

# Evaluation of School Learning Continuity Plan (LCP) Utilizing Context, Input, Process, and Product (CIPP) Model

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## ABSTRAK

Pandemi telah mengganggu sistem pendidikan secara global, sehingga mendorong perlunya modalitas pembelajaran alternatif seperti pembelajaran daring, modular, dan campuran. SLCP, khususnya dalam konteks sekolah di Wilayah 8, mengintegrasikan modalitas ini untuk memenuhi kompetensi pembelajaran yang penting. Paper penelitian ini bertujuan untuk mengevaluasi Rencana Kelangsungan Pembelajaran (LCP) sekolah melalui Program Rencana Pembelajaran Kelangsungan Sekolah dengan menggunakan model evaluasi CIPP (Context, Input, Process, Product). Dengan desain kualitatif, data dikumpulkan melalui wawancara purposif dengan 1 staf non-pengajar, 1 kepala departemen, dan 3 guru serta analisis peta jalan LCP yang disetujui. Temuan menunjukkan keterpaduan menyeluruh dengan domain model evaluasi, meskipun beberapa area memerlukan revisi untuk peningkatan. Studi ini menganjurkan pertimbangan holistik administrasi, terutama dalam mengakui guru sebagai kontributor utama untuk LCP. Peran kunci mereka dalam fase perancangan dan perencanaan ditekankan untuk mekanisasi efektif LCP sekolah. Oleh karena itu, disimpulkan bahwa administrator pendidikan sebaiknya memberikan prioritas pada kolaborasi dengan guru dan mempertimbangkan pandangan mereka untuk meningkatkan kualitas dan fungsionalitas keseluruhan dari LCP. Selain itu, studi ini merekomendasikan pertimbangan organisasional, menghargai peran guru dalam LCP sekolah, memberi prioritas pada kesehatan, mengintegrasikan modalitas, dan menekankan pembelajaran berkualitas dengan metrik dalam LCP.

## ABSTRACT

The pandemic disrupted educational systems globally, prompting the need for alternative learning modalities like online, modular, and blended learning. The SLCP, particularly within the context of a school in Region 8, integrates these modalities to address essential learning competencies. This research paper aimed to evaluate the school Learning Continuity Plan (LCP) through its School Continuity Learning Plan Program using (CIPP) model of evaluation. Employing a qualitative design, data were gathered through purposive interviews with 1 non-teaching personnel, 1 department head, and 3 teachers and an analysis of the approved LCP road-map. Findings revealed comprehensive alignment with the evaluation model domains, though certain areas required revisiting for improvement. The study advocated for the administration's holistic consideration, especially recognizing teachers as front line contributors to the LCP. Their pivotal role in the design and planning phases was emphasized for the effective mechanization of the school LCP. Hence, it was concluded that educational administrators should prioritize collaboration with teachers and consider their perspectives to enhance the overall quality and functionality of the LCP. Moreover, the study recommended organizational consideration, valued teachers in school LCP, prioritized health, integrated modalities, and emphasized quality learning with metrics in LCP.

## 1. INTRODUCTION

The global impact of the COVID-19 pandemic extended beyond health and economy, affecting educational mechanisms worldwide. The disruption of learning continuity in numerous educational institutions emerged as a significant consequence, driven by the need to safeguard learners' health and curb the virus's spread (Bozkurt et al., 2020; Onyeaka et al., 2021). While some institutions abruptly

