

Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Background: Our Independent Study Program

Learning for Life Charter School (LFLCS) is a nonclassroom based charter school that offers independent study to high-risk 7th—12th graders. We are an alternative school with Dashboard Alternative School Status (DASS), and so at least 70% of our students fall into one of 12 high-risk categories (credit deficient, with a high level of transiency, homeless, in the foster care system, truant, pregnant or parenting, a ward of the court, expelled, suspended more than 10 days in a school year, a recovered dropout, or with a 45-day gap in enrollment)

Continuity of instruction

Since 2014, we have provided instruction via a digitally-delivered curriculum. Instruction is delivered asynchronously via Edgenuity, a web-based curriculum provider. Students can work from home, at our school site, or anywhere else they can access a WiFi signal.

Access to Devices and Connectivity

Upon enrollment, all students are provided a managed Chromebook, and students who need it are provided Wi-Fi access via a hotspot. Students and families are provided access to Google communication tools, including email and text.

In-person supports

We operate a campus where students can come to get support for academics, wellness, and meeting basic needs. We are investigating how we might offer a classroom-based program to students who would prefer this educational model

Pupil Participation and Progress

Teacher monitor student progress through live contacts and the monitoring of asynchronous instructional minutes. We utilize the procedures established for independent study programs to measure participation and determine the time value of pupil work.

Professional Development

LFLCS's system of professional growth and development include training in mandated policies and procedures, independent study procedures, Trauma Informed Care, digital curriculum and instruction, digital communication and productivity tools, and educating special populations, such as students with disabilities, English learners, and homeless youth. Venues for professional development (PD) include on-site training by staff, on-site training by outside experts, as well as off-site & virtual conferences, seminars, and workshops. Employees, depending on the stage of their careers, also engage in teacher and administrative induction programs, WASC training and visiting committee work, and on-site leadership opportunities. Annual PD priorities are identified through the needs assessment process built into our accreditation and strategic planning cycles.

LFLCS schedules weekly and monthly PD for all employees. Employees are encouraged to engage in other, outside PD activities associated with their job functions as opportunities arise.

Employees are provided opportunities to develop meaningful leadership. For example, our school-community liaison was originally hired as a tutor. He completed his bachelor's degree and was elevated to the school-community liaison position. He completed more training and now qualifies as a social worker, so we plan to elevate him to that position. As another example, one of our supervising teachers decided to complete her administrative credential through the administrative induction program offered by our County Office of Education. Our plan includes paying her a stipend as compensation for taking on administrative duties as an Assistant Director. And as a final example, since our Special Education program has grown in size and complexity over the past 3 years since we became our own LEA for Special Education and joined a charter SELPA as such, we plan to elevate our Education Specialist position to include Administrative duties as well, and pay this person a stipend also.

Supports for Students with Unique Needs

LFLCS is its own LEA for the purposed of Special Education and is a member of the Sonoma County Charter SELPA. LFLCS provides a full continuum of services to students with disabilities. Most commonly, we provide SAI, individual counseling and speech and language instruction to our students. These services are provided in person or virtually as preferred by the students and their families.

LFLCS also provides supports to students in foster care and who are experiencing homelessness. These supports may include additional supplies and materials, food, as well as assistance finding housing, medical care, legal assistance, and other services.

The Impact of the COVID-19 pandemic

When the Shelter in Place orders were issued, since LFLCS was already providing learning at a distance and accounting for ADA via independent study procedures, we did not close the school, but we did shutter our campus. We switched to providing all supports virtually, including Special Education. Students who needed assistance with basic needs were supported virtually and in person, either through "touchless" contacts on campus or via home visits.

Students were already fully equipped to work from home. Prior to the shelter-in-place orders, all staff had worked from campus, so they were not equipped to work from home. We consequently equipped teachers, tutors, our Education Specialist, psychologist, counselor, and all other staff to work from home. Once working from home, the staff provided new structured and unstructured opportunities for students to gather online with staff and each other, in addition to continuing weekly student/parent/teacher meetings, tutoring and counseling appointments, and group learning activities (art class, guitar lessons, and more).

