

# What We're Doing to Make a Difference

The LFLCS Model for  
Trauma Informed  
Personalized Learning





# Today's objectives

1. Share the elements of trauma-informed, personalized learning used by LFLCS
2. Illustrate how we have brought some of these elements together to support a particular student (case studies)
3. Answer any questions you might have in breakout groups led by different staff members (administrator & counselor, teachers, Ed Specialist & psychologist, School-Community Liaison, Tutor/IT Specialist,...)

# Who We Are





# Learning for Life Charter School

Marina, CA

Small (ADA 120)

Independent study only

Independent charter school

Chartered by Monterey Peninsula USD

Opened September 2002

Offer a--g. (First grad to a CSU last year!)

Our own LEA for SpEd (a member of the Sonoma Charter SELPA)

Alternative education setting (DASS):  
At least 70% of students at-risk



# DASS definition of at-risk

Expelled

Suspended >10 days in a SY

Wards of the court

Pregnant and/or parenting

Recovered dropouts

Habitually truant or habitually insubordinate and disorderly

Retained more than once in kindergarten through grade eight

Credit deficient

Gap in enrollment >45 days

High level of transiency (>2 schls in the past year or >2 changes since entering HS)

Foster Youth

Homeless Youth



# Successes

Enrollment & ADA

Revenue/expenses/surpluses

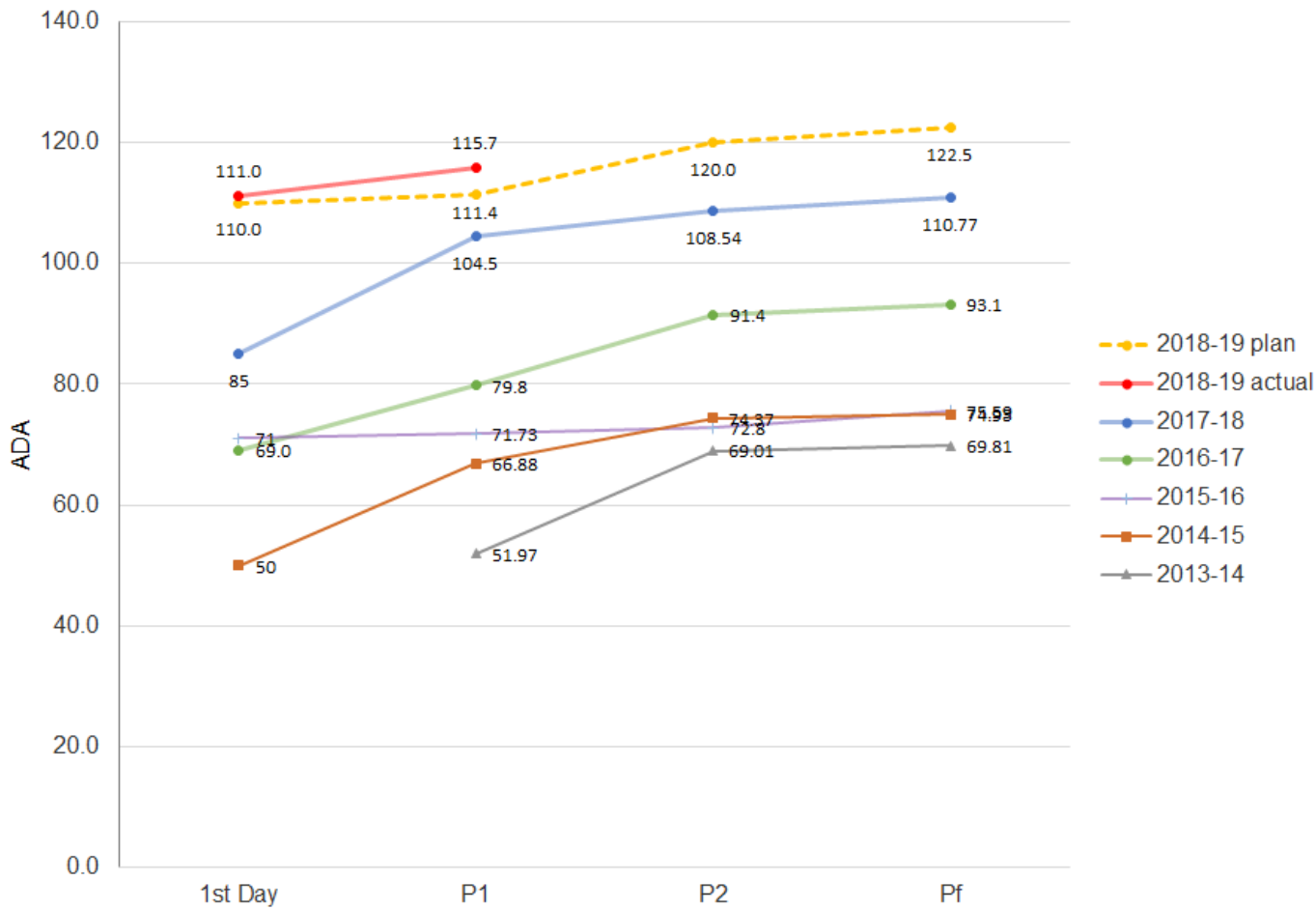
Graduation rate

Credits earned per quarter

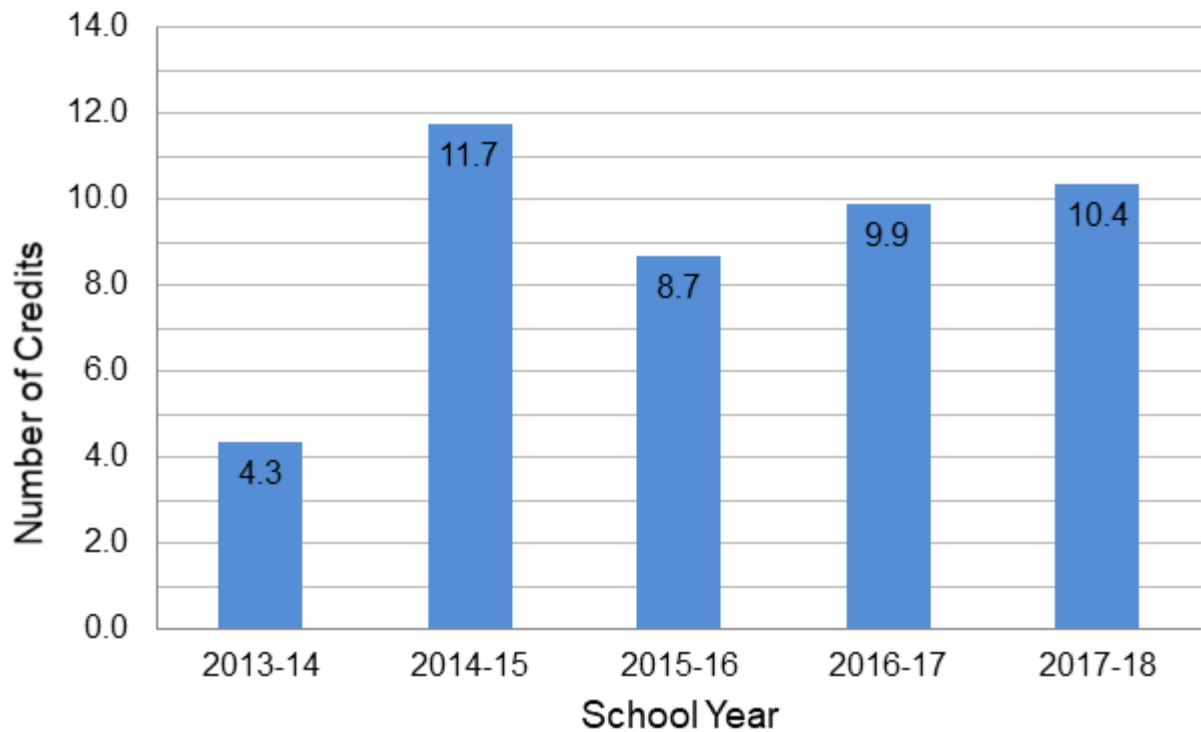
Percent of students on track to graduate