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closed due to severed mechanisms, others swiftly implemented interventions to ensure uninterrupted learning (Chatzipanagiotou & Katsarou, 2023; Lotrecchiano & Tidmore, 2020). The manifestation of alternative learning modalities, such as online, modular, or blended learning, enabled schools to persist in providing education amid the pandemic. The key intervention employed to mechanize learning continuity is encapsulated in the Learning Continuity Plan (LCP) of institutions. The LCP serves as the foundational framework, delineating what needs to be done, the competencies to include, and the methodologies for efficient learning (Dzaljad, 2020; Kilag et al., 2023). In the Department of Education's case, the LCP integrates modular and blended learning modalities to address Most Essential Learning Competencies (MELC) in various subject areas. However, the efficacy of the learning continuity plan is contingent on its localization and contextualization within individual school divisions, considering their unique capabilities (Hurt et al., 2023; Megalou et al., 2022). This evaluative research focuses on assessing the continuity of learning embedded in the School Learning Continuity Plan (SLCP) of a specific school in Region 8, utilizing the CIPP evaluation model. Education serves as a pivotal driver of a country's economy, serving as the primary source of human resources. Educational institutions play a crucial role in imparting knowledge and skills, and fostering attitudes vital for shaping economic perspectives (Arrington, 2021; Eisler & Fry, 2019). The substantial impact of shutting down educational institutions is profound, significantly impairing a country's economy. The global importance of education, however, faced unprecedented challenges during the worldwide Covid-19 pandemic. Among the pandemic's adverse effects, the widespread closure of learning institutions emerged as a severe manifestation, disrupting students' continuity of learning on a global scale (Engzell et al., 2021; Hurt et al., 2022). Reports indicate that the education sector bore over 90% of the pandemic's impact, representing the most substantial learning disruption in recorded history, affecting nearly two billion learners worldwide (Candelaria & Jimenez, 2022; Purcell & Lumberas, 2021). Despite these challenges, education departments and ministries in affected countries endeavored to prevent a void in learners' education by actively reimagining and accelerating positive changes in teaching and learning methodologies (Diped, 2022; Kashyap et al., 2021).]

Educational institutions globally have established intervention plans to address crises that may compromise teaching and learning mechanisms. However, even in developed countries, interventions related to the pandemic were given lesser priority (Diped, 2022; Karalis, 2020). This lack of preparedness during a crisis, particularly a pandemic, can be extrapolated to developing countries. Despite the deprioritization of crisis interventions, schools on a large scale found ways to sustain learning during lockdowns and limited mobility. This mobilization of learning was inspired by an accelerated transformation in the education sector, breaking down barriers and enhancing connectivity through technology, along with the adoption of flexible and efficient learning modalities (Leal Filho et al., 2021; Pahl-Wöstl et al., 2023). Online learning emerged prominently as a modality during the pandemic, allowing educators to provide learning opportunities and assess students' progress effectively, especially in areas with robust internet connectivity (Bumblauskas & Vyas, 2021; Tarricone, P.; Mestan, K; Teo, 2021). In addition to online learning, considered high-tech, low-tech/offline modalities such as printed materials, modules, TV, and radio were also employed to ensure continued learning (Arslan et al., 2021; Bennett & McWhorter, 2022).

Among the countries significantly impacted by the pandemic, the Philippines has faced immense challenges, affecting both learners and educational institutions at the basic and higher levels, encompassing both public and private sectors. In the realm of Basic Education, the Department of Education has diligently sought ways to ensure the continuity of learning through the implementation of distance learning modalities. DepEd Order No. 12, s2020 delineates guidelines for the adoption of the Learning Continuity Plan in response to health crises, offering various modalities to facilitate learning continuity amidst the pandemic. Distance learning encompasses modalities such as online learning, TV/Radio-Based, and Modular learning. Although there are alternative modalities like Blended learning and Homeschooling, Modular distance learning stands out as the commonly utilized method, particularly employing modules as the primary instructional material (ROQUE, 2023; Salamuddin, 2021). In the local context, a printed modular distance learning approach was employed in a school in Region 8, accommodating nearly 2000 learners enrolled in the academic year 2020-2021. The learning continuity mechanism of the school is articulated through the meticulously designed School Learning Continuity Plan (SLCP). Research globally reflects an international discourse on educational continuity during challenging times. Research from diverse countries contributes to a collective understanding of School Learning Continuity Plans (SLCPs) (Czvetkó et al., 2021; Hill & Narayan, 2020). Various studies may have investigated the contextual factors, input resources, operational processes, and educational products associated with LCPs (Glahn & Gruber, 2020; Nursafitri et al., 2023). The development of this study aligns with a global progression in educational research, synthesizing insights from different countries to offer a comprehensive evaluation framework through the CIPP model (Cabatay\* & Gonzales, 2024; Rocha et al.,

