

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------------|---|
| Lincoln Street School | Christi Deveraux Principal | cdeveraux@tehamaschools.org 530-528-7301 |

General Information

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

Lincoln Street School is a transitional kindergarten through eighth grade (TK-8th grade) independent study school based on a home school model. Given this instructional model, Lincoln Street has not experienced significant impact to the students served as the school transitioned to a virtual model.

For the majority of teaching and learning activities, teachers, students, and staff were able to continue delivering educational opportunities in a similar manner as prior to the COVID-19 pandemic. The school utilized more virtual tools, which allowed for teachers and staff to engage on a regular basis with families and students as they had prior to the pandemic.

The COVID-19 pandemic has affected our entire Lincoln Street School (LSS) community in some aspect. The unexpected school closure in March of 2020 shifted our worlds for our students, families, and staff. The LSS community experienced physical, emotional, social, and educational needs during this time. Although many of our families were prepared to continue to teach and learn at home, many additional factors came into play. Families had additional students at home, experienced job loss, and maintained high level of stress due to the uncertainty of the future. Staff struggled with quality internet access to hold virtual meetings and that led to higher stress levels. As we were not able to work from the school site, providing ongoing curriculum books and answering phone calls did not occur in a timely manner. However, we also learned a lot during this time. Staff and families relied more on our online resources, updated to electronic forms, and created more options for home and school communications. We realized the need to strengthen parents' sense of hope, safety, and connectedness.

Stakeholder Engagement

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

Lincoln Street School began preparing for the upcoming 2020-2021 year in May by surveying parents encouraging feedback about what worked and did not work during the school closures and movement to distance learning. The Lincoln Street Governance Board met in May and June and staff met in August to develop new policies and procedures related to COVID-19 and distance learning. The Superintendent met weekly with Public Health for updates and guidelines. The Superintendent and administrator continued to meet weekly throughout the summer. All families were given a couple of surveys (online and print) at the beginning of the year to gain insight on technological needs and input regarding learning loss. Parent feedback was also solicited at a parent club in September. Students were informally surveyed during their first few meetings with their supervising teacher regarding the effects of school closure and their current social emotional needs.

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

All public meetings and public hearing were held virtually and access to those virtual meetings was available on the agendas posted at the school site as well as on the school website.

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

Information about participation in our Learning Continuity Plan was promoted through our Family Success Liaison, our school website and social media platforms, and through School Messenger.

Educators and staff reviewed the Learning Continuity Plan and offered feedback and suggestions. The staff met on September 4th to review the draft with the addition of the suggestions and comments that were made. Our parent survey addressing learning loss due to the school closure last year showed:

74% of our respondents were previous families of Lincoln Street School

61% felt that their child received the same quality of learning as they would have if school wasn't closed

16% felt their child experienced learning loss in math

12% felt their child experienced learning loss in English language arts/English language development

16% felt their child had difficulty meeting their Individualized education plan (IEP)

45% stated that their students struggled with social, emotional, and/or mental health

85% of students learned new life skills during the closure

28% felt their child's math skills improved

28% felt their child's English language arts/English language development skills improved

57% felt their child was more creative

If Lincoln Street has to transition to a fully virtual setting this school year,

77% of families feel that their child would continue to receive a quality education

19% feel their child may experience learning loss in math

12% feel their child may experienced learning loss in English language arts/English language development

12% feel their child may have difficulty meeting their Individualized education plan (IEP)

41% of students may struggle with social, emotional, and/or mental issues.

During one on one informal conversations with students, the majority of students report that they are doing okay and just don't like the masks. Some students reported that working on a computer for long periods of time is difficult for them. Feedback from returning parents showed that the majority of the families were able to continue teaching and felt good about their child's progress. Feedback from new families showed that although last year was a struggle, they are feeling much more confident in teaching their child through our program than if they were with their same school this year.

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

Based on the results of conversations and completed surveys, there is a need for social, emotional, and mental health (SEL) supports. Lincoln Street will provide additional support to parents through office hours with our Family Success Liaison (FSL) and monthly parent club meetings to address SEL strategies. In addition, our FSL will facilitate a monthly student session focused on SEL strategies. The staff will attend a virtual school culture training addressing SEL, character, and sustaining relationships. Learning loss will be addressed individually with each family to address their concerns. Communication and resources for students with an Individualized Education Plan (IEP) will take place at the beginning of the school year to best prepare families for the potential move to virtual support.

