

# Learning Continuity and Attendance Plan (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.]

Gorman Learning Center (GLC) is a personalized learning public charter school, authorized to provide an independent study program to all enrolled students. The community consists of families across five counties - Los Angeles, San Bernardino, Ventura, Orange, and Kern - but its most significant population center is Los Angeles County.

The COVID-19 pandemic has had the effect of temporarily shifting some programs and services which address various learner needs from in-person to virtual. Programs and services which have gone virtual include Antelope Valley Resource Center workshops, Title I Academic Coaching, English Language Development Instruction, Community Provider Instruction (formerly Vendor Course Instruction), Personalized Learning Teacher, parent, and student learning period meetings, and Special Education services.

All federal programs, including the English Learner Program and Title I Targeted Assistance School Programs, transitioned to virtual support services. ELD instruction and supports were transitioned completely to virtual platforms where students engaged in online learning and instruction with their ELD Teacher. EL Students were already equipped with the necessary technology and resources (online software programs focusing on English Language Acquisition). Upon the determination of no in-person contact, Title I staff quickly transitioned supplemental instruction and services through an online platform.

Gorman Learning Center is not a classroom-based school. All students are enrolled in an independent study program and are primarily learning in a remote, distance, online, or combination learning environment. Parents are equipped with instructional resources and the direct support and guidance of a Personalized Learning Teacher. Gorman Learning Center has not had to make any changes to its core curriculum and instruction as a result of the COVID-19 pandemic.

## Stakeholder Engagement

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

GLC solicited feedback from parents, students, and staff in two surveys. The first specifically addressed the considerations for the shift to virtual provision of services which had been provided in-person, and it measured community opinions and needs pertaining to direct

instruction in classroom-like environments in the context of the COVID-19 pandemic and the transmission reduction measures that would be implemented for any reopening of physical facilities. The second survey addressed the entire school response to the pandemic and measured the school's success and growth areas in pertaining to student social emotional needs, continued learning, meal service, and the needs of student groups.

GLC provides mobile hotspots to families with insufficient internet access and encourages all families to utilize this resource.

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

Board meetings are currently being held virtually using the Zoom platform. The meeting agenda contains a link for the community to view the board meeting via live stream. The platform for viewing live stream is a YouTube channel. The board agenda contains a link to a form for people who want to make public comments.

This plan is presented for a public hearing with virtual participation of the public enabled and supported by school staff.

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

### **Quantitative Data**

Given a range of options, stakeholders generally rated GLC's response to COVID-19 positively. Key findings from the quantitative portion of the survey include:

*94% of respondents agree or strongly agree that GLCN has responded to COVID-19 effectively, with 1% disagreeing or strongly disagreeing*

*92% of respondents agree or strongly agree that GLCN has ensured student learning continues uninterrupted, with 3% disagreeing or strongly disagreeing*

*62.5% of respondents agree or strongly agree that GLCN has met the social emotional needs of students since the pandemic began, with 6% disagreeing or strongly disagreeing.*

*92% of respondents agree or strongly agree that GLCN has communicated clearly about what the school is doing in response to COVID-19, with 2% disagreeing or strongly disagreeing.*

*88% of respondents agree or strongly agree that GLCN has ensured students have access to devices and internet connectivity, with 5% disagreeing or strongly disagreeing.*

### **Qualitative Data**

Provided open-ended questions regarding what worked and what could be improved, stakeholders again had overwhelmingly positive feedback. Key findings from the qualitative portion of the survey include:

#### **Successes Identified by Parents**

*38% of parent responses identified communication as the most significant way GLCN was successful in responding to COVID-19.*

*26% of parents identified uninterrupted services and learning as the most significant way GLCN was successful in responding to COVID-19*

*8% of parents identified the closure of the resource centers as the most significant way GLCN was successful in responding to COVID-19*

*6% of parents identified a focus on safety as the most significant way GLCN was successful in responding to COVID-19*

*5% of parents identified adherence to state and county guidelines as the most significant way GLCN was successful in responding to COVID-19*

*5% of parents offered a response of general commendation*

*4% of parents identified virtual meeting and learning as the most significant way GLCN was successful in responding to COVID-19*

*4% of parents identified a quick response to changes as the most significant way GLCN was successful in responding to COVID-19*

*3% of parents identified the school's model/current program as the most significant way GLCN was successful in responding to COVID-19*

*1% of parents offered a response indicating that the school had not been successful at all in responding to COVID-19*

### **Areas of Improvement Identified by Parents**

*40% of parent responses indicated that there was nothing the school could or needed to do to improve in its response to COVID-19.*