2021). It signifies an effort to build upon and contribute to the evolving body of knowledge surrounding effective educational strategies in diverse international contexts (Anderson-Levitt & Gardinier, 2021; Kaczmarek, 2020). The School Learning Continuity Plan (SLCP) was meticulously designed to ensure the continuity of learning amidst the pandemic within the local context and was implemented over the course of a school year. To gauge the effectiveness of this programmed SLCP mechanism, a comprehensive evaluation is imperative to discern successful aspects and identify areas requiring intervention. The CIPP model, renowned for its holistic approach, can serve as a valuable framework for this evaluation. Evaluation proves to be an indispensable technique when examining the progression of projects or programs. It plays a pivotal role in scrutinizing the developmental aspects of an implementation, shedding light on both successful and problematic facets. The school-level evaluation of the implemented SLCP becomes instrumental in determining its impact on institutional goals for learning continuity during the pandemic. Through this evaluative process, diverse aspects such as administrative, pedagogical, and managerial considerations can be assessed and subsequently refined for further development (Garone et al., 2022; Nikolic et al., 2021).

Evaluation serves as the manifestation of the impact of a particular project or program, delineating the extent to which objectives are achieved and the subsequent impact on target individuals. The focus of evaluation extends beyond merely appraising the attainment of implementations; it also encompasses considerations for future development (Ab Wahid & Grigg, 2021; Eynon & Gambino, 2023). Various evaluation models exist, each offering a degree of applicability when assessing implemented projects or programs. One such model is the CIPP (Context, Input, Process, and Product) Model of evaluation, introduced by Stufflebeam in 1983, particularly effective for evaluating educational processes and their quality (Burke, 2020; Dadvand & Behzadpoor, 2020). In the context of the implemented School Learning Continuity Plan (SLCP), the evaluation was conducted following the four dimensions of the CIPP Model: Context, Input, Process, and Product. This evaluation, guided by the CIPP Model, aims to provide valuable insights to the school administration for future planning, particularly in the context of managing challenges posed by a pandemic.

## 2. METHOD

This study employed qualitative research specifically a descriptive narrative method to describe the evaluative study. The instrument collected data on SLCP goals' communication to school constituents (Context), resource provision in the SLCP (Input), program implementation effectiveness in goal achievement (Process), and project goals' fulfillment (Product). The questions embedded within the semi-structured interview guide underwent a thorough examination and validation process conducted by experts. Additionally, simulation exercises involving experts were employed to further ensure the precision and clarity of the interview questions. In data analysis, narrative analysis was used to the stories and narratives within documents, observations, and interviews to understand the lived experiences and perspectives related to SLCP outcomes. This evaluative study was conducted at Public Senior High School in Baybay City, Leyte, part of the DepEd Baybay City Division and the sole Stand Alone Senior High School offering a majority of tracks within the division across its five departments: Arts and Design, ABM, HUMSS, STEM, and TVL. These departments played a pivotal role in formulating the School Learning Continuity Plan (SLCP) for Public SHS. Utilizing the CIPP model, this qualitative evaluation focused on the Public SHS SLCP as a case study. Key participants, including one (1) non-teaching personnel, one (1) department head, and three (3) teachers, were purposively selected based on predefined criteria and interviewed for necessary information. Ethical considerations involved coding participants with pseudonyms, obtaining approval from the Division office, district office, and school principal, and acquiring consent through letters. Due to the pandemic, interviews adhered to health protocols through phone calls, teleconferences, or face-to-face meetings. Research tools included a semi-structured interview guide, examination of documents related to SLCP mechanization, and the researcher's observations as a participant observer. Data analysis aimed to delineate dimensions in manifesting outcomes, utilizing triangulation from documents, observations, and interviews to evaluate inputs and processes impacting the expected outcomes of the implemented SLCP.

## 3. RESULT AND DISCUSSION

### Result

The study explores a School Learning Continuity Plan (SLCP) using four main evaluation dimensions: Context, Input, Process, and Product, as displayed in Table 1. Context evaluation, as articulated by a department head, centers on addressing concerns such as module distribution and

student attendance. It emphasizes the importance of understanding and addressing specific needs within the school's LCP, particularly in the context of continuity during the pandemic. Input evaluation, as emphasized by another department head, scrutinizes resource allocation among schools, focusing on evaluating inputs like budget and procedures to achieve program goals. The school's LCP aims to empower teachers, integrate ICT, and ensure the availability of materials, underscoring the significance of resources in plan implementation. Process evaluation, as described by a different department head, involves monitoring and addressing concerns after module distribution, concentrating on activities during implementation. The school implements various activities, including monitoring, training, feedback, and stakeholder linkages, to attain SLCP goals. Product evaluation, as articulated by a teacher, reflects on the plan's execution and learning outcomes, emphasizing the evaluation of outcomes as a measure of program success. The study uses School Monitoring Evaluation and Adjustment results to measure outcomes in areas such as instructional leadership, learning environment, human resource management, parental involvement, and school leadership. The study utilizes a comprehensive evaluation framework to assess the SLCP's effectiveness, considering context, inputs, processes, and outcomes.