Continuity of Learning

In-Person Instructional Offerings

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

Lincoln Street School does not operate classroom-based instruction. As a non-classroom based school, in-person meetings occur by appointment. Prior to the school closure in March 2020, teachers met in-person with their students on a regular basis. During the pandemic, staff transitioned to a virtual model. For the 2020-2021 school year, all school staff will actively monitor students and begin evaluating supports and interventions that may need to occur. Staff will provide families with the majority of their books and materials at their first meetings. This will allow teachers time to complete assessments and ongoing evaluations of progress. Our Family Success Liaison has created weekly space to meet with families focusing discussion on basic living needs including social emotional needs. Reaching out to vulnerable families to provide resources is one of our main priorities.

On-Site Instructional Model

Teachers will be assigned specific days for in-person meetings so that we can minimize the number of people on site at one time and keep traffic flow to a minimum. Masks are required for all family members on-site and recommended for those under 8 years old. When families arrive, they will be required to sign in using a QR system (or complete a paper copy in there is no digital access) and self report any COVID-

19 symptoms. Staff will then take temperatures of the entire family and address any COVID symptoms that may have been reported. Families will use hand sanitizer or wash their hands for a minimum of 20 seconds. Staff will also be required to wear face masks or face shields and will use a Plexiglas partition during appointments. Appointments will be held in our larger common rooms rather than individual offices to allow ample spacing and better air flow. Staff will clean all surfaces and materials between appointments and a thorough cleaning will occur nightly by maintenance staff.

Assessments

Measures of Academic Progress (MAP) assessments will be given by the sixth week of school. Along with other local academic measures (i.e. fluency, San Diego Quick, writing), parent interviews and MAP results will be used to identify any learning loss that may have occurred during the 2019-2020 school closures. Staff will develop an individualized plan for students who are identified or suspected at risk for learning loss. Plans may include intervention materials, tutoring, and/or online programs.

Lincoln Street is following county, local health departments, and state guidelines related to school opening and when to offer safe in-person instructional services.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Plexiglas barriers for areas where proper physical distancing can not be maintained. | 400 | No |

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.]

A survey was provided to all parents at the beginning of the year that identified preferred methods of communication, available devices, and connectivity needs. Families that enrolled with Lincoln Street were all given teacher and student materials to be able to provide instruction for at least six weeks. New families to Lincoln Street were given six-week blocks of work after the first few weekly appointments. Staff will continue to meet weekly or bi-weekly with families on a regular basis. The majority of the changes that occur during the transition to virtual learning is the method in which we meet with families and conduct our progress monitoring. In the virtual learning setting, meetings will occur primarily through phone calls or Zoom/Google Meet. Updates may also be provided through email. Teachers will continue to reach out to

parents during their regularly scheduled times and will be available by phone or email throughout the week. Special education and English Language Learners will continue to meet in person with staff, as we are able and then will transition to their preferred method of communication if needed during virtual instruction. Parent curriculum trainings were recorded for all parents at all grade levels to access during the first week of school and will be available throughout the year.

A survey of needs and a virtual parent club held in May of 2020 showed that many parents were able to continue teaching at home during the school closure and virtual learning.

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.]

The school began in-person with the assumption that we could move to virtual learning at a moment's notice. Staff reviewed last year's technology needs that were identified in March and prepared a technology need survey for the 2020-2021 school year.

The virtual learning survey given at the beginning of the 2020-2021 school year asked what devices the student may need in the event that we move to a virtual setting. Survey responses for the 2020-2021 school year, indicated 7.3% percent of students need a device to access additional education materials during virtual learning. 4.9 percent of families reported having no internet access. Chromebooks were checked out to every student that noted a need for a device or requested one for virtual learning. Since Lincoln Street is a non-classroom based school following a homeschool model, families are provided with books and materials for each student as well as teacher editions for the teaching adult. Online resources are available, but not required even during virtual learning. Internet can be accessed at our school site for any family that wishes to access online resources, but cannot access from home. The school will look into the cost and availability of hot spots for families with no internet connectivity.