SBAC Scores

### Average Daily Attendance (ADA)

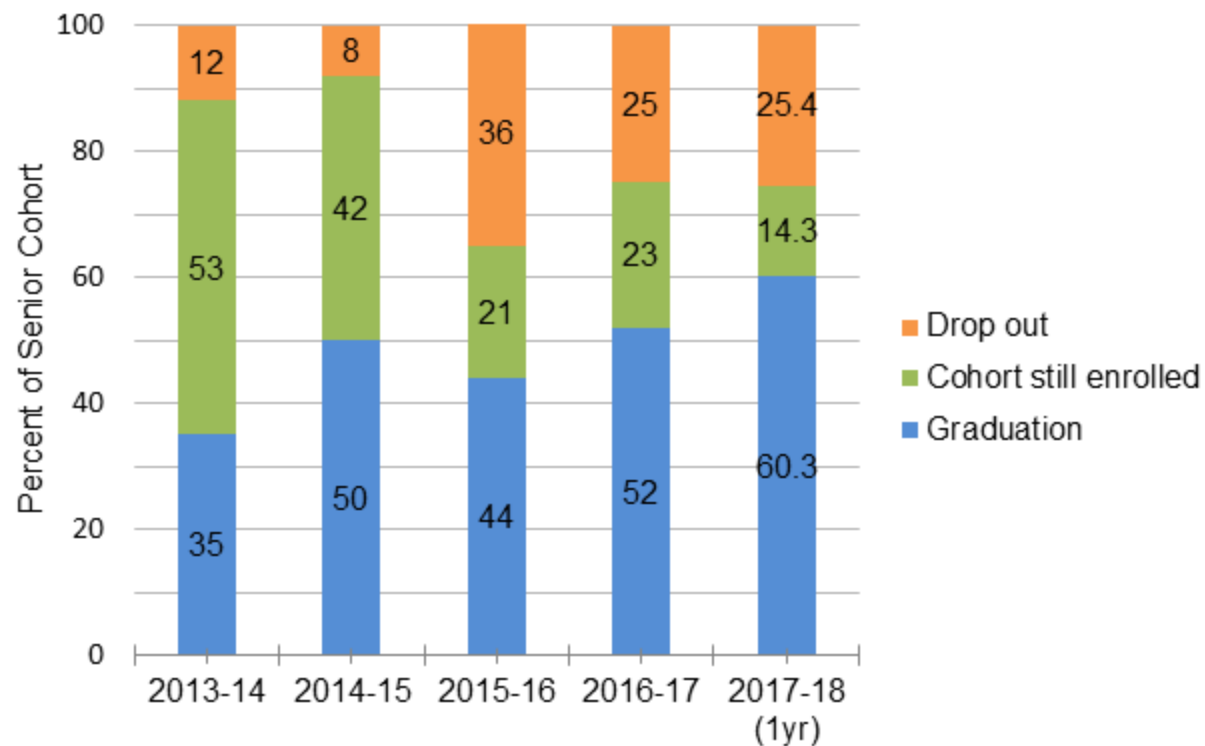


## Average number of credits earned per quarter





## Graduation, Still-Enrolled, and Drop-out Rates





# Challenges

Chronic absentees

Dropout Rate

Increasing numbers of students with mental health needs

Resisting digital distractions

Students with low cognitive levels



# Personalized Learning



# 1:1 Technology

## ISSUED TO STUDENTS

RCA Voyager 7" Tablet (\$48 ea. Amazon)

- SecureTeen
  - Mobile Device Management
  - Content Filtering
- Google Device Management

Kajeet Hotspots

- Content Filtering
- Timed Access Control

## AVAILABLE ON CAMPUS

Chromebook Laptops

Chromebook Kiosks

Desktop Workstations

Student Wi-Fi (Filtered through Sophos Firewall)

## LONG-TERM REPLACEMENT STRATEGY

Moving toward Google managed devices

- More Chromebook Laptops
- More Chromebook Kiosks



# Technology Tools

## AVAILABLE TO EVERYONE

Google Suite for Education

Gmail, Docs, Sheets,  
Slides, Voice, Meet

Microsoft Office 365

Word, Excel, PowerPoint,  
Publisher, Access

## AVAILABLE TO FACULTY/STAFF

PowerSchool & PowerTeacher

Charter Vision (via CSMC)



# Digitally Delivered Curriculum: Edgenuity

CA Stds aligned academic courses

Full a--g list

Video not text based

Customizations

Pre-testing

Progress reports & session logs

Extensive electives options, including CTE









Auto calendaring of assignments

Course documents: syllabi, scope & sequence, stds alignment....