**Table 1. Themes, Responses, Generated Codes, and Descriptions**

<b>Theme</b>	<b>Sample Verbatim response</b>	<b>Codes</b>	<b>Description of Themes</b>
Context evaluation	<i>Addressing the different issues in terms of module, and attendance of the students. Because the physical attendance of the students might prohibit the learning continuity. So, it must be addressed so that's why as I recall and remember the school provided different stations just to merely get closer to the students and the stakeholders themselves to address this certain issue, the physical attendance of the students.</i>	Department head's note	Evaluating the needs and challenges within a specific setting is linked to context evaluation. This process offers opportunities to address issues within the assessed implementation environment. In the present research, the evaluated context is centered around the ultimate goal of the school's Learning Continuity Plan (LCP), aligning with the Department of Education's objective of ensuring learning continuity during the pandemic through a blended learning approach, specifically employing the modular distance learning modality. This evaluative dimension involves utilizing data extracted from the school's approved LCP, cross-referenced with interview responses from participants.
Input evaluation	<i>...among all the schools in the division, only PUBLIC SHS provided teachers with the transportation allowance just to bring the module closer to the students. Other schools have not allotted much money for the cause. That could be one. The budget allotted to seminars allocated to the purchase of materials such as printers bond paper and others related to producing the modules....</i>	Department head	The assessment of inputs is essential for obtaining information regarding the resources required to attain the goals and objectives of a program. These inputs may encompass budgetary considerations, procedural frameworks, decision-making structures, and other pertinent elements. Within the context of the school's Learning Continuity Plan (LCP), the focus on inputs aims to achieve several objectives, including the empowerment of teachers in the development of learning materials, the integration of information and communication technology (ICT), facilitation of material availability, and addressing the learning environment. These areas are underscored to ensure the continuity of education even in the face of crises, as delineated in the school's LCP roadmap.

Theme	Sample Verbatim response	Codes	Description of Themes
Process Evaluation	<i>As a week passed by the administration called for a conference or emergency meeting to address the issues. What are the concerns, and problems met the week after the distribution of modules so that it will be settled for the weeks to come, semesters to come, and the entire school year? There are lots of concerns raised from, teachers, students and among others....</i>	Department Head	Deliberately, process evaluation illuminates the activities associated with the implemented program or curriculum, with a primary focus on the actions undertaken during the implementation phase. In this context, it encompasses various activities aimed at realizing the goals of the school's Learning Continuity Plan (LCP). These activities include the monitoring, supervision, and coaching of teachers; the design of training based on self-assessment; feedbacking and facilitation of teachers' professional development; technical assistance on Most Essential Learning Competencies (MELC)-based Self-Learning Modules (SLM) for teachers; provision of supplies for learning continuity; strict adherence to and implementation of minimum health protocols; and establishing linkages with stakeholders, including the conduct of School Monitoring Evaluation and Adjustment (SMEA). These areas serve as benchmarks under the process dimension, illustrating the school's efforts in implementing measures to achieve the goal of the School Learning Continuity Plan (SLCP).
Product evaluation	<i>...the plan itself is nice, it was followed and manifested. It was fine in total but the output in terms of learning is I guess another dimension of the story. Factors such as the attitude of the student towards the modality used provide unclear images, hence the school cannot provide the context of addressing the learning of the students because the students should provide their own as to the time how much time the students have or have, they taken their modules seriously...</i>	Teacher A	A critical aspect of delineating an implemented program or curriculum involves examining its outcomes or products, serving as the metrics for measuring and achieving objectives. Product evaluation, as conceptualized, can yield measures that may have expected or unexpected impacts on the overall program or implementation. In the context of the Learning Continuity Plan (LCP) at PUBLIC SHS, the measured references are derived from data obtained through the School Monitoring Evaluation and Adjustment (SMEA) results. On a quarterly basis throughout the school year, the institution documents and consolidates the targets and outcomes of its implementations. The SMEA reveals the tangible accomplishments of the school across specified areas outlined in the LCP. These areas encompass Instructional leadership, Learning environment, Human resource management and development, Parents' involvement and community partnership, and School leadership management and operations, collectively serving as dimensional measurements.