Since daily instruction is provided by a parent/guardian, the need for technology resources is minimal. All of the curriculum is offered to families in print with the additional access to the online portions. Families will still be able to request additional materials as needed during virtual learning by contacting the school and arranging a time for contactless pickup. Families will also be scheduled times to drop off their completed work per their Master Agreement through a contactless method.

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.]

As an independent study charter school, supervising teachers assign and evaluate the time value of student work. Parents are also required to complete a Daily Engagement Record that indicates their child's engagement in an assigned educational activity every day that school is in session. Parents and students are required to meet with their supervising (credentialed) teacher a minimum of once every twenty days, but meet closer to once every two weeks. Meetings consist of a review of student's completed work, informal/formal assessments of previously assigned work, preview of new assignments, and addressing additional questions/concerns. In order to receive full attendance according to Independent Study law, students must complete 80% of the assigned work as reviewed by a credentialed teacher. Bi-weekly meetings allow credentialed teachers to monitor student progress and provide additional support as needed. If needed, students can meet

more frequently for additional support either one-on-one or in a small group setting. Benchmark assessments are administered at the beginning and end of the school year. For at risk-students, a mid-year assessment may also be administered. Staff analyze local assessment results as well as the benchmark assessments to determine targeted instruction and tiered intervention support. Communication between families and school staff is emphasized from the very beginning of the school year. Students and parents are expected to meet with their supervising teachers a minimum of once every two weeks. However, if students/parents are struggling with a concept, motivation, or organization of materials, it is expected that they reach out through phone or email so that issues can be addressed quickly. Feedback and instructional support is important for successful implementation of our home-school partnership.

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.]

Staff receive ongoing curriculum training in order to support parents in delivering high quality instruction. Staff have been trained in a variety of methods such as Universal Design for Learning (UDL), differentiated instruction, inquiry-based learning, and personalized learning. Lincoln Street School is a Google Suite for Education School. Staff have been using many applications of G-Suite that may be utilized during virtual learning.

Staff will work collaboratively to identify professional development needs based on data collected at the beginning of the year. Monthly staff meetings will address the identified needs and any new needs that may arise. The Family Success Liaison will provide social emotional strategies and supports for staff, parents, and students. Since parents are the primary teacher, opportunities to learn more about Google apps are being offered.

Staff will attend a virtual school culture training on maintaining stability, relationships, and a focus on social emotional learning and character.

Staff Roles and Responsibilities

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

Roles and responsibilities of staff during the pandemic are constantly evolving. All staff have received COVID training and are provided personal protective equipment to be utilized at all times. All staff are trained on new sign in/sign out procedures for themselves, families, and visitors. This includes symptom checking and temperature taking. Staff are expected to model and support all required health measures.

Certificated Staff

Certificated staff are responsible for attendance, engagement, and submission of student assignments. They are required to keep communication logs during virtual learning and may need to meet virtually with families. Frequency of contact may be increased as needed and may occur through multiple modalities. Academic support and online support may need to occur virtually. Special education staff will follow the local SELPA's guidance during Distance Learning time. Professional development will also be delivered in a virtual setting.

Family Success Liaison

Our Family Success Liaison is essential for locating resources necessary to ensure a family's basic needs to be met. Meetings with families have been moved to a virtual format, which has required training with Zoom and Google Meet. Additional training in Google Suite was identified as a need for providing online parental forums. Social emotional training has increased and she has shifted her focus to providing additional SEL support for staff, parents, and students. In addition, community resources are adapting and changing rapidly and our FSL is constantly in communication with her community contacts. Parent meetings have increased from three times a year to monthly and will be facilitated by FSL. Student SEL cohorts will also be established and will meet monthly. FSL will share strategies and support parents and students with social and emotional needs. FSL will help families address barriers they may be facing due to COVID-19 and/or trauma. A weekly drop-in and office hours were established to meet more urgent needs from our families.

