

Literacy
First
Charter
Schools



"The tree of knowledge begins with literacy."

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
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General Information

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

COVID-19 has impacted Literacy First Charter School and it's families significantly. Students went from coming to our actual school daily last year, to staying at home and taking charge of their learning. Social media became an important ongoing tool used to transmit information to our families. We filmed many videos offering parent help, tips and information that were emailed to families, and posted on our social media accounts. We added many online education tools for students to use. Teachers used websites such as Everyday Mathematics, Wonders, Google Classroom, Zearn, Google Sites, Classting, Kahoot, StemScopes, Khan Academy, and ReadWorks, many of which were not used prior to COVID-19. The offices on each campus issued Chrome book computers to families as needed throughout the school closure. Teachers worked tirelessly in the first weeks to make sure every child had access to a computer or device so they could access the learning. Intense communication among our staff was measurably greater than prior to COVID. As a school we began to have weekly meetings in many different forms, All staff, teams, team leads, department heads, and admin. Administration sat in on virtual team meetings as well as class Zoom calls. Weekly newsletters were emailed to families with school closure updates,

encouragement and information the administration wanted to communicate. One of the main reasons we fought to return to school in-person was because we recognized the social-emotional impact COVID-19 has had on our students and the financial impact on our parents. Upon reopening, our program included in-person, distance and an independent student program. These options provided our families a variety of comfort levels and flexibility.

Stakeholder Engagement

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

Our staff worked around the clock to get and stay in touch with our families from the beginning of this pandemic. Email, ZOOM, letters, social media and phone calls were used to communicate, as well as in person, socially distanced meetings, with the teacher, parent and student. These meetings allowed our staff to hold initial assessments of students, determine which families have technology needs, including in-home internet, as well as speak with families regarding their concerns for school and their child's progress and to answer their many questions. We employ many essential employees who speak Spanish and Arabic and/ or Chaldean, which are the languages the majority of our families speak. These staff members were able to call families to share vital information with them regarding school and their preferences/ fears.

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

Allowing for families to join the public meetings and public hearing in any way possible is important to us, therefore, it was vital that we provide a link for a ZOOM call to watch the hearing, as well as the phone number for a teleconference call. We assigned a staff member to monitor these to allow stakeholders to ask questions and/ or share their concerns with us.

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

Our stakeholder groups consist of our parents, teachers, community and staff members. From very early on in COVID shutdowns, the majority of our stakeholders wanted their students to come back to school, in person. As time progressed and multiple surveys continued to be sent out to these groups, that fact did not change. From multiple monthly surveys dated May- August 2020, our stakeholders showed concern for the need for deep cleaning protocol regularly, as well as concern over their child getting sick and wearing a mask all day. Staff members were worried about their students getting sick, however they were more concerned with the level of educational program that would be conducted were the students to be in distance learning again. This was a worry of all of our stakeholders.

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

We took the feedback given by our stakeholders to heart. Knowing they trusted us with their children and their careers, is no light burden to bear. The aspects of the LCP that were influenced by stakeholder feedback were the drive to go back to school in person. We wrote our reopening plan in an effort to gain a waiver to open our doors to our parents, students and staff. Cleanliness safety and learning loss were

the three driving considerations as we developed our reopening plans. We trained our staff with the products and the protocols that were necessary to open safely and instilled the importance of adhering to the safety measures for students and all staff members. We invested in the necessary environmental equipment, including, plexiglass dividers, handwashing stations, air filtration systems, masks and/or shields, signage and additional PPE in order to provide an environment that was safe. Additionally, We organized our classroom and our schedules to allow for social distanced cohorts.

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.]

We have followed the guidelines set forth from the CDC to reopen our school sites to students. The steps to get here we many, and we worked relentlessly to this end. The first step was to write our reopening plan and to share that with our families. We emailed a copy to all families, as well as gave them hard copies at our parent meetings before school started. Plexiglass dividers were placed in each classroom, at each desk to separate students. Teachers cleared furniture from their classroom to allow for student desks to be spaced 6 feet apart when practicable, as well as to ensure that the teachers teaching area would be 6 feet from students at all times. Specific attention has been paid to where student items are placed dependent on campus and grade level, to allow for student items to stay separated. This includes backpacks, water bottles, lunches, etc. Students, grades 3-12 will wear masks to school. Our staff has been trained on the necessary cleaning protocol that is being executed throughout the day during recess and lunch, after bathroom use, and anytime students are out of the classroom. All high touch areas in the school are wiped clean multiple times per day.

Our educational offerings are as follows: All grades K-12 have the option of returning to the brick and mortar this school year. Grades 1-5 are in-person five days a week for the full day. The Kindergarten model continues to be half day instruction for 4 days a week, with distance learning on Fridays. Grades 6 - 12 are a hybrid model, M/W, T/Th and rotating, in- person Fridays. Our school psychologists and counselors are readily available and meeting with students either asking for counsel and/or seen as needing counsel throughout the day.