## Discussion

Interview results from participants reveal a clear understanding of the school's Learning Continuity Plan (LCP) goal, emphasizing the utilization of the modular distance learning modality to sustain education during the pandemic. All participants acquired knowledge of the shift from face-to-face to modular distance learning through communication from both the central and division offices. The explicit articulation of the plan came from a key participant, a department head within the school. The primary focus highlighted by this participant was the imperative need to bring education closer to students, ensuring the continuation of the learning process through the adoption of the MDL modality. This strategic shift aimed to prevent a disruption in the school year. The clarity of the LCP goal among participants implies a successful communication strategy from central and division offices. The emphasis on closeness to students reflects a proactive approach to mitigate disruptions in the learning process during the pandemic. The interview results shed light on the impactful input provided by the school administration in realizing the goals of the Learning Continuity Plan (LCP). Recognized by the division office, this initiative is deemed an excellent move towards actualizing the LCP goals, acknowledging the crucial role of budgetary considerations in mechanizing implementations (Dadvand & Behzadpoor, 2020; Sharplin et al., 2019). All interviewed participants expressed approval of the school's initiatives to sustain student learning amid the crisis. Noteworthy provisions included capacity-building for teachers in crafting materials and ensuring material availability. The study revealed several advantages in the implementation of the Learning Continuity Plan (LCP) (Dayagbil et al., 2021; Kasim et al., 2022). Participants demonstrated a clear understanding of the LCP goal, emphasizing the utilization of the modular distance learning modality to sustain education during the pandemic. Additionally, the transition from traditional face-to-face learning to modular distance learning was deemed successful, reflecting adaptability and effective communication. Proactive efforts were also identified, with a focus on preventing disruptions in the school year and showcasing a strategic approach to maintaining educational continuity. However, the study also identified certain disadvantages. Notably, the interview results did not explicitly address potential challenges that may have arisen during the transition. This lack of explicit consideration implies a potential gap in the understanding of obstacles faced by participants, which could impact the comprehensiveness of the study's findings. Future research may benefit from a more in-depth exploration of challenges and barriers encountered during the shift to modular distance learning to provide a holistic perspective on the implementation of the LCP. Future research could delve deeper into specific challenges faced during the transition to modular distance learning, exploring potential areas for improvement. Additionally, investigating the long-term impact of such adaptations on student learning outcomes and engagement would provide valuable insights. The emphasis on proximity to students as a central concern aligns with the broader trend in education toward student-centric approaches (Bastian et al., 2023; Looney, 2022). This insight can inform future educational strategies, not only in times of crisis but as a continuous improvement initiative.

The interview results shed light on the impactful input provided by the school administration in realizing the goals of the Learning Continuity Plan (LCP). Recognized by the division office, this initiative is deemed an excellent move towards actualizing the LCP goals, acknowledging the crucial role of budgetary considerations in mechanizing implementations. All interviewed participants expressed approval of the school's initiatives to sustain student learning amid the crisis. Noteworthy provisions included capacity-building for teachers in crafting materials and ensuring material availability. However, some areas outlined in the LCP faced criticism from certain participants. Specifically, concerns were raised regarding the integration of ICT in modality delivery and the assurance of a conducive learning environment. Participants questioned the justification for these aspects within the LCP framework. The integration of ICT, despite being a significant input, was met with skepticism, as was the provision for a conducive learning environment, deemed non-measurable since the school lacks jurisdiction over students' individual learning spaces. The findings illuminate the impactful contributions of the school administration toward realizing the Learning Continuity Plan (LCP) goals, a sentiment reinforced by recognition from the division office. This initiative is viewed as an excellent move, with participants acknowledging the indispensable role of budgetary considerations in implementing mechanizations (Darling-Hammond et al., 2020; Rizka et al., 2020). The unanimous approval of the school's initiatives to sustain student learning during the crisis, including capacity-building for teachers and ensuring material availability, underscores a positive consensus among participants (Lim, 2022; Lisa Lopez De La Cruz, 2023). However, contrasting viewpoints emerge in the critique raised by some participants regarding specific areas outlined in the LCP. Concerns center around the integration of Information and Communication Technology (ICT) in modality delivery and the assurance of a conducive learning environment (Bremner et al., 2022; Toste et al., 2021). Participants question the justification for these aspects within the LCP framework. The integration of ICT, considered a significant input, faces skepticism,