Classified Staff

Classified staff are responsible for submission of attendance, screening and tracking data of COVID-19 symptoms, as well as front office business. COVID-19 has forced some mobile office access and electronic communication in order to continue to pay bills and to communicate with other entities. Many school forms needed to be converted to digital and will require ongoing updates to these types of materials. Additionally, the website needs constant updates to respond to COVID-19 information and resources.

Administration

Administrator will ensure staff and families have access to necessary materials, training, and tools to engage in a virtual learning setting. The administrator will secure times available to support teachers, students, and families throughout the school day. Collaboration time will be established with staff to facilitate virtual staff meetings and other necessary meetings. The administrator will act as liaison between the school and the county office as well as public health for updates and procedural guidelines.

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.]

English Learners

English learners will continue to receive integrated instruction in English language development during virtual learning and in-person learning including assessment of progress toward language proficiency and targeted support to access curriculum regardless of our school's opening status. Information about COVID-19 and other resources are provided in Spanish.

Pupils with Exceptional Needs

Students with disabilities will be included fully and the needs of all students are addressed in all instructional models. The Individualized Education Plan (IEP) will address the services that will be provided during virtual learning. Services outlined during virtual learning will remain in effect until the school can resume as normal. Most IEP goals can be addressed in a virtual learning setting, but would be

addressed individually by the IEP team. Goals and objectives in a student’s IEP are based on the individual needs of the student, not the model of the instruction provided.

Pupils in Foster Care or Experiencing Homeless

Students in foster care or experiencing homelessness would receive access to the curriculum and resources regardless of whether we are implementing virtual learning or not. The Family Success Liaison would reach out weekly to students and families to share community resources and assess their social emotional health. Lincoln Street School has staff members that belong to the county's Foster/Homeless Youth Coalition which aids in identifying resources. These services address the needs of these students to increase their academic outcomes.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Individual Chromebooks for students to ensure full access to all virtual resources. | 1,100 | No |

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.]

Lincoln Street School plans to quickly identify and address any gaps in learning through parent interviews, MAP and local assessments, conversations with students, and other informal methods of identification. Students demonstrating signs of learning loss or anticipated learning loss that may potentially occur in the current school year, will be provided additional support from staff and access to intervention material. English language arts intervention may include additional phonemic awareness instruction, fluency and comprehension curriculum, and lower Lexile instructional reading. Additional ELD supports may include online curriculum resources (such as text to speech), vocabulary development, and/or revisiting familiar topics. Students who may have or may experience learning loss in mathematics will be offered additional small group tutoring and/or intervention curriculum to decrease identified learning gaps. Identifying and assigning prerequisite skills for lessons is another strategy for addressing any gaps that may have occurred when school was not in session last year.

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.]

All subject areas will utilize a Universal Design for Learning (UDL) approach. Weekly input from the teaching adult is critical to address any roadblocks quickly and efficiently. Bi-weekly teacher meetings will monitor and assess pupil progress with the student and the teaching parent/guardian. For example, English learners will be supported through additional vocabulary and reading discussions. Low income students will have access to technology to assist them with their learning and also have printed materials available. Foster and homeless youth would have concepts front-loaded at the beginning of the week to better prepare them for the rest of the week's assignments. Students with exceptional needs will have ongoing progress monitoring according to their IEP and progress on their goals. Additional strategies may include re-teaching opportunities, alternative methods for demonstrating understanding, oral reports, and the use of graphic organizers. Each student's needs would be assessed individually and a specialized plan collaboratively created for them to best fit their needs.

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.]

Lincoln Street staff will measure the effectiveness of the services and supports to address learning loss by monitoring the amount of time a student has participated in these supports, through parental feedback, teacher observations, pre and post discussions or assessments and student work samples. Benchmark assessments, semester assessments, and state testing results will aid in the evaluation of the effectiveness of our pupil learning loss.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Measures of Academic Progress (MAP) assessment to provide a diagnostic assessment in reading and math to identify any skill gaps created as a results of COVID-related closures. | 1,875.00 | Yes |
| Study Island and Lexia instruction will provide differentiated support in reading and math to address any skill gaps created as a results of COVID-related closures. | 3,000.00 | Yes |

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.]