*11% of parent responses indicated that the school needed to improve its offerings of direct support, social and emotional help, student engagement, resources for parents, or help for parents teaching at home.*

*10% of parent responses indicated that the school needed to improve its curriculum delivery timeliness*

*8% of parent responses indicated that the school needed to resume in-person instruction at resource centers (with precautions)*

*6% of parent responses indicated that the school needed to provide better, more prompt, or more streamlined information to parents.*

*5% of parent responses indicated that the school needed to improve internet or computer access for students*

*3.5% of parent responses indicated that the school needed to lift social distancing and mask mandates*

*3.5% of parent responses indicated that the school needed to improve its implementation of distance learning (scheduling, class design)*

*3% of parent responses indicated that the school needed to resume in-person instruction by Community Partners (formerly VCI)*

*3% of parent responses indicated that the school needed to provide meals to students*

*3% of parent responses indicated that the school's response was inadequate, restrictions were not properly implemented, or staff were not prepared*

*2% of parent responses indicated that the school needed to provide more virtual classes*

*2% of parent responses indicated that the school needed to streamline or simplify its online services and programs*

*1% of parent responses indicated that the school needed to better support non-technological options for learning*

### **Successes identified by Unduplicated Pupil parents and students**

*55% of Unduplicated Pupil parent and student responses identified communication as the most significant way GLCN was successful in responding to COVID-19.*

*15% of Unduplicated Pupil parent and student responses identified uninterrupted services and learning as the most significant way GLCN was successful in responding to COVID-19*

*9% of Unduplicated Pupil parent and student responses offered general commendation*

*9% of Unduplicated Pupil parent and student responses identified adherence to state and county guidelines as the most significant way GLCN was successful in responding to COVID-19*

*6% of Unduplicated Pupil parent and student responses identified virtual meeting and learning as the most significant way GLCN was successful in responding to COVID-19*

*3% of Unduplicated Pupil parent and student responses identified a focus on safety as the most significant way GLCN was successful in responding to COVID-19*

*3% of Unduplicated Pupil parent and student responses identified the closure of the resource centers as the most significant way GLCN was successful in responding to COVID-19*

### **Areas of Improvement Identified by Unduplicated Pupil parents and students**

*58% of Unduplicated Pupil parent and student responses indicated that there was nothing the school could or needed to do to improve in its response to COVID-19.*

*12% of Unduplicated Pupil parent and student responses indicated that the school needed to improve its curriculum delivery timeliness*

*8% of Unduplicated Pupil parent and student responses indicated that the school needed to improve its offerings of direct support, social and emotional help, student engagement, resources for parents, or help for parents teaching at home.*

*8% of Unduplicated Pupil parent and student responses indicated that the school needed to resume in-person instruction at resource centers (with precautions)*

*4% of Unduplicated Pupil parent and student responses indicated that the school needed to resume in-person instruction by Community Partners (formerly VCI)*

*4% of Unduplicated Pupil parent and student responses indicated that the school needed to lift social distancing and mask mandates*

*4% of Unduplicated Pupil parent and student responses indicated that the school needed to improve its implementation of distance learning (scheduling, class design)*

*4% of Unduplicated Pupil parent and student responses indicated that the school needed to provide meals to students*

### **Successes identified by Special Needs parents and students**

*29% of Special Needs parent and student responses identified communication as the most significant way GLCN was successful in responding to COVID-19.*

*24% of Special Needs parent and student responses identified uninterrupted services and learning as the most significant way GLCN was successful in responding to COVID-19*

*12% of Special Needs parent and student responses identified a focus on safety as the most significant way GLCN was successful in responding to COVID-19*

*12% of Special Needs parent and student responses identified a quick response to changes as the most significant way GLCN was successful in responding to COVID-19*

*6% of Special Needs parent and student responses identified virtual meeting and learning as the most significant way GLCN was successful in responding to COVID-19*

*6% of Special Needs parent and student responses identified the school's model/current program as the most significant way GLCN was successful in responding to COVID-19*

*6% of Special Needs parent and student responses identified adherence to state and county guidelines as the most significant way GLCN was successful in responding to COVID-19*

*6% of Special Needs parent and student responses offered general commendation*

### **Areas of Improvement identified by Special Needs parents and students**

*42% of Special Needs parent and student responses indicated that there was nothing the school could or needed to do to improve in its response to COVID-19.*

*8% of Special Needs parent and student responses indicated that the school needed to improve its offerings of direct support, social and emotional help, student engagement, resources for parents, or help for parents teaching at home.*

*8% of Special Needs parent and student responses indicated that the school needed to improve its curriculum delivery timeliness*

*8% of Special Needs parent and student responses indicated that the school needed to provide better, more prompt, or more streamlined information to parents.*

*8% of Special Needs parent and student responses indicated that the school needed to provide meals to students*

*8% of Special Needs parent and student responses indicated that the school's response was inadequate, restrictions were not properly implemented, or staff were not prepared*

*4% of Special Needs parent and student responses indicated that the school needed to resume in-person instruction at resource centers (with precautions)*

*4% of Special Needs parent and student responses indicated that the school needed to improve its implementation of distance learning (scheduling, class design)*

*4% of Special Needs parent and student responses indicated that the school needed to provide more virtual classes*

*4% of Special Needs parent and student responses indicated that the school needed to better support non-technological options for learning*

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

Due to the data-based conclusion that the school was indeed well-equipped to continue its core program uninterrupted, while making the specific changes to virtual formats temporarily for all in-person services, the Learning Continuity and Attendance Plan reflects the intent to make no fundamental changes to its program, curriculum, or requirements, but to ensure that there is a reopening process for previously in-person activities and services that is clearly communicated, methodical, and safe for all.

# 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.]

GLC is a personalized learning public charter school. Our program allows for our personalized learning teachers (PLTs), to work directly with their students and their families on a regular basis. Since we are not a classroom-based school, our students did not experience significant learning loss due to school closures. Our PLTs, EL, Title I, and SPED teams were readily able to adjust to the situation by using other online methods of communication such as email, Facetime, Google Hangouts, and Zoom to continue working alongside students and their parents. Our PLTs also increased the amount of contact with their families to provide them with both instructional and socio-emotional support.

For the 2020-2021 academic year, GLC will continue to emphasize a student-driven approach to education and strengthen our academic and socioemotional support to our students, parents, teachers, and staff. When our counties are removed from the state watch list, we will follow our reopening plan for resource centers and reinstate our in-person support services.

### Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
No additional expenditures will be made related to in-person instructional offerings	\$ 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.]



Our program already provides both in-person and distance learning as a regular model of instruction. PLTs work directly with their students and families on a regular basis whether in-person or remotely. Our PLTs are strong in collaboration and individualization including skilled at personalization for their students' education. Since we are not a classroom-based school, our students receive instructional continuity and have access to a full curriculum through a variety of delivery models.

## **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.]

GLC has assessed the needs of each student/family and we are able to provide the technology needed for each.  
We will continue to provide connectivity to families who are in need.

## **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 program, we evaluate the time value of the work rather than assign instructional minutes.  
PLTs will meet with their students every 20 days to collect work samples, review assignments, check for understanding of the content and assess state standards that have been covered. While the pandemic is ongoing, PLTs will meet with their students virtually. The PLT will assess pupil progress through their monthly meetings and communications with enrichment facilitators and subject specialists.  
Students take the i-Ready local assessments 3 times per year as well as state mandated assessments. The local assessments help us to identify any learning loss or academic weaknesses. As a result of the i-Ready diagnostic, we are able to provide specific instructional support to our students.

## **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.]

EL and Title I staff were given professional development on engaging students remotely and teaching strategies for online instruction. Continued support and learning opportunities are being provided to address staff's needs through internal and external sources.

## **Staff Roles and Responsibilities**

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

A new role and responsibility for EL and Title I Staff is the need to do all assessments remotely due to COVID-19. Although it has come with challenges, in practice the new responsibilities have been embraced and are in the implementation phase.

## 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.]

GLC will continue to address and prioritize students who have been hit hardest by the pandemic. We will ensure that students' needs are met, particularly our students with disabilities and our unduplicated population. Because of our personalized program, these needs are generally met by creating specific meaningful opportunities for students to engage.

Additional supports to provide distance learning to pupils with unique needs are as follows:

### **Special Education**

In addition to meeting all requirements as stated per the IEPs, we have included additional trainings to our teachers and staff to improve the quality of virtual instruction and assistance with social-emotional well-being during the pandemic. At this time the Special Education Department has been able to provide adequate support to students with exceptional needs through the implementation of the IEP, the purchase of additional equipment/programs when determined appropriate by the IEP team, as well as the provision of additional services when determined necessary by the IEP team to provide FAPE.

### **English Learners**

Assessments for all English Learners are being provided by trained ELD Teachers through remote access. Students are all provided with chromebook devices and internet hotspots as needed to adequately meet their needs. Each English Learner has their own ELD Teacher that supports and monitors their needs and progress through weekly instruction in Reading, writing, and oral language, and communications.

### **Low Income**

Students are all provided accessibility to technology upon enrollment and in particular our low income students are provided with internet accessibility. Accessibility to a variety of learning opportunities are available such as: online courses that are A-G Approved, Advanced Placement Courses and Exams, CTE Courses, and Virtual Resource Courses and/or tutoring.