and the provision for a conducive learning environment is deemed non-measurable due to the perceived lack of school jurisdiction over students' individual learning spaces (Archambault et al., 2022; Montemurro et al., 2023). The positive recognition from the division office implies the efficacy of the school's approach in implementing the LCP. However, concerns raised by participants highlight potential discrepancies in the perceived justifiability of certain LCP components.

The implementation of the Learning Continuity Plan (LCP) brings forth notable advantages for the school. Firstly, there is positive acknowledgment from the division office for the school's LCP initiatives, indicating recognition and approval from a higher administrative level. Additionally, there is evidence of effective allocation of budgetary resources for the implementation of the LCP, underscoring a strategic and well-planned approach to financial considerations. Nevertheless, the LCP implementation also faces certain disadvantages. Criticism arises from participants regarding the justification of specific LCP elements, indicating a divergence of opinions or concerns regarding the rationale behind certain aspects of the plan. Another challenge is encountered in the measurement and implementation of provisions related to Information and Communication Technology (ICT) integration and creating a conducive learning environment. This underscores potential difficulties in executing and assessing these components, emphasizing the need for careful consideration and improvement in these specific areas of the LCP (Eynon & Gambino, 2023; Gil et al., 2023). Future research could examine into participant perspectives on the justifiability of specific LCP components, addressing concerns and seeking potential improvements. Additionally, exploring alternative methods for measuring and ensuring a conducive learning environment in the context of remote learning could provide valuable insights for future policy development. The study underscores the importance of not only implementing initiatives but also ensuring that they align with the perspectives and practical considerations of stakeholders. Balancing the aspirations of the LCP with the feasibility of implementation remains a critical aspect for educational institutions (Arrington, 2021; Sakata et al., 2022).

### Process Evaluation

The interviewees acknowledged the challenging nature of implementing the school's Learning Continuity Plan (LCP), recognizing the collective efforts of the administration and teacher front liners amidst unforeseen and sudden tasks. The new venture to sustain learning amid the pandemic brought about a stage of adjustment for everyone, particularly challenging for teachers due to the novelty of tasks. Communication emerged as a significant impediment, with one interviewee emphasizing the challenge of effectively conveying instructions from the school head to the workforce. While communication was identified as crucial for clarification during implementation, the administration later addressed this by providing monitoring and feedback mechanisms to enhance target delivery (Hungo & Sescon, 2018; Moullin et al., 2020).

In the pursuit of the LCP objectives, participants acknowledged the school administration's effective provision of deliverables, especially in aspects such as supporting and providing learning materials, monitoring, supervision, coaching, and training, as outlined in the SLCP. However, a participant raised concern about teachers being integral to the school system, advocating for their inclusion in decision-making processes, considering both physical and mental health aspects. However, contrasting perspectives emerge when examining the acknowledgment of the school administration's provision of deliverables related to the LCP objectives. While both studies recognize effective provision, a participant in one set of findings raises a concern about teachers being integral to the school system and advocates for their inclusion in decision-making processes (Loewe & Zintl, 2021; Smith; Li; Rafferty, 2020). This perspective emphasizes the importance of considering both the physical and mental health aspects of teachers, introducing a nuanced contrast in priorities (Norwich et al., 2022; Wagner et al., 2021). The acknowledgment of challenges and subsequent improvements in communication and feedback mechanisms implies the emphasis on the adaptability of the school administration. However, the concern about teacher inclusion in decision-making raises implications for the overall well-being and effectiveness of the LCP. The implementation of the Learning Continuity Plan (LCP) brings forth several advantages. Notably, there is an effective delivery of LCP objectives, encompassing crucial elements such as support, materials, monitoring, and coaching. This reflects a comprehensive and successful execution of the LCP strategies, ensuring the provision of necessary resources and support systems. Additionally, the administration demonstrates adaptability by effectively addressing communication challenges, showcasing a responsive approach to overcoming obstacles and enhancing the overall implementation process. However, the LCP implementation is not without its challenges. Communication hurdles surfaced during the initial implementation stage, presenting a disadvantage that may have impacted the clarity of information flow (Brown & Shay, 2021; Ziataki, 2023). Another significant drawback is the oversight in considering teachers in decision-making processes, particularly concerning their well-being. This