Our Family Success Liaison (FSL) will make contact with every family to introduce herself and the resources that she may be able to provide. The FSL will have weekly office hours to address any immediate needs that families may have. In addition, she will hold virtual parent clubs monthly that will address strategies to support social emotional well-being and mental health. Monthly student meetings to address SEL and mental health issues will be provided in grade level groupings (K-2, 3-5, 6-8). During monthly staff meetings, the FSL will share these strategies with the staff and provide additional resources to be used with their students and families. Topics may include Growth Mindset, Mindfulness Moments, strength-based characteristics. In addition, a counselor is available as needed to address any additional areas that may affect the mental, social and emotional well-being of the student.

Pupil and Family Engagement and Outreach

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

In order to adequately support students and families, Lincoln Street school has multiple support measures in place. Parents are involved in every student-teacher meeting and their communication regarding their child's needs or instructional needs is valued. We provide on-going virtual support through monthly parent meetings to assist parents in best practices for teaching their child(ren) at home. We want all of our students and families to be successful at Lincoln Street School, but we also realize that independent study may not be the best fit for all students and they may require additional support. We have a tiered model for this support.

Tier 1

Teachers will follow up with additional phone calls and emails to connect with student and parent. Students and families who fall into Tier 1 are not attending their regularly scheduled meetings or completing the minimum of 80% of the assigned work. When this occurs, the family will participate in a meeting with the credentialed teacher to identify any barriers and they will collaboratively create a plan for improvement that will attempt to break down those barriers.

Tier 2

Students and families who continue to struggle with the requirements of our program will revisit the previous plan for improvement to see if any additions or changes need to occur. The Family Success Liaison will be included in this meeting to address any potential basic needs that may be hindering their ability to access their learning. The FSL will also provide emotional and mental health supports that may also need to be implemented. Staff will verify all methods of communication are accurate to determine if there is a breakdown in communication. Staff will also determine if there is a lack of participation due to a lack of access and Lincoln Street will take the necessary steps to ensure the issue is resolved. If the student has an IEP, a meeting with the case manager to address any additional supports or changes to the plan will occur.

Tier 3

If tier 1 and 2 supports are unsuccessful, a meeting with the family, teacher, and administrator will be held. The team will discuss the supports and interventions that were implemented and their effect on the student. A collaborative discussion about potential circumstances that are affecting the family's success here at Lincoln Street will occur. Finally, an evaluation of the appropriateness of an independent study program for their child will be determined.

Lincoln Street School will provide a translator for any families whose home language is not English as applicable. Our goal is to support students and families to be successful in this program and we will work with them to identify the support which works best for their situation.

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 both in-person instruction and distance learning, as applicable.]

As a non-classroom based school, meals are only required for students on site for two hours or more. For students who meet this criterion, prepackaged meals will be available to go. If necessary, tables are available outside the school building for individual use. In addition, our Family Success Liaison provides information to families regarding local Food Banks and other available resources.

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

| Section | Description | Total Funds | Contributing |
|---|--|-------------|--------------|
| Mental Health and Social and Emotional Well-Being | Lincoln Street's Family Success Liaison and staff will monitor and provide resources and supports for students, staff, and families. | 11,092 | Yes |

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 |
| 28.66% | 148,769 |

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.]

As Lincoln Street School developed our Learning Continuity and Attendance Plan, we started by considering our highest-needs students first. This led to the evaluation of equal access to all of our students and families. This included our technology, our in-person meetings, small group instruction, and additional interventions and supports. The role of our Family Success Liaison has expanded and more intentional connections and outreach will occur to create connections with our highest-needs families.

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

Lincoln Street School's greatest population is our low-income students. We currently have zero foster youth and one English Learner this year. However, we understand that our circumstances could change at any point throughout this school year (loss of a job, eviction, illness, etc.). The school has prioritized technology equipment for these students with any additional technological supports that may make online instruction and connection more accessible. Small group instruction is being offered in-person and virtually to families for identified students as well as additional online programs that will address any learning gaps that may be present. English language learners are supported through additional staff time for ELPAC testing and provided designated language support. These staff members will be checking in with English learner students and families to determine any additional needs that may arise. Due to economic hardship, in-person meetings can transition to virtual meetings as needed.