Students came to school for an initial assessment screening, by grade level teachers, before school started. Additionally, an initial assessment was done on incoming freshman so the teachers would know what their beginning levels were in order to assign appropriate academic courses. They will continue with assessments each trimester or quarter respectively, throughout the school year. Students who have been identified as needing intervention services due to learning loss will receive such services throughout the week to help bridge the gap and get them to grade level proficiency. At the high school level, students identified as below grade level in ELA and Math will participate in the academy program to ensure that they reach grade level proficiency.

Our SPED, Intervention and ELL programs are continuing to meet the needs of our students in person, and remotely. Services are being delivered in multiple modes to meet families depending on their comfort level.

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

Description	Total Funds	Contributing
Plexiglass Dividers used to separate students in the classroom, as well as in the front offices.	\$64,036	Yes
Hand Washing and sanitization stations outside all classrooms	\$1,123	Yes
Out door hand washing stations	\$8,800	Yes
Recess Equipment for each class and/or grade level. (partially funded by our PTLC)	\$1,247	Yes
Air Filtration Systems in classrooms	\$11,388	Yes
Cleaning products used to thoroughly sanitize our schools.	\$17,255	Yes
Chrome books used to supplement those used for Distance learning	\$316,693	Yes
Additional technology needs school-wide	\$48,722	Yes
Additional staffing.	\$172,400	Yes
Preparing outdoor learning spaces.	\$8,723	

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.]

At Literacy First Charter School, our students and staff are held to a high standard of education, and this is no different if they are in distance learning or in the brick and mortar setting. We will have certificated teachers executing distance learning, the independent study program, and the traditional, in-class setting. The program is standards based and the expectations are the same. Teachers will work together to assure continuity of instruction using online resources, as well as pencil and paper. Because we are a K-12 school, these resources include curriculum similar to those listed as approved curriculum for LFCS. However, due to the nature of at-home learning, some of the resources may have been modified in order to be more parent friendly to those delivering the instruction. If a transition from in-person to distance learning is necessary, the teachers have set up a program that will seamlessly move from the brick and mortar to the home.

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.]

If there is a need to transition from in-person to at home learning, the following will take place: families will be issued Chrome Books, as needed. They will also have access to free wifi through the many companies offering this service. Our staff members will assist in getting this set up, if there is a need. Our teachers have identified families in need of technology from their initial assessments and meetings. Should there be a need, we already have a beginning point with the families in need. Translators will be readily available to assist in helping families and teachers identify these needs. Our office staff will keep track of all computers handed out, as well as families with further technology needs, and will ensure they received such assistance.

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.]

We will adhere to the daily minutes for the 2020-21 school year, which are as follows: 180 minutes for kindergarten, 230 for grades 1 to 3 and 240 for grades 4 to 12. Teachers will develop schedules for students to follow that will included numerous ZOOM lessons- with whole group as well as small group instruction, and independent work time in between the Zoom appointments. Each teacher will hold office hours for both students and parents to utilize for help throughout the day. Teachers will track student progress in many ways- the most obvious will be through work submission in Google Classrooms or email. Some other forms of assessment will be informal in conversations regarding content and in small group work time. Teachers will take role daily to record student attendance and will be in contact with families for accountability in attendance and student work submittal where they will discuss how the student is doing and address the areas of need in order to offer assistance. Accountability is important to us, therefore we will hold parent conferences, issue report cards and progress reports on the same schedule as a regular year. Parents grades 4-12 will have access to a parent portal where they have access to grades, student engagement, attendance and work completion.

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.]

Our staff members, whether they are in the classroom or distance learning will receive professional development routinely throughout the school year. These sessions could include Quantum Learning, Visible Learning, and/or the latest concerns regarding current educational trends. Our staff operates as teams, and departments and routinely collaborate and function as a PLC.

Staff Roles and Responsibilities

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

Our independent study program has grown exponentially this year due to COVID. Therefore there was a need for more teachers in this area, and so we transitioned ancillary staff into this role whose position was unclear due to COVID. Many now serve in two capacities (PE, library), in a 50/50 situation. We have opened up more classrooms due to the need for social distancing, which has required us to hire new teachers.

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.]

We have an exceptional English learner program at Literacy First. Our team has created websites for each grade level including instructional videos, read alouds, and activities for practice. Students with exceptional needs will receive services in small groups or via Zoom, as needed. Our instructional assistants will work with students to meet their IEP goals and assist them in their at-home learning. To our knowledge, do not currently have students experiencing homelessness, and .0025% of students are in the foster care system. We have identified these students and will work to meet their needs, as we do every student at LFCS. As far as our African American and Native American high need students, they are known and assisted in the same manner as any other child. We know the families and the students, and through our relationship with them we discover their needs, assess them and create a program to fit the needs presented. This is common practice with all of our Literacy First students.

