



iLEAD Hybrid Learning Continuity Plan

As authorized by Senate Bill 98
2020-2021

Board Approved: September 1, 2020

GENERAL INFORMATION

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

Prior to going virtual in the spring, iLEAD Hybrid prepared in the following ways to provide continuity of instruction and services for learners:

iLEAD Hybrid began planning for potential school closure on February 20, 2020. The iLEAD California Leadership team, along with iLEAD Hybrid Leadership began putting distance learning pieces in place. On March 13, when the Governor of California issued Executive Order (EO) N-26-20, which declared the physical closure of schools as a result of the COVID-19 pandemic, iLEAD Hybrid immediately began rolling out distance learning in the following manner:

February 28, 2020, the first parent communication, distributed through email and the parent communication platform, was sent regarding monitoring the public health situation and preparing for distance learning. Family communication continues weekly, through Monday Message, emails sent by iLEAD Hybrid leadership, and through iLEAD California, as needed. Past communication was available on iLEAD Hybrid's websites, under the Distance Learning Continues link. This link is not in place for the 2020-2021 school year.

March 13, 2020, all educational facilitators(EFs) trained on the distance learning platform(s) (PowerSchool and Zoom).

March 16-18, 2020, all Student Support staff were trained in conducting IEP meetings and providing services, both Specialized Academic Instruction (SAI) and Designated Instructional Services (DIS) for learners with special needs, via Zoom.

March 17, 2020, all services for learners with special needs began via Zoom and by telephone, as necessary. The exception to this was the delivery of Speech and OT services, which were already being delivered via Zoom. In rare cases, when learners with special needs had no internet access, an internet hotspot was provided.

EFs and the School Counselors continue to reach out to families not consistently checking in nor completing work. Home visits, while using social distancing guidelines, are conducted, as necessary. In cases where a Hotspot or Chromebook are needed for virtual classes or learning period meetings, these items were loaned, free of charge, to families.

May 5, 2020, the COVID-19 Learner Grading Plan was board approved, stating learner grades will not be negatively impacted by distance learning. Even though official attendance is not taken, learners continually participate and are contacted by their EF or other staff members daily/weekly.

Because iLEAD Hybrid planned and executed continuity of instruction and services for learners and their families throughout the COVID-19 pandemic, the need for learners to connect with facilitators and peers remained constant, albeit in a virtual setting. The leaders and staff at iLEAD Hybrid gathered input from learners, staff, and families and have been able to respond quickly and effectively to their needs. Academic and social emotional supports were adapted based on the needs of learners, staff and families. The plan for the 2020-2021 school year continues to build upon the spring plan, while following guidance from the State Superintendent of Public Instruction, Tony Thurmond, and the California Department of Public Health.

STAKEHOLDER ENGAGEMENT

A description of the efforts made to solicit stakeholder feedback

iLEAD Hybrid Exploration continuously interacts with families through email, phone calls/Zoom, and the weekly Monday Message, as well as through other newsletters. Educational facilitators have the ability to elicit input from families via telephone calls as well as through the use of surveys. The internet is not necessarily a requirement for home study participants, as their curricular choices may or may not require an internet connection. In addition, parents have indicated that even though they may not have internet access, they do possess a smartphone and interact using that device. However, iLEAD Hybrid Exploration will loan internet hotspots and/or Chromebooks as necessary.

iLEAD Hybrid AV communicates with parents and families through email and the parent communication platform online. Monday Message, weekly, is sent via email. Past communication is available on iLEAD Hybrid AV's website. iSupport parent meetings are held via Zoom, so that parents can engage and give feedback on various topics. Translation and interpretation services are available, as needed.

Professional learning opportunities for parents, as well as board meetings and ELAC, are held via Zoom. Links to these meetings are placed both on the websites and sent using the parent

communication platform. Interpreters are available, as needed. iLEAD Hybrid continues to meet with staff via Zoom in order to collaborate and elicit input on items such as the learning continuity plan.

Stakeholder engagement is ongoing in iLEAD Hybrid. Families, learners, and staff continue to collaborate on COVID-19 plans and actions through surveys, virtual meetings, and online feedback. This process will remain continually in effect. iLEAD Hybrid's educational facilitators connect with their learners and their families on an ongoing basis through telephone, teleconferencing, and email. If necessary, a translator is provided to connect with families who speak a language other than English.

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

iLEAD Hybrid 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 or posted on the iLEAD Hybrid websites. 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 on the distance learning model since March 2020. They also provided input into the 2020-2021 LCAP until the requirement was discontinued by legislative action. All input from the LCAP meetings was applied to the LCP, as applicable. From Zoom meetings for learners to provide instruction and support, to family professional learning using Zoom, families and staff have continually helped shape the distance learning experience and development of what the on-site learning studio program will look like once iLEAD Hybrid is approved to move in that direction.