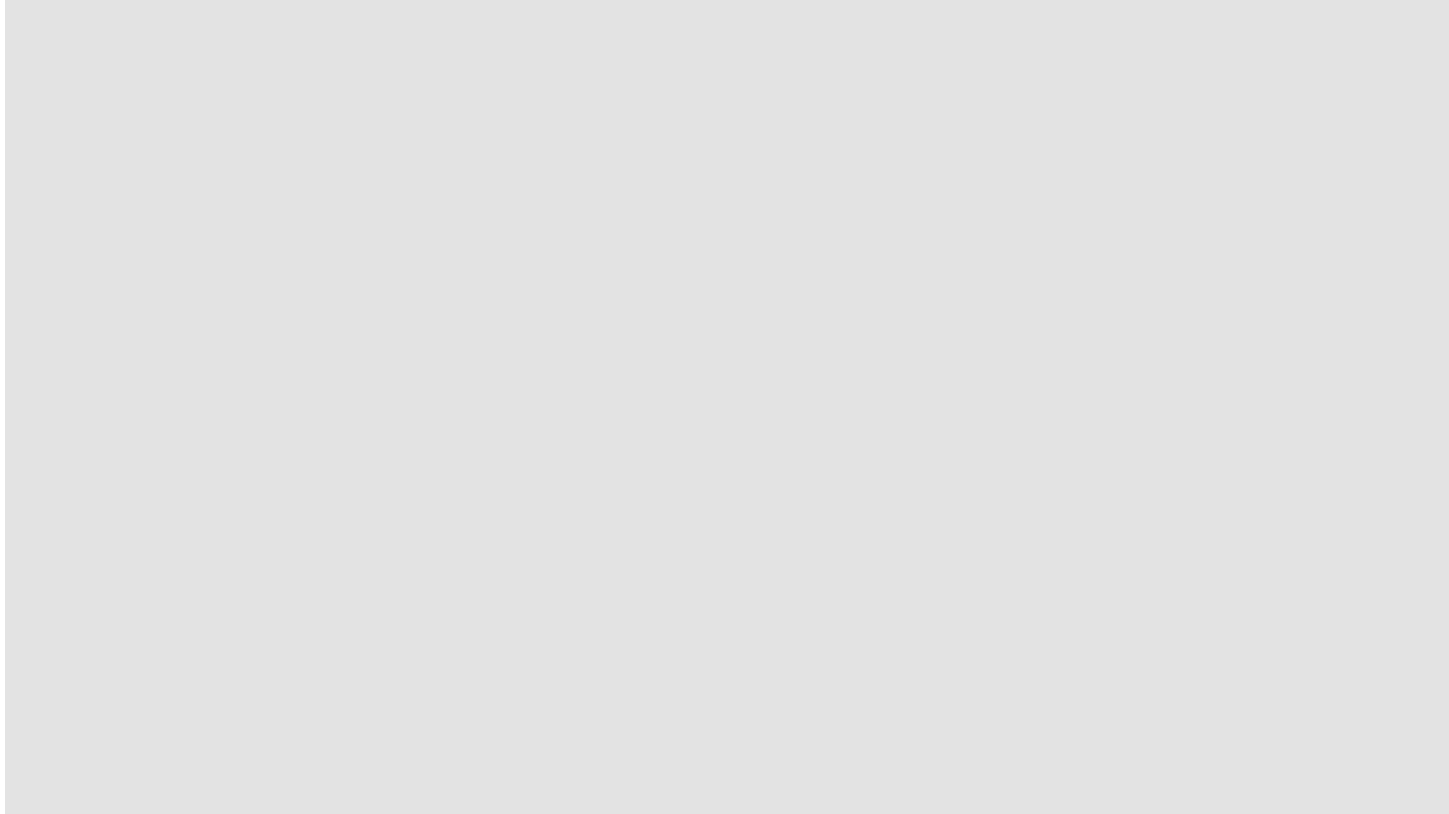
My Path remedial program

HiSet, SAT, Accuplacer prep

# Edgenuity's K-12 Solutions

	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
ONLINE + BLENDED LEARNING	 Edgenuity <b>Hybridge</b> <sup>®</sup>	 Edgenuity <b>Courseware</b>	
INTERVENTION	 Edgenuity <b>Pathblazer</b> <sup>®</sup>	 Edgenuity <b>MyPath</b> <sup>®</sup>	
DATA-DRIVEN STANDARDS MASTERY		 Edgenuity <b>UpSmart</b> <sup>®</sup>	 <b>Virtual Tutors</b>
VIRTUAL SOLUTIONS		 <b>Instructional Services</b>	
 <b>Professional Development + Coaching</b>	On-site and online training that fosters best practices.		

# Award-Winning Course Content







# Flexibility

Learning in the Community

Credit by examination

Alternative assignments

Concurrent enrollment

Regular, minimum, a--g diploma paths

Campus open 8--5 for drop-ins

Off-site meetings

Special schedules as needed

# Environment





# Safe Space

High quality facility--modern, clean, bright, inspirational

On-site learning experiences

Silent & chatty work spaces

Designated cell phone use zones

Free food & a kitchenette

Games, Wii, ping pong, heavy bag, Big Ted, giant lizard, therapy rabbit,

Naturalistic setting at the edge of town

Easily accessible by public transit

All interactions 1:1, some particular ones (counselor, ed specialist, psych/therapist) can be destigmatized



# Personnel





# Personnel

120 ADA

Primary Role: Allies

Teachers (4.8)

Tutors (2.7)

IT Specialist (0.3)

School--Community Liaison (1.0)

Admin Support & Records (1.5)

Counselor (1.0)

Education Specialist (1.0)

Psychologist/Therapist (0.4)