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

Description	Total Funds	Contributing
Additional teachers needed to administer school at-home	\$172,400	Yes
Additional Chrome Books needed to meet the needs of our students	\$316,693	Yes
Additional administrative staff to deal with the logistics of independent study programs.	\$172,400	Yes

Description	Total Funds	Contributing

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.]

We began this school year with in-person language arts/ fluency assessments of each child to determine where to start with their learning this school year. Assessments were held one-on-one or in small groups, and socially distanced. ELPAC testing was also administered before school started. This was used to determine whether they will need classroom integrated or designated pull-out instruction. From there the teachers will develop appropriate programs to meet the needs of these students. Similarly, students will have initial assessments in math to determine their starting level. Ongoing assessments in English Language Arts and Math will help determine whole group instruction, where to begin, as well as small group instruction and intervention needs.

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.]

As a school, we work tirelessly to meet each student where they are at. It is common practice to have students being challenged at different levels. The 2019-20 school year threw a wrench in our instructional plan, however, we responded to the stay-home order with a stellar distance learning program that saw every child where they were. We will be mitigating the learning loss from the 2019-20 school year through a consistent rigorous academic learning program that is typical of Literacy First. Students will be assessed regularly - including English Learners, low-income and students with exceptional needs. Programs in language arts, math, writing and ELL, if applicable, will be developed for the students to get them to grade level. ELL students programs will differ due to their ELL classes, and Pupils with exceptional needs will receive services as outlined in their IEP or 504 plans. Homeless students (should we gain any) and those in foster care, will be assessed and a plan will be developed to meet them where they are at to get them to grade level and address their mental health as well.

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 know that services and supports provided to our students are successful when we see learning growth. This will be measured through a variety of assessments and teacher feedback. Teachers will assess students using AIMS Web, language arts curriculum assessments, math curriculum assessments, writing assessments and grade specific learning outcome expectations. Our ELL team and

intervention team will be assessing with curriculum assessments including Big English and Road to Reading and Road to the Code. The Achieve3000 program will be used at our high school to determine students who are in the Academy program as well as monitor ELA and reading proficiency. Informal assessments are equally as valuable and will be used alongside the formal assessments.

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

Description	Total Funds	Contributing
Additional curriculum needed to meet the needs of students	\$12,830	Yes
Additional staff -teachers or support staff- to meet the needs of our students.	\$172,400	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.]

As a part of our professional growth plan, we will address the needs as they arise, in regards to social and emotional well being of students, staff and family members. Throughout the year staff will have training on these items with support in real time in the classroom or at home. We have a team of counselors and psychologists who visit every campus, meet with teachers and parents, and counsel students as needed as well as directing them to resources in the community and online. We regularly post items on our social media for parents from publishing's of "A Child's Mind" along with other resources, that address anxiety, fear and topics associated with the pandemic. We regularly email teachers resources from the San Diego County Office of Education in regards to mental health and well-being. We made it a practice to do an emotional well-being check with our staff at staff meetings, and our teachers do the same with their students. We have made the pandemic and our feelings regarding it common language that is acceptable to discuss when the need arises.

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.]

Last year, during the stay at home order, although there were different levels of engagement, none of our students were missing. We knew where they were and what their family situation was. We were in contact multiple times over the months. Due to the nature of our school, we do not anticipate the need for a tiered reengagement strategy. If a student does not attend distance learning classes our staff is relentless in pursuing the family, and finding a solution.

We rely heavily on our staff members that can translate and communicate with our families either by a phone call, translated letter, email or in-person meeting. We utilize our community liaisons to make calls to connect with families, to translate conversations with the classroom teachers, to invite parents to school meetings, and to assist them with their child's learning. Our staff members also inform families when their student is not meeting compulsory education requirements and works with families to determine what needs to be done to assist their student. Many families struggle with distance learning so providing constant and effective support is important.

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.]

LFCS has been providing school lunch to the community since the beginning of the shut down. Serving between 300 & 600 families per day between two of our locations. Since reopening, we have continued to provide lunches to families in the community. Because of the government waiver, Grossmont Unified, who is our food services provider, has been able to offer food services for all families regardless of qualification. We are offering this service on all of our campuses for students in the brick and mortar, and we are offering a drive through pick-up option for any students doing remote learning ,as well as the community at large.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
8%	\$144,000

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 a school, we are acutely aware of the need for additional technology support, including hardware and internet access, as well as the need for translation, and communication, particularly with our low-income, foster youth and English Learners. This includes our education programs, social-emotional well being and our students own health practices, with regard to COVID. These are effective because they are meeting the emotional needs of our families, as well as providing additional mental support.

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

Services for foster youth, English learners, and low-income students are being increased and improved by the increase in staff, increased effort to communicate, translate and support our students, staff and families.

