Distance Learning

Most schools will start the year with distance learning, and all should be prepared to.

Track status on covid19.ca.gov/roadmap-counties
$5.3 billion in additional funds to support schools during the pandemic.

### Funding Formula

<table>
<thead>
<tr>
<th>Total</th>
<th>Sources</th>
<th>Distribution Formula</th>
<th>Eligible LEAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1.5 billion</td>
<td>$355,227,000 (GEER) $1,144,773,000 (CR)</td>
<td>Based on an equal amount per pupil age 3-22 with exceptional needs using the 2019–20 Fall 1 Census</td>
<td>School districts, county offices of education and classroom based direct-funded charter schools</td>
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<td>$2,855,227,000</td>
<td>$2,855,227,000 (CR)</td>
<td>Distributed proportionally based on LEA supplemental and concentration grant funding as of the 2019–20 second principal apportionment</td>
<td>School districts, county offices of education and classroom based direct-funded charter schools</td>
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<td>$979 million</td>
<td>$539,926,000 (GF) $439,844,000 (CR)</td>
<td>Distributed proportionally based on the LEA local control funding formula (LCFF) entitlement</td>
<td>School districts, county offices of education and charter schools</td>
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</table>
(1) Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year.

(2) Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or schoolday, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.

(3) Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning.

(4) Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.
Requirements

(b) Distance learning shall include all of the following:

(1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.

(2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

(3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

(4) Special education, related services, and any other services required by a pupil’s individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.

(5) Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.

(6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

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

✓ Review estimated allocations and apply for funds.

✓ Survey needs and procure devices/connectivity.

✓ If you need assistance, stay tuned on the webinar!