Admin (1.0)



# Supports for Personnel

Weekly staff and faculty mtgs

Flexible schedules

Open (or no) doors, immediate access to each other

Ongoing professional development: weekly faculty and staff PD sessions, conferences, seminars, online certification, daily huddles, key texts, ...



# Trauma Informed Care





# Trauma Informed Approaches

AHWG's Trauma & Resilience Toolkit

Attachment, self Regulation, Competency (ARC) framework from the Trauma Center at the Justice Resource Institute, Brookline, MA

Search Institute's 40 Developmental Assets + Developmental Relationships

Solution Focused Counseling

**A:** Help students feel safe enough to let go of their fight/flight/freeze response

**R:** so they can modulate/regulate their affect

**C:** and then access their frontal lobe and use it to function executively

and then learn some California Standards



# Search Institute

Minneapolis, MN

## 40 Developmental Assets:

### *External*

**Support:** 5. *Caring school climate*

**Empowerment:** 9. *Service to others*

**Boundaries & Expectations:** 14. *Adult role models*

### *Internal*

**Commitment to Learning:** 22. *School engagement*

**Social Competencies:** 32. *Planning & decision making*

**Positive Identity:** 37. *Personal power*

## Developmental Relationships

Express Care

Challenge Growth

Provide Support

Share Power

Expand Possibilities



# Solution Focused Counseling

Based on the work of:

- Milton Erickson
- MRI: Brief Strategic Therapy
- BFTC: Solution-focused Therapy

If it works, do more of it. If it doesn't work, do something different.

