



iLEAD Online Charter School Learning Continuity Plan

As authorized by Senate Bill 98

2020-2021

Board Approved: September 15, 2020

GENERAL INFORMATION

A description of the impact the COVID-19 pandemic has had on iLEAD Online Charter School and its community:

iLEAD Online Charter School has continued to operate as an online school per the school charter. COVID-19 school closures have had no disruption on daily instruction.

STAKEHOLDER ENGAGEMENT

A description of the efforts made to solicit stakeholder feedback:

iLEAD Online Charter School continuously interacts with families through email, phone calls/Zoom, and the weekly Monday Message, as well as through other newsletters. Coaches have the ability to elicit input from families via video chat meetings and telephone calls as well as through the use of surveys.

Professional learning opportunities for parents, as well as board meetings, are held via a teleconferencing platform (Zoom). Links to these meetings are placed both on the website and sent using the parent communication platform. Translators are available, as needed, and hotspots are provided to learners who do not have internet access.

Stakeholder engagement is ongoing at iLEAD Online Charter School. Families, learners, and staff continue to collaborate on COVID-19 plans and actions through surveys, virtual meetings, and online feedback. If necessary, a translator is provided to connect with families who speak a language other than English. This process will remain continually in effect.

A description of the options provided for remote participation in public hearings:

iLEAD Online Charter School provides Zoom links to enable the public to participate during board meetings and other stakeholder meetings, via teleconferencing. The public can also participate via telephone. Links are sent out via email and posted on the iLEAD Online Charter School website. Directions on how to submit written comments were also posted on the website.

This flexibility was afforded by Executive Order N-29-20, specific to COVID-19.

A summary of the feedback provided by specific stakeholder groups:

Families, learners, and staff have been providing continuous feedback prior to the COVID-19 pandemic. With regular parent/ learner feedback surveys and Zoom meetings for learners and families to provide input to family professional learning using Zoom teleconferencing, families and staff have continually helped shape their iLEAD Online Charter School experience.

Description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder groups:

All stakeholder groups understand that iLEAD Online Charter School's instructional model was not impacted by the COVID-19 pandemic. iLEAD Online Charter School continues to operate as a virtual school as dictated by its charter.

CONTINUITY OF LEARNING

IN-PERSON INSTRUCTIONAL OFFERINGS

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, with an emphasis on students who have experienced significant learning loss due to school closures in the 19-20 school year or are at a greater risk of experiencing learning loss due to future school closures:

iLEAD Online Charter School is a virtual school and offers no classroom-based instruction, as delineated in its charter.

Actions related to in-person Instructional Offerings:

(for each action, a description of what the action is; may include a description of how the action contributes to increasing or improving services)

No Actions in this area as iLEAD Online Charter School is a virtual school.

DISTANCE LEARNING PROGRAM

Continuity of Instruction: A description of how iLEAD Online Charter School will provide continuity of instruction during the school year to ensure learners have access to a full curriculum of substantially similar quality regardless of the method of delivery, including iLEAD Online Charter School's plan for curriculum and instructional resources that will ensure instructional continuity for learners if a transition between in-person instruction and distance learning is necessary:

iLEAD Online Charter School is a virtual program, per its charter. Therefore, there is no transition from virtual to in-person instruction.

Access to Devices and Connectivity

A description of how iLEAD Online Charter School will ensure access to devices and connectivity for all learners to support distance learning:

iLead Online supplies chromebooks and internet hotspots to all full-time families in need. Information regarding the need for technology or internet connection is gathered from 1:1 interaction with coaches and families, as well as through surveys.

Pupil Participation and Progress

A description of how iLEAD Online Charter School will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how iLEAD Online Charter School will measure participation and time value of pupil work:

Each learner at iLEAD Online Charter School develops an ILP with their Academic Coach. Academic goals, as well as social emotional goals are set for the year. Academic goals in ELA and Math are developed based on the learners' achievement level on the NWEA MAP assessments, as well as on prior work samples, Academic Coach created assessments, and input from the Academic Coach and families.

The iLEAD Online Charter School program will continue to assess pupil progress in the same manner as prior to the COVID-19 pandemic. The participation and time value piece is not applicable to iLEAD Online Charter School, as it is a virtual school.

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:

iLEAD Online Charter School coaches participate in PL in both of the asynchronous and synchronous platforms. PL time is set aside at the following times:

- 1 week prior to the school year beginning

- Fall break in October
- Prior to 2nd semester beginning
- Weekly, with opportunities for asynchronous PL on Fridays

Coaches can choose from varied asynchronous PL subject menus in regard to distance learning. Each topic has multiple levels of content to fit the needs of the coaches. Synchronous learning opportunities are also offered throughout the school year. Coaches meet weekly in a collaborative meeting that is run by a learning academic coach. Technology support is available by completing a technology ticket. IT staff responds quickly to meet the needs of the Academic Coaches.

Staff Roles and Responsibilities

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

Few staff roles have been affected by COVID-19. The in-office team is now working from home and the office is closed.

Supports for Learners with Unique Needs

A description of the additional supports iLEAD Online will provide during distance learning to assist learners with unique needs, including English learners, learners with exceptional needs served across the full continuum of placements, learners in foster care, and learners who are experiencing homelessness:

In the case of learners with unique needs, iLEAD Online Charter School Student Support staff continue to provide SAI minutes in a virtual manner. Staff collaborates with learners and their families and works to provide virtual support, as determined by the learners' IEPs. School Counselors and psychologists facilitate meetings via Zoom, to provide DIS minutes to learners. Itinerant services are provided via Zoom.