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

- Families provided input on the schedule remaining constant and pivoting when their learners are allowed to return to the learning studios. Also the delivery of services to exceptional youth, as consistently as possible, during distance learning, was of priority to families.
- Staff provided input on what the schedule will look like, as well as the intricacies of instructional continuity whether the learners are distance or on-site in the learning studios.
- Learners provided input on the Zoom schedule in distance learning, as well as the desire for continued "Lunch buddy" meetings and morning meeting/advisory.
- Learners and families placed emphasis on the need for 1:1 technology per learner. This was expressed especially by families who had more than one learner in their household.

CONTINUITY OF LEARNING

IN-PERSON INSTRUCTIONAL OFFERINGS

A description of how iLEAD Hybrid 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 iLEAD Hybrid’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:

The iLEAD Hybrid AV learning studio, whenever possible, will offer a 2 day-per-week on-site academic schedule. Half the learner population will attend on Monday/Wednesday, and the other half of the population will attend Tuesday/Thursday. Check-ins on Fridays, along with varying elective choices, virtually, for both groups will occur. During on-site days, educational facilitators provide integrated ELD to meet the needs of English Learners. The on-site schedule will exist as follows:

	9:00 - 9:30	9:30 - 10:10	10:10-10:40	10:45 - 11:15	11:15 - 11:45	11:45 - 12:30	12:30-1:10	1:15 - 1:45	1:45 - 2:15	2:15 - 2:45	2:45 - 3:30
TK/K/1	Morning Meeting	Zoo Phonics Guided Lesson	Recess	Daily 5 workshops (meet with two groups)	Guided Math Lesson/guided number exploration	iDEAL Time including time to pull out for any preteaching or reteaching as needed	Lunch	iDEAL Time including time to pull out for any preteaching or reteaching as needed	PE/Individual Check Ins	Workshops as needed for science/ history/ other skills necessary for projects	Exploration/ outdoor classroom/ collaboration/ Art/ Science Experiments
2nd	Morning Meeting	Humanities/CA FE Guided Lesson tied to skills for project	Daily 5 workshops (meet with two groups)	Recess	Guided Math Lesson/guided number exploration	iDEAL Time including time to pull out for any preteaching or reteaching as needed	Lunch	iDEAL Time including time to pull out for any preteaching or reteaching as needed	PE/Individual Check Ins	Workshops as needed for science/ history/ other skills necessary for projects	Exploration/ outdoor classroom/ collaboration/ Art/ Science Experiments
3rd	Morning Meeting	Humanities/ CAFE Guided Lesson tied to skills for project	Daily 5 workshops (meet with two groups)	PE/Individual Check Ins	Recess	Guided Math Lesson/guided number exploration	iDEAL Time continued including time to pull out for any preteaching or reteaching as needed	Lunch	iDEAL Time continued including time to pull out for any preteaching or reteaching as needed	Workshops as needed for science/ history/ other skills necessary for projects	Exploration/ outdoor classroom/ collaboration/ Art/ Science Experiments
4th	Morning Meeting	Humanities/ CAFE Guided Lesson tied to skills for project	Daily 5 workshops (meet with one group)	PE/Individual Check Ins	Recess	Guided Math Lesson/guided number exploration	iDEAL Time continued including time to pull out for any preteaching or reteaching as needed	Lunch	iDEAL Time continued including time to pull out for any preteaching or reteaching as needed	Workshops as needed for science/ history/ other skills necessary for projects	Exploration/ outdoor classroom/ collaboration/ Art/ Science Experiments
5th/6th	Morning Meeting/ Advisory	Humanities/CA FE Guided Lesson tied to skills for project	Daily 5 workshops (meet with two groups)	Guided Math workshop	Recess	PE/Individual Check Ins	iDEAL Time including time to pull out for any preteaching or reteaching as needed	Lunch	Workshops as needed for science/ history/ other skills necessary for projects	iDEAL Time including time to pull out for any preteaching or reteaching as needed	Exploration/ outdoor classroom/ collaboration/ Art/ Science Experiments

		9:00 - 9:30	9:00 - 9:30	9:30 - 9:50	9:50 - 10:40	11:40-11:55	11:15 - 11:45	11:45 - 12:30	12:30 - 1:00	1:00 - 1:45	1:25-1:55	2:15 - 3:00
7th/8th	a/d (7)	PE/Individual Check Ins	Advisory	Guided Math workshop	IDEAL Time including time to pull out for any preteaching or reteaching as needed	Recess	Science Guided Lesson tied to skills for project	IDEAL Time including time to pull out for any preteaching or reteaching as needed	Humanities/CA FE Guided Lesson tied to	IDEAL Time including time to pull out for any preteaching or reteaching as needed	Lunch	Exploration/ outdoor classroom/ collaboration/ Art/ Science Experiments
	b/e (7)			Science Guided Lesson tied to skills for project			Humanities/CA FE Guided Lesson tied to					
	c/f (8)			Humanities/CA FE Guided Lesson tied to			Guided Math workshop					

Educational facilitators' courses are set up in the online platform, so that learners from the learning studios will access them whether or not they are participating in on-site learning studio offerings. As evidenced by the schedule, blocks of time are set aside for individualized intervention. Whether or not learners participate in the in-studio experience, all learners will have individualized time with their EFs. This will assist educational facilitators in meeting the individual needs of each learner so that the risk of learning loss is mitigated. The learners' ILPs will be used as a guide and be revised and adjusted as needed.