### **Homeless**

The charter's Homeless Education Program begins upon enrollment. Students and families are in immediate contact with the LEA's Homeless Liaison. Services and referrals are given based on each student's unique needs including but not limited to referrals to counseling services, medical/dental/vision/, assistance with housing authorities, and resources for food and clothing. Academic support services are expedited and prioritized for students facing homelessness; from access to technology/devices/internet hotspots to curricular and academic support as determined upon enrollment. Additional check ins and follow up during this time is also being provided to ensure that students experiencing homelessness have a safe place to live, food, and clothing. Donations are also distributed to students experiencing homelessness.

### **Foster care**



Students are provided with expedited technology, curricular and academic supports, and additional support from the charter's Foster Youth Liaison. Additional resources and counseling support is provided for Foster Youth to help support the social emotional needs of our Foster Youth.

### **Actions Related to the Distance Learning Program**

Description	Total Funds	Contributing
No additional expenditures will be made related to the Distance Learning Program	\$ 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.]

As an independent study program, GLC will continue to address students' needs and learning effectively. Our student and PLT meetings have transitioned to online platforms but student work and assignments continue as assigned. GLC will use its local assessments to identify students' learning needs in math and ELA and use that data to track student growth throughout the year.

GLC will monitor EL Progress through remote assessments, both internal benchmarks and state measures. Progress monitoring throughout both academic years, with the use of assessments and instructional program reporting, will address student's learning needs and status in English Language Development for English Learners.

### **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.]

Due to the nature of our program, we were able to transition smoothly and our students were not affected. GLC kept continuous communication and support for our families through the rest of the school year. To make sure that there was little to no learning loss, our students will take the i-Ready diagnostic at the beginning of the school year. The diagnostic will allow us to address if there was a learning loss with specific instructional options. The Special Education Department is prepared to offer and provide compensatory time to students who have experienced significant learning loss during this pandemic.

### **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.]

GLC will measure student learning progress and monitor for learning loss using its internal benchmark diagnostic via i-Ready. The effectiveness of Special Education compensatory time will be measured through documented progress on IEP goals, input from the IEP team, and the diagnostics received through the administration of informal and/or formal assessments.

### **Actions to Address Pupil Learning Loss**

Description	Total Funds	Contributing
GLC has added the i-Ready Diagnostic assessment for all students.	\$27,000	N

## **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.]

GLC is committed to providing our employees with comprehensive support for their mental health and well-being. The Employee Assistance Program provides free services to help promote well-being and enhance the quality of life of our employees. Stress Management, Mental Health, Child and Elder Care resources, and Overall Health are some of the services that are available for our staff to utilize.

In addition to the Employee Assistance Program, GLCN has made a commitment to ensure employee engagement remains a part of our culture. Through regular ongoing all staff meetings, our employees are able to continue to engage and have meaningful discussions regarding the remote work environment. The all staff meetings also provide an opportunity for staff to stay connected and maintain relationships that would otherwise be encountered in the workplace.

Personalized Learning Teachers are meeting with students regularly and monitoring participation in educational programs. They also distribute resources for mental health that our school psychologists have made available. Our PDD addressed these issues as well and provided training on tracking social and emotional well-being of pupils and how to direct families if a need arises. Weekly staff meetings are held to address the impact on school staff.

## **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.]

Because Personalized Learning Teachers are in close and frequent contact with each of their pupils, any attendance or compulsory education requirements are being monitored and addressed as necessary. They are meeting virtually with families at least every 20 school days and tracking work completion and academic progress.

## 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-site based charter school, we are not required to provide meals unless our students are attending a site that offers educational enrichment and students are attending more than two hours per day. Because our Resource Centers are currently closed and no students are attending in person, meals are not being distributed.

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
N/A	No additional actions will be taken to implement the Learning Continuity Plan	\$ 0.00	N/A

## 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
16%	\$419,800

## 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.]

GLC addressed the technology needs of all students, including Foster Youth, English Learners, and low-income students, by implementing a device program for all students for the 2020-21 School Year. Upon enrollment all students are provided with a device. Prior to the pandemic, the charter had already implemented programs for equal access to instruction, pupil services, technology, and support services for Foster

Youth, English Learners, Homeless Youth, and low income students. The implementation of equal access and equity for our special populations is met through identification processes, expediting educational resources (curricular/technology/tutoring), increased accessibility to support services (including TASP services), and additional supports to provide equitable access.

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

Additional staff, internet accessibility to all Foster Youth, English Learners, Homeless Youth, and low-income students.