Integrated and designated EL instruction will occur when English Learners are enrolled. Staff members will work with families, just as for the learners with unique needs, in order to provide services. ELPAC testing will occur, if necessary, virtually.

iLEAD Online Charter School currently has no foster youth nor homeless learners attending. However, should the opportunity arise to serve these learners, the emphasis, as with all other learners, will continue to be the staff/learner relationship and support, on a 1:1 basis.

Actions related to Distance Learning Program:

(for each action, a description of what the action is; may include a description of how the action contributes to increasing or improving services)

Action 1: Purchase of additional devices and internet hotspots to support increase in learner enrollment related to COVID-19.

Total funds: 15,000

Contributing: N

PUPIL LEARNING LOSS

A description of how iLEAD Online Charter School will address pupil learning loss that results from COVID-10 during the 19-20 and 20-21 school years including how iLEAD Online Charter School will assess pupils to measure learning status, particularly in the areas of English Language Arts, English Language Development, and Mathematics:

iLEAD Online Charter School has continued to administer and analyze data from the NWEA MAP assessments in ELA and Math. Data from the spring 2020 administration is currently being studied by the Academic Coaches in order to help inform the development of each learner's ILP. The data includes scores for foster youth, when enrolled, learners with exceptional needs, low income and homeless learners. The ELPAC data, along with Academic Coach input, will continue to inform instruction for English Learners.

Pupil Learning Loss Strategies

A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners, low-income, foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness:

iLEAD Online Charter School provides learners with Academic Coaches who continuously work with them 1:1. Learners also have access to course coaches and can meet with course coaches as needed. These staff help to target areas related to the learners' ILPs that need remediation or acceleration. Academic Coaches work collaboratively with the course coaches to meet the needs of learners.

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:

Even though iLEAD Online Charter School is a virtual school, effectiveness of services will be

measured through summative assessment, such as NWEA MAP results, along with formative assessment by the Academic Coaches and coaches, along with coach created summative assessments.

Actions to Address Pupil Learning Loss:

(for each action, a description of what the action is; may include a description of how the action contributes to increasing or improving services)

Provide additional academic services such as diagnostic assessment of learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learnings.

Total funds: TBD- a percentage of \$32,112 (learning Loss Mitigation funds-total amount)

Contributing: No

MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING

A description of how iLEAD Online Charter School will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including any 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:

iLEAD Online Charter School's Academic coaches prioritize personal connection with learners. If a child misses a scheduled one-on-one meeting, the Academic Coach reaches directly out to the family. If an Academic Coach feels that a learner needs additional support, they collaborate with the school counselor or a school psychologist in order to meet the needs of the learner. In lower school during campfire meetings or in upper school advisory meetings, learners practice stress management or mindfulness practices, as well as using circles to begin the day. School counselors and school psychologists access local resources, as necessary, to support learners and families in need. iLEAD California, through the employee services department, provides links and activities to promote staff wellness. School counselors and psychologists host virtual drop in meetings available to all staff, where they can interact with each other and talk, as needed. iLEAD California and Online staff collaborate to present workshops and webinars on adult and learner mental health, trauma responsiveness, suicide prevention, intervention, and postvention, and resilience.

Mental health resources are available on iLEAD Online Charter School's website, and families may call the toll free iLEAD Family Resource Helpline to be provided with valuable resources in their areas.

PUPIL 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 iLEAD Online Charter School 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:

iLEAD Online Charter School uses various methods to communicate with their families. An email platform, designed to disseminate information, is used to provide informational Monday Messages to families. Information is also provided via iLEAD Online Charter School's website. iLEAD Online Charter School coaches create a 1:1 relationship with their learners. The power of relationships is a given in the iLEAD organization. Prior to the COVID-19 pandemic, the 1:1 relationship was already a priority. Coaches and staff will continue to hold morning meetings/advisories daily and remain available to families for instructional and social emotional support. The coaches and school counselors will continue to reach out to families not consistently checking in nor completing work. Each learner will continue to develop their individualized learning plan with their coach, and they will work together on any changes needed.

iLEAD Online Charter School provides a toll-free family resource helpline to support families who need additional resources in their area. It is available M-F, 8am-8pm.

SCHOOL NUTRITION

A description of how iLEAD Online Charter School will provide nutritionally adequate meals for all learners, including those learners who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable:

Because iLEAD Online Charter School is a virtual charter, there are no food services provided.

Additional Actions to Implement the Learning Continuity Plan (add as many actions as necessary)

(for each action, a description of what the action is; may include a description of how the action contributes to increasing or improving services)

Action: Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional

development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.

Total Funds: TBD percentage of \$32,112 (Learning Loss Mitigation funds- total amount)

Contributing: No

INCREASED OR IMPROVED SERVICES FOR FOSTER YOUTH, ENGLISH LEARNERS, AND LOW-INCOME STUDENTS

Percentage to Increase or Improve Services: 6.8%

Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-income students: \$136,836

Required Descriptions:

For each action being provided to an entire school, or across the entire charter, 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 goals for these students.

Because Academic coaches develop individual relationships with every learner and create an individualized learning plan with each, the Academic coaches can customize instruction and intervention based on each individual learner's needs. Based on data, Low-Income, Foster Youth, and English learners are considered first priority for intervention, as the data on achievement gaps and potential learning loss is most significant. It is expected that there will be positive improvement for these learners through the use of funding for support.

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

iLEAD Online Charter School continues to offer 1:1 virtual meetings with the teaching staff, School Counselor, and academic tutors to all learners including English Learners, foster youth, and low-income learners. Virtual group advisory and class meetings continue, on a weekly basis, for all learners. All iLEAD Online Charter School's learners receive chromebooks and hotspot internet access as needed.