Because iLEAD Hybrid pivoted their learning studios and home study programs two days into the spring COVID-19 school closures, learning loss has been, for the most part, mitigated. However, any learners identified at a greater risk of experiencing learning loss are identified by their EFs and their learning needs are addressed. Just as in the spring, school counselors and psychologists will provide "Lunch Bunch" activities, via teleconferencing, designed for learners to have a place to congregate virtually with their friends to socialize. All staff who engage with learners will continue to build and deepen their relationships with learners and utilize the iLEAD Hybrid SEL curriculum to support that work.

When learners are allowed to attend the learning studios, in a small group two days per week, they will do so following the guidelines of the California Department of Public Health.

Prior to returning to on-site learning studio instruction, the following action steps will be executed:

- Notify Families and Staff Prepare Site for Return
- Identify Incident Command System Team/Emergency Operations Center
- Train staff maintenance, office, lunch, facilitators, and care team
- Inventory and Order Supplies
- Assessment of Site Needs
- Return to Site-Based Learning
- Closure and Documentation
- Debrief with Team to Update The Emergency Operations Plan
- Assign Incident Command System(ICS) team for each site
- Identify Incident Command System Team/Emergency Operations Center
- Create Case response illness check team
- Identify Quarantine Area
- Temperature check all staff and learners daily
- Daily Health questionnaire
- Promote and demonstrate regular hand washing
- Additional Handwashing stations on site

- Ensure soap is available in all bathrooms
- Encourage frequent and thorough hand washing(at least 20 seconds)
- Place hand sanitizers in classrooms, halls and near exits where possible
- Wear masks, as directed
- Social distancing enforced
- COVID-19 signage placed throughout the site
- Plexiglass sneeze guards for main office
- Quarantine area identified for personnel/learners showing symptoms, until they can be picked up from site.
- Clean and disinfect high traffic areas every 2 hours (railings, tables, door and window handles, teaching/learning aids, etc...using sodium hypochlorite at 0.5% (equivalent 5000 ppm). 70% ethyl alcohol for disinfection of small items, and ensure appropriate equipment for use by cleaning staff
- Clean and disinfect school buildings, classrooms and water and sanitation facilities daily
- Increase airflow and ventilation where climate allows
- Ensure trash is removed daily and disposed of safely
- Increased number of hand sanitation stations
- Large beach towels or mats for learners to sit on during lunch break
- Pencil box/storage for each learners' school supplies

Learning studio access will be limited to essential employees and learners only. All guidelines will be consistent with public health guidance.

The California Department of Public Health's COVID-19 Industry Guidance document will be followed as the learning studios reopen, whenever possible. Should a family opt to remain distance learning, they will be accommodated and will continue to follow the schedule with support from the educational facilitator.

Action 1: Purchase of additional cleaning supplies, handwashing stations and other safety supplies

Total funds: \$15,000

Contributing: No

DISTANCE LEARNING PROGRAM

Continuity of Instruction:

A description of how iLEAD Hybrid 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 iLEAD Hybrid'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.

Due to the fact that iLEAD Hybrid is an Independent Study Charter, the majority of learners work individually with educational facilitators. Access to a full curriculum in all content areas, including Integrated and Designated ELD, will continue as prior to COVID-19 with dedicated Designated ELD time through various delivery models and extra periods for small group and 1:1 instruction and support. SEL is embedded in Integrated and Designated ELD. Only a small percentage participate in the learning studio experience. When working with educational facilitators, COVID-19 simply changes the in-person check-ins to a synchronous Zoom setting. Learning studio participants continue in an asynchronous manner on their learning studio, “off” days. Therefore, as circumstances change, the pivot from COVID-19 based strategies to in-person strategies will be minimal. As the transitions occur during the school year, any in-person check-ins will follow the guidelines set by the State Department of Public Health, in conjunction with the CDC. Examples of such guidelines are meeting outside when possible, mask wearing, and social distancing.

While in distance learning, learners who participate in the learning studio offerings will participate in morning meetings/advisory, as well as academic courses via Zoom. These courses will continue to occur on Monday/Wednesday or Tuesday/Thursday, depending on which cohort the learner is participating. The transitions between distance and in-studio learning will be smooth, as each educational facilitator in the learning studio will have their courses built and accessible via an online learning platform. This platform will be consistently used, whether learners attend in-studio or via distance learning.