Our academic program was not impacted very much by the pandemic—the biggest change was holding all tutoring, Special Education, and student/parent/teacher meetings virtually. We had already been doing this for some families. The major impacts of the closures on students and families have been related to wellness. We found that as students were isolated at home, they exhibited more manifestations of depression—they slept more, their academic engagement decreased, and they were not as communicative with us.

Staff Roles and Responsibilities

During the COVID-19 pandemic, staff have had to work offsite as well as on-site, but have otherwise kept the same roles and responsibilities related to providing independent study via a digitally-delivered curriculum in a 1:1 technology environment.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Goals, actions, and spending in response to COVID-19 have been discussed weekly since March with our full staff of 18 at our regular weekly staff meetings and at special meetings. Since March, we have held a daily check-in meeting with staff each morning, where staff can provide feedback and get updates.

Our Board of Directors engages in 3-year strategic planning cycles. The process involves gathering stakeholder input at monthly board meetings and in addition, prior to the Shelter in Place orders, holding annual strategic planning retreats, at which the Board, all staff, students, and parents met to review progress and make recommendations for improving the school. LFLCS used these strategic planning cycles to transform its independent study program over the past 6 years, from a textbook-based program to the digitally-based program described above. During the pandemic we have postponed the retreats, and have worked on a one year tactical plan, rather than a 3 year strategic plan.

Teachers meet weekly with parents and students and have gathered their input regarding our response to COVID-19. Teachers share this input with the administration and the rest of the staff at the weekly staff meetings and at special ad hoc meetings when these are needed.

Our counselor, psychologist, and school-community liaison have also been meeting individually with students and parents to gather their feedback since March. The gathered feedback is also shared at staff meetings, as well as in special meetings with the administration.

LFLCS employs several full- and part-time tutors, who work individually with students to support their academic growth. The tutors are also tasked with gathering feedback from students regarding our response to COVID-19. Our head tutor meets weekly with each tutor and gathers any feedback, which she then shares with the administration and staff in special or regular meetings.

A written report on LFLCS’s response to COVID-19 was presented at a public hearing in May 2020. It was discussed and approved by the Board at a public meeting in June 2020.

A 20-21 COVID-19 Response Plan, detailing how LFLCS would open and operate during the school year, was developed from guidance from state and local education and health authorities, and with student, staff, and Board input. It was discussed by the Board at public meetings in May and June, and was approved by the Board at a public meeting in June 2020.

Due to changes in the regulations regarding the LCAP, LFLCS convened its first Schoolsite Council (SSC) this year. The SSC, comprised of students, staff, and parents, reviewed and approved our first Single Plan for Student Achievement (written in lieu of an LCAP) that included goals, strategies and expenditures related to all Learning Loss Mitigation Funds allocated to LFLCS, as well as goals, strategies and expenditures related to LCCF Supplemental and Concentration Grant funds used to increase or improve services for our unduplicated pupils.

[A description of the options provided for remote participation in public meetings and public hearings.]

The Board of Directors of Learning for Life Charter School have been meeting via the Zoom meeting platform. Members of the public who wish to access Board meetings have been able to do so by using the Zoom meeting or the phone number link posted on our campus and website. Members of the public who wish to comment during the Board meeting may use the “raise hand” tool on the Zoom platform, may provide their comments telephonically, or may send in their comments in writing to an email address also posted on campus and on our website.

[A summary of the feedback provided by specific stakeholder groups.]

As we gathered input for our Response Plan, many families let us know that they were relieved that school had changed little while the rest of their lives were upended. Most families supported campus closure as a means to limit exposure to COVID-19. However, some students let us know that they wanted to wait to engage in certain supports until we could reopen for in-person interactions.

The staff of LFLCS, on an individual basis, informed the administration of their preferred work mode—either at home, on site, or a combination of the two. Staff expertise was used to create our responses to learning loss, increased social emotional needs, and greater basic needs.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Reopening plans were influenced by staff feedback regarding their availability to work on campus, as well as by student and parent input. The Written Plan for Tiered Reengagement is being continuously improved by staff. Staff also refined the pupil learning loss strategies, pupil & family engagement and outreach strategies, plus our efforts to support mental health and social emotional wellness and provide nutrition.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer in-person 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.]