omission highlights a potential gap in the decision-making framework, emphasizing the importance of inclusivity and a holistic approach to considering the perspectives and welfare of educators in the planning and execution of educational initiatives. Future research could explore the long-term effects of decision-making processes on the well-being of teachers and their impact on the overall success of educational initiatives. Additionally, investigating strategies to enhance communication channels during sudden implementations could provide valuable insights. While the majority of LCP processes were perceived as smooth, the oversight in considering teachers' well-being highlights the need for a holistic approach to planning and decision-making. Balancing the demands of implementation with the mental and physical health of educators remains crucial for sustained success in educational initiatives (Gray et al., 2022; Montemurro et al., 2023).

### Product Evaluation

Every quarter, the school meticulously documents and consolidates the targets and outcomes of its implementations, with the School Monitoring and Evaluation Team (SMEA) reporting on physical accomplishments in areas outlined by the Learning Continuity Plan (LCP). These areas encompass Instructional Leadership, Learning Environment, Human Resource Management and Development, Parents' Involvement and Community Partnership, and School Leadership Management and Operations, serving as dimensional measures for SLCP outcomes. Through document analysis, the consolidated SMEA results provide varied metrics for the school's achievements, often expressed as percentage accomplishments by each department. Notably, the analysis reveals that most areas achieved a commendable 90% to 100% success rate, indicating the successful realization of targeted outcomes aligned with objectives. While participants corroborated the SMEA results, acknowledging the achievement of LCP objectives, they also expressed that the endeavor was not without challenges. Some aspects, particularly those related to student learning, were deemed immeasurable by the school. The context of providing sustainable and quality education amid the pandemic remains somewhat vague, necessitating further refinement in the evaluation process, particularly in the Key Result Area (KRA) associated with learning and the learning environment (Casinillo & Suarez, 2022; Toste et al., 2021). The commendable achievements indicated by the SMEA results have positive implications for the effectiveness of the LCP. However, the acknowledgment of immeasurable aspects highlights potential challenges in fully capturing the impact on student learning. The school's implementation of the Learning Continuity Plan (LCP) presents notable advantages (Tanucan et al., 2022; et al., 2022). The achievement of targeted outcomes, with most areas reaching a commendable 90% to 100%, reflects a positive and effective execution of the LCP strategies. Additionally, the regular monitoring and evaluation facilitated by the School Monitoring and Evaluation Team (SMEA) contributes significantly to the school's overall improvement, ensuring a systematic approach to assessing and enhancing various dimensions of the LCP (Fortades et al., 2022; Martin, 2022). However, the implementation is not without its challenges. Some aspects related to student learning are deemed immeasurable, presenting a disadvantage in the evaluation process. This poses challenges in fully assessing the impact of certain LCP components on student learning outcomes. The recognition of these challenges underscores the need for refinement in the evaluation methodology, aiming to capture a more comprehensive understanding of the LCP's effectiveness in all relevant areas. Future research could delve into refining evaluation methodologies for immeasurable aspects of student learning within the LCP, providing a more comprehensive understanding of its impact. Additionally, exploring strategies to further enhance the sustainability and quality of education amid the ongoing pandemic could be a fruitful avenue for investigation. The success rates in achieving LCP objectives, though substantial, prompt a reflection on the broader challenges in assessing certain aspects of student learning (Kuswara et al., 2021; Walkington et al., 2019). This insight underscores the complexity of gauging the full impact of educational initiatives, particularly in dynamic and challenging contexts such as the ongoing pandemic.

## 4. CONCLUSION

The findings concluded that the communication of School Learning Continuity Plan (SLCP) objectives was effective for learning continuity despite the pandemic. While the overall administrative input has been well provided, consideration to integrate other platforms in student learning is needed. The process of implementing the SLCP was successful, but the government should not overlook the teachers' perspective and their important role in the mechanization of the plan. Overall, the plan delivered the expected results, however, there is a need to revisit certain areas, particularly measures of student learning that are authentic to the given modality.



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