Social & Emotional Support Systems

- School-based mental health services
- Behavior support systems
- Family engagement and support practices
- Staff supports
- Maintaining student and staff recognitions, awards, and traditions



Family & Community Engagement

- Ensuring effective communication systems
- Engaging stakeholders
- Using community partnerships
- Other key systems and supports



Operations

- Facilities
- Budgeting and financial operations
- Human Resource Services
- Nutrition Services
- Transportation
- Technology infrastructure
- Other key systems and services



LEA Planning Templates

Included: A workbook of eight customizable templates (linked below) intended to help LEAs plan for the 2020-21 school year.



| Template Type | Template Name |
|---|--|
| LEA Team Readiness Templates | 1. LEA Planning Task Force Design |
| | 2. LEA Task Force Mission and Guiding Principles |
| | 3. LEA Task Force 5-phase Planning |
| LEA Organizational Readiness Templates | 4. Needs Assessment: Students |
| | 5. Needs Assessment: Staff |
| | 6. Readiness Decision Tree |
| | 7. Plans for Instructional Models |
| | 8. Master Summary |



A Strategic Communications Planning Guide

This guide will help LEAs communicate, engage stakeholders and tap into the expertise of the community—especially families. There are three main sections:

- 1 Communications and Engagement Strategies** for the school year
- 2 Reusable Tools and Templates** to address anticipated areas of need
- 3 Additional Resources** from LACOE and others



Learning Continuity & Attendance Plan Support

- Senate Bill (SB) 98 established the *Learning Continuity & Attendance Plan* and required contents
- **[LACOE's Coordinated Support Guide to the Learning Continuity & Attendance Plan](#)** provides direct links to professional development and resources aligned to address each required component
- The Coordinated Support Guide is linked to the updated Focus Area Considerations in the Planning Framework



Thank you!