Learning for Life Charter School is a nonclassroom based charter school that offers independent study. We are not structured to offer in-person classroom-based instruction. See the General Information section for a description of how we provide in-person supports to students and how we are exploring providing in-person classroom-based instruction.

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

Description	Total Funds	Contributing
None	\$0.00	N/A

Distance Learning Program

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.]

Learning for Life Charter School is a nonclassroom based charter school that offers independent study. We are not structured to offer distance learning. See the General Information section for a description of how we provide continuity of instruction.

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.]

Learning for Life Charter School is a nonclassroom based charter school that offers independent study. We are not structured to offer distance learning. See the General Information section for a description of how we ensure access to devices and connectivity.

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.]

Learning for Life Charter School is a nonclassroom based charter school that offers independent study. We are not structured to offer distance learning. See the General Information section for a description of how we assess pupil progress through live contacts and the monitoring of asynchronous instructional minutes, and a description of how we measure participation and time value of pupil work.

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.]

Learning for Life Charter School is a nonclassroom based charter school that offers independent study. We are not structured to offer distance learning. See the General Information section for a description of the professional development and resources that are provided to staff to support the independent study program, including technological support.

Staff Roles and Responsibilities

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

Learning for Life Charter School is a nonclassroom based charter school that offers independent study. We are not structured to offer distance learning. See the General Information section for a description of the new roles and responsibilities of affected staff as a result of COVID-19.

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.]

Learning for Life Charter School is a nonclassroom based charter school that offers independent study. We are not structured to offer distance learning. See the General Information section for a description of the additional supports we provide during independent study 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.

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

Description	Total Funds	Contributing
None	\$0.00	N/A

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.]

All students' learning status will be assessed by their supervising teacher, at the start of the 2019–2020 and 2020–21 school years and/or upon enrollment in reading and math using My Path.

In situations where learning loss is detected, the teacher will evaluate the student for the appropriateness of one of three products available from our on-line curriculum provider, Edgenuity. The three products are: My Path, Learning Mastery Modules, or Booster Courses. Teachers may use built-in diagnostics in the products or ones they create themselves.

MyPath is an age-appropriate intervention program for middle and high school students that offers data-driven differentiated instruction in math and ELA. Designed to meet students at their learning level, the age-appropriate instruction in MyPath spans skills and concepts covered in grades 3 through 11, and is designed to help students get back on track. The data and reporting features in MyPath empower educators to monitor student performance at a glance, and quickly step in to offer additional help where needed.

Learning Loss Courses are designed to help ensure that students learn the content, skills, and standards in the four core subjects addressed during school closures. Teachers can customize the content in these courses, which provide an effective learning solution so students are ready to learn new material, and support both progress monitoring and accountability to help meet state or federal funding requirements. Learning Loss Courses are designed to be completed in nine weeks.

Booster Courses prepare students for grade-level ELA and math courses by providing explicit, direct instruction on the most important concepts and skills from the previous grade. Students begin by taking a 50-question diagnostic assessment to determine their understanding of the overall course content, and to customize their learning path. Each lesson in these courses begins with pretesting to assess the student's proficiency of the skills covered in that lesson, enabling students to place out of individual lessons so they can focus on skills and content they have yet to master. Booster Courses are designed to be completed in eight weeks, but can be completed more quickly depending on prior knowledge.

In addition to assessment for the use of the Edgenuity subject area products, all teachers will give each student a locally-developed writing assessment at the start of the 2019–2020 and 2020–21 school years and/or upon enrollment. Results of the assessment will inform the teacher of what enhancements or modifications will be made to each student's writing curriculum, and what writing supports will be provided to each student.

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.]

Our existing educational program will be used to address learning loss and to accelerate learning progress for pupils who need this. Our existing educational program consists of a digitally delivered curriculum (Edgenuity), within a 1:1 technology environment that includes the provision to students as needed of Wi-Fi hotspots, and access to tutors for 1:1 academic assistance.

During the pandemic and its aftermath, we will supplement the existing educational program to further address learning loss and to accelerate learning progress for pupils who need this with supplemental IT hardware (additional Wi-Fi hotspots, Chromebooks, interactive whiteboards, and other equipment to enable remote teaching and learning), supplemental assessments & courses (My Path, Learning Loss Courses, Booster Courses from Edgenuity, Text Help, Digital Theatre, Newsela,...), special learning tools (No Red Ink, Goalbook, Equatio, Google Read Write), and in-person supports.

LFLCS offers in-person supports to students within our existing Independent Study program. During the COVID-19 pandemic, as regulations and orders allow, we will provide the following to students and their families at our campus in Marina: general support of Independent Study, academic supports, social/emotional supports, and support meeting basic needs. The plans and protocols we will implement to ensure the safety of students and staff as we provide these supports are described in the LFLCS 2020-21 COVID-19 Response Plan, that is included as Appendix 1 of this plan.

In order to manage the more complex learning needs of our students, we will increase administrative staffing. New administrative positions will be assigned responsibility in the areas of Special Education, English Language Development, 504s, site safety, and the instructional program.

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.]

We will measure the effectiveness of the services and supports provided to address learning loss by looking at short-term and longer term data. Metrics to be monitored will include how many students required learning loss mitigation, how quickly they were able to complete mitigation remedies, and how thoroughly they mastered the content that required mitigation. We will also look the rate at which student earn credits in a quarter and how many make adequate progress towards graduation. The effectiveness of the services and supports will also be monitored via our One Year Tactical Plan. The plan will be a truncated version of our typical 3-year Strategic Plan and will include work plans and metrics. The plan will be approved by our Board of Directors, who will receive monthly reports of progress.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Supplemental instructional technology	\$65,100	Y
Digitally-delivered instruction	\$4,455	Y
In-person site prep: protective gear, sanitation supplies, sanitizable furnishings, screens and sneeze guards, video cameras	\$8,000	Y
Protective gear for students and staff	\$1,239	Y

Description	Total Funds	Contributing
Additional Administrative FTE	\$8,512	Y

Mental Health and Social and Emotional Well-Being

[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.]

LFLCS's existing independent study program includes several elements to support the mental health and social and emotional well-being of pupils and staff:

- Schoolwide Trauma Informed Care (TIC)

- On site mental health professionals: counselor, psych/therapist

- Assistance meeting basic needs

- A higher than normal ratio of students to counselor

- Additional support providers not found in a typical school: therapist, social worker

- Meals and food boxes

During the pandemic we will further support the mental health and social and emotional well-being of pupils and staff by

- Increasing the staffing of the counselor, therapist and social worker

- Providing professional development specific to supporting mental health during the pandemic

- Scheduling group interactions between students

Actions Related to Mental Health and Social and Emotional Well-Being

Description	Total Funds	Contributing
Increased counselor, psychologist/therapist staffing	\$144,292	Y
Professional development: TIC during the pandemic	\$2,500	Y
New social worker position	\$71,196	Y
Supplies for virtual group learning experiences	\$2,500	Y
Meals and food boxes	\$3,202	Y

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are not participating sufficiently in IS and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

LFLCS Tiered Reengagement Plan

If a student is not working for more than 3 school days or 60% of the instructional days in a school week,

In the home language, using TIC strategies:

Tier 1: Teacher contact

The teacher will make contact, or will call/text/email/etc to all available contacts in student’s file, to make:

Daily notification of Independent Study Incomplete (ISI)

Determine pupil needs for connection with health and social services as necessary

If contact is successful, the teacher will evaluate the student’s learning loss and provide mitigation as the student reengages, and teacher will notify support staff of need for health and social service if needed

If contact is unsuccessful or there is no change in student output for 3 additional weeks,

Tier 2: Admin, counselor, and/or social worker contact

An Administrator, counselor, or social worker, as determined by the Executive Director,

Will attempt to make contact, via call/text/email/etc to all available contacts in student’s file, to make notification of nonengagement or a determination of pupil needs for connection with health and social services as necessary

If contact is successful, the teacher will evaluate the student’s learning loss and provide mitigation as the student reengages, and/or support staff will provide connection with health and social service as necessary

If contact is unsuccessful or there is no change in student output for 3 additional weeks:

Tier 3: Home visit to attempt contact, or

At least 2 staff members, as determined by the ED, will attempt to ascertain if the home address on file is valid, and if so make contact, to make notification of non-engagement and determination of pupil needs for connection with health and social services as necessary,

If contact is successful, the teacher will evaluate the student’s learning loss and provide mitigation as the student reengages, and/or support staff will provide connection with health and social service as necessary.

If contact is unsuccessful or there is no change in student output for 3 additional weeks:

Transition of student to full-time in-person instruction via Missed Assignments Policy (MAP)

The teacher will make a preliminary finding whether IS is in the student's best interest.

If not in the student's best interest, the teacher will

Notify the student and parent of the finding

Notify the Executive Director

The ED will invite the teacher and the family to a meeting where he will consider input from both in making a final determination.

If final decision is to continue in IS, student will resume IS

If final decision is to return student to the classroom, a 7-day appeal window will open

Upon expiration of appeal window, or if decision upheld by the Board, the student will be disenrolled pending transfer back to his/her home district.

Actions Related to Pupil and Family Engagement and Outreach

Description	Total Funds	Contributing
Mileage for off-site meetings	\$500	Y
Bus passes	\$2,000	Y
Enhanced communications: increased regular mail, mass email, mass text, remote work phones, staff messaging, video conferencing, paperless enrollments and report cards	\$21,537	Y

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 independent study.]

Meals Available at LFLCS while the Campus is Closed

We offer pre-packaged breakfast to students. Students can come to campus any day to pick them up. We have placed locker banks outside our back door, on the patio. You can get to the patio via the ramp up from Imjin Rd, or by walking through the recycling area off the parking lot at the back of our building. Locker number 36 is always kept unlocked and stocked with the breakfast packages. Students may take as

many as they like. If more are needed, please contact our school social worker, Sergio (582-9820 x 110, 831-205-1347, or sergiop@lflcs.org).

We also have food boxes available to families who want them. You can make arrangements to get these by contacting Sergio (582-9820x110, 831-205-1347, or sergiop@lflcs.org).

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

Section	Description	Total Funds	Contributing
N/A (all)	Indirect costs @ 4% of LLMF revenue	\$918	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.88%	\$167,972

Required Descriptions

[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.]

LFLCS is an alternative school, so it serves students who are have challenges to learning. Being low-income, homeless, in the foster care system and/or an English learner can exacerbate learning challenges. The needs of challenged learners are most effectively met by providing accessible and relevant courses, providing individualized academic assistance via tutors, implementing Trauma Informed Care, and by digitally delivering curriculum that is based on spoken word rather than text, via 1:1 devices that provide adaptive technologies. Low-income, homeless and foster children may need more assistance meeting basic needs, and more intensive counseling interactions than regular students, so we will provide a school social worker, a counselor, and a psychologist/therapist at higher ratios than at the local comprehensive schools in order to provide a higher concentration of service.

These actions have been effective in meeting the needs of these students as indicated by LFLCS's increasing graduation rate, decreasing rate of student needing more than 4 years to graduate, and the decreasing drop-out rate.

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

UPPs will receive a qualitatively improved experience due to the services provided with the Supplemental and Concentration grant funds. They will be able to take classes tailored to meet individual interests, such as in criminal justice, resilience & perseverance, mental health, or child development. Staff will be more effective at delivering Trauma Informed Care to them. The Edgenuity system will deliver academic content in a more comprehensible way. They will be provided a personal digital device. Homeless and foster students will have improved access to transportation and college courses. UPPs will have access to tutors who can assist them individually.

At regular high schools, the courses, climate, curriculum and staffing are designed for the general student population. In surrounding districts, community liaisons are provided, not school social workers. Counselors are funded at a student to staff ratio of 1:300. Therapists are not provided.

At LFLCS, UPPs will receive a quantitatively improved experience. They will have 40% more access to a Therapist position than at neighboring schools since we will fund a 0.4 therapist with these funds. They will have 84% more access to a social worker than at neighboring schools since we will fund a 0.84 social worker with these funds. We will also be staffing our counselor position at a ratio more than 2 times higher than a typical high school (1:140 rather than 1:300). If we staffed at the same ratio as a typical high school, we would only have a 23% counselor. Since we fund a counselor at 0.8 FTE using Supplemental and Concentration funds, 57% of our counselor is above and beyond services provided to students at neighboring schools.