Every child is unique, resourceful, and capable of change,

Cooperative relationships enhance solutions

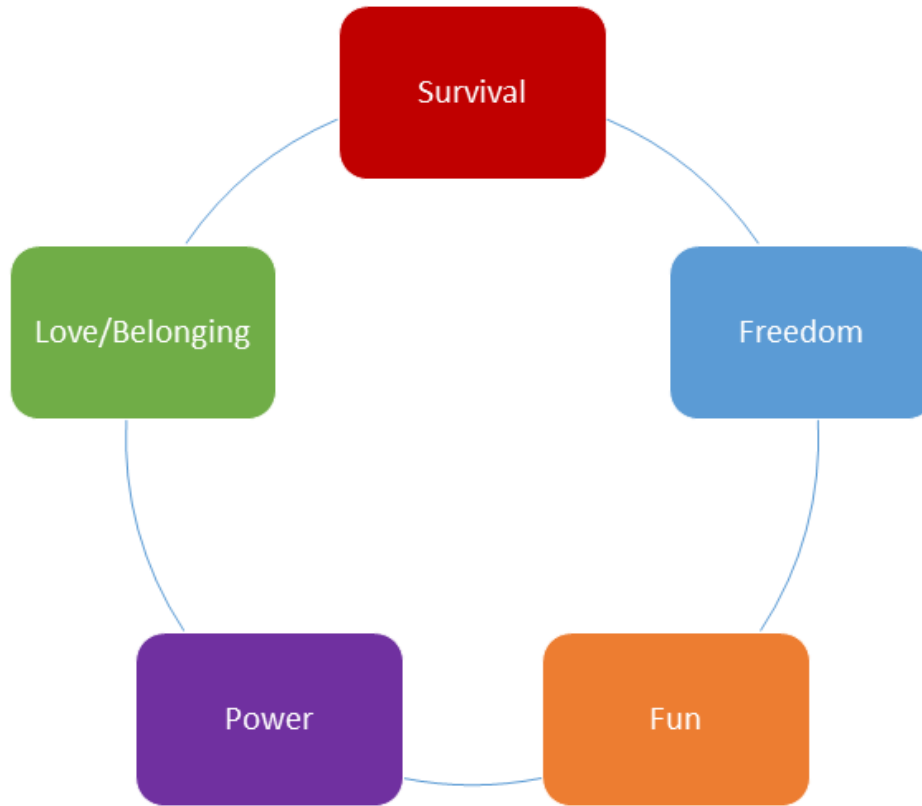
No problem is constant

Big problems do not always require big solutions



# ARC

<b>ARC Framework</b>							
Integration				Trauma Experience Integration			
Competency			Executive Functions		Self Development and Identity		
Self- Regulation		Affect Identification		Modulation		Affect Expression	
Attachment	Caregiver Affect Management		Attunement		Consistent Response		Routines and Rituals



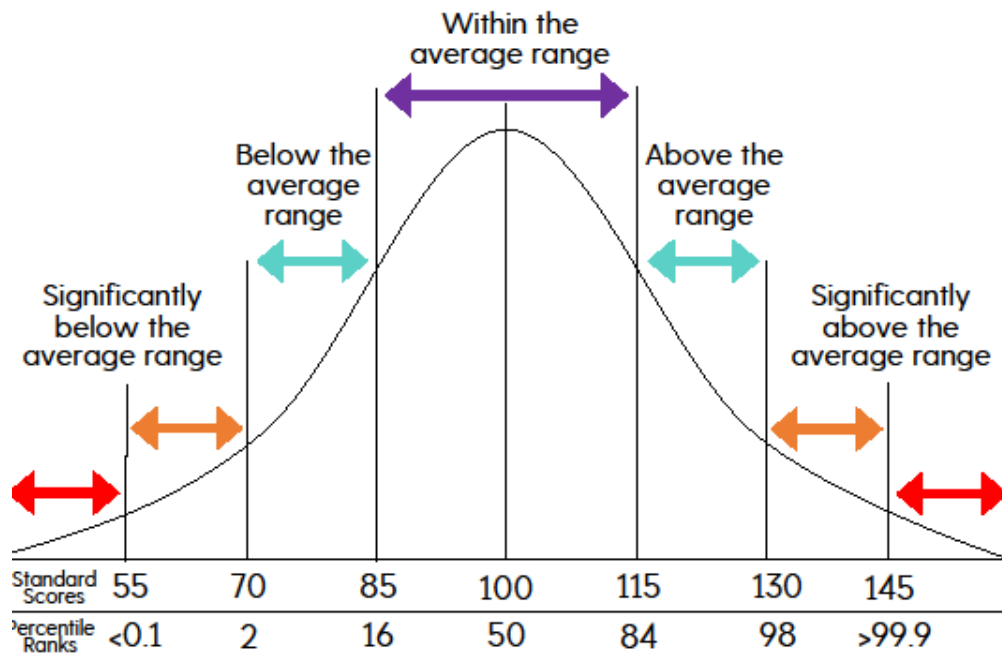
**Dr. William Glasser's Choice Theory:**

All behavior is chosen to satisfy one of 5 basic needs (survival, freedom, fun, power, and love/belonging).

# Understanding Your Child's Scores

© Speechy Musings

Percentile Ranks and Standard Scores



Percentile ranks and Standard Scores



## Other tools

Positive behavior program

Missed Assignments Policy, Truancy

**iGen:** *Why today's super-connected kids are growing up less rebellious, more tolerant, less happy, and completely unprepared for adulthood*

**Brainstorm:** Positive model for teen development

Fontes Pinnel reading assessment

Quick cognitive testing

SBAC normal curve distribution tables

$A+F = C$  or  $A+F = F?$

Multiple Intelligences

Phantoms



**Gen Ed or Special Ed?**





# Gen Ed

vs

# SpEd

All the 1:1 time you want--teachers, tutors

Organizational, study skills development

Unique calendaring, scheduling, pacing

Accommodations

Customized courses

Remedial math, reading, & writing

CM's How We Express our Thinking

Counselor, therapist time

Assessments

TIC & behavior interventions

Meetings, assessments, documentation per timelines

SAI Goals aligned to the College and Career Readiness Anchor Standards, and the Mathematical Practices

Scheduled time on campus with Psych/Therapist, Ed Specialist, SLP, OT

**Q: Can a student need  
Special Education at one  
site, but not at another?**

**A: Yes.**





# Case Studies



# Student A, MS, male

Allies: Supervising teacher, Ed Specialist, admin, psych/therapist, tutors

Autism, Tourettes, ADHD suspected

Low cognitive functioning (FSIQ 77)

IEP (SAI, OT, SL)

Behavior services via private insurance, including a 1:1 aide

Behavior issues in elementary school → homeschooling for 6th & 7th

Loves coming to 8th grade at LFLCS!  
Behaves appropriately--1:1 not needed.

My Path courses provide content at independent instructional level

Parents and student satisfied with current rate of academic gain--in an extrinsically oriented program it would probably be worse, due to stressors, triggers



## Student B, HS, male

Allies: Supervising teacher, admin, counselor

Every school in the district (3 HS, 1 CHS)

Adolescent onset of psychosis

LFLCS for 11th, two 12th grade years

Exercise all night to quiet voices--PE credit!

PREP--Personal Health credit!

Re-engaged in academics

Graduated, successfully employed



# Student C, HS, female

Allies: Supervising teacher, tutors, counselor, other teacher...

Expelled from prior school (large, comprehensive high) for repeatedly carrying a knife

Credit deficient: 25 cr at start of 10th

Gang affiliation

Presentation: strength

Presentation: varied (strong, soft, fashionista, exotic, ...)

Dedicated, practicing artist  
Self portraits

On track to graduate

Involved in school governance, interested in social action



# Student D, MS & HS, male then female

Allies: Counselor, 2nd supervising teacher, admin, tutors

Severe bullying in elementary school

Severe depression & suicide attempt in 6th grade. Residential intervention.

LFLCS 7--12th

Chaotic family situation. Changed gender at school, not at home.

No IEP, but documented disability in Math

Highly intelligent, amazing intrapersonal skills. Anchored our "ASB." Integrator of new students. Involved in school governance.

Dedicated independent acquirer of knowledge. Not interested in typical IS methods. Alternative assignments in math. Concurrent enrollment in ELA, Social Studies. Credit by examination.

Graduated, valedictorian

# Discussion







# Group Leaders

School--Community Liaison  
&  
Tutor/IT Specialist

Counselor  
&  
Administrator

Psychologist/Therapist  
&  
Ed Specialist

Teachers

# Resources





# Bibliography

Adolescent Health Working Group

<https://ahwg.net/>

Search Institute

[www.search-institute.org](http://www.search-institute.org)

Glasser Institute

<https://wglasser.com/>

SBAC normal curve distribution tables

<http://www.smarterbalanced.org/assessments/development/percentiles/>

***Treating Traumatic Stress in Children and Adolescents***, M Blaustein & K Kinniburgh, 2010

***Solution-Focused Counseling in Schools***, John J Murphy, 2015

***iGen***, J Twenge, 2017

***Brainstorm***, D Siegel, 2015



# Contact Information

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**Thank you for attending!**