Access to Devices and Connectivity

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

iLEAD Hybrid is 1:1 technology to learner at the learning studios. When the learning studios pivoted to distance learning, a check out process was followed so that learners would have access to technology in their homes Hotspots were distributed in cases where learners had no access to the internet.

In the home study program, 1:1 technology to learner is not a necessity, due to differing curricular choices. However, should a learner need access to a device, iLEAD Hybrid checks out or orders a device for them.

When distance learning first began, in spring 2020, a technology survey was distributed to families utilizing the learning studios, technology was distributed, as needed, and distance learning packets were prepared for families who had no internet access and refused an internet hotspot. In the case of packets, the EF communicated directly with the family to ensure access to direct instruction and support. This will remain in place for the 2020-2021 school year.

Pupil Participation and Progress

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

Each learner in iLEAD Hybrid develops an Individualized Learning Plan (ILP) with their educational facilitator. Academic and 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, EF-created assessments, and input from the educational facilitator and families.

The iLEAD Hybrid home study program will continue to assess pupil progress in the same manner as prior to COVID-19.

The learning studio EFs will determine the time value of assignments based on the average amount of assignments given by EFs and the average time it takes for learners at each grade level to complete assignments. The process of analyzing synchronous and asynchronous assignment completion will aid in determining time value. EFs at each grade level meet once per week and will use that time to calibrate time value across the grade levels. The Director will play a role in moving calibration across the learning studio during monthly data meetings with the EFs.

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:

The iLEAD Home Study program remains as it was prior to COVID-19. EFs meet monthly in what is known as POD meetings. Professional learning (PL) is facilitated at each of these meetings. The only change COVID-19 has brought to Home Study is that the POD meetings are now via Zoom.

The learning studio EFs participate in PL in both 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 (Learning Studios)

EFs 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 EFs. Synchronous learning opportunities are also offered throughout the school year. Live Zoom office hours are provided so that EFs can receive individualized support on all distance learning issues. Technology support is available by completing a technology ticket. IT staff responds quickly to meet the needs of the EFs.

Administrators participate in training on supporting staff during this new reality, including visiting and observing virtual classrooms to ensure quality instruction in Integrated and Designated ELD.

Staff Roles and Responsibilities

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

The iLEAD Hybrid Home Study program has continued as pre-COVID-19. All staff continue to perform the same roles and duties.

The iLEAD Hybrid learning studio staff has also maintained the same roles and responsibilities, even though instruction shifted to distance learning. EFs continue to provide instruction and are trained to do so. Work hours have remained the same. Support staff continue support through Zoom meetings.

Supports for Learners with Unique Needs

A description of the additional supports iLEAD Hybrid 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, the iLEAD Hybrid Student Support staff have been trained in providing 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, on the same days as the learner participates in that subject area's zoom instruction. Education specialists collaborate with facilitators when lesson planning, so that they can address the needs of all learners with IEPs. School counselors and psychologists facilitate meetings via Zoom, to provide DIS minutes to learners. Itinerant services are provided via Zoom. A version of these distance services has been in place in the home study program prior to the COVID-19 pandemic. Additional curriculum has been purchased to allow the ability to initially assess learners and provide required assessments for triennial IEPs.

EL Coordinators and the EL Director collaborate with grade level teams/EFs on addressing EL needs.

Actions related to Distance Learning Program:

Action 1: Purchase of curriculum to enable initial assessment of learners as well as necessary assessments for triennial IEPs.

Total funds: \$562

Contributing: No

Action 2: Purchase of additional technology, as necessary, to provide 1:1 learner to technology at the learning studios

Total funds: \$12,000

Contributing: No

PUPIL LEARNING LOSS

iLEAD Hybrid has continued to administer and analyze data from the NWEA MAP assessments in ELA and Math two times per year. MAP assessments were administered in spring 2020 while on distance learning. All families were trained on how to complete the assessments from home. Data from the spring 2020 administration is currently being studied by the EFs in order to help inform the development of each learners' ILP. The data includes scores for foster youth, learners with exceptional needs, low income and homeless learners. The ELPAC data will continue to inform instruction for English Learners. In addition, EFs will continually assess, in a formative manner, during on and off-site learning. These formative assessments will be used to shift instruction and support, as necessary, as well as inform 1:1 intervention.

Pupil Learning Loss Strategies

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

iLEAD Hybrid learning loss strategies vary based on the type of program. For the personalized home study program, iLEAD Exploration, educational facilitators work hand-in-hand with learners and their families to support parent and learner choice in education. In this program, educational facilitators can target instruction based on learner needs, and provide individualized intervention and instruction. These strategies do not differ for English Learners, foster youth, or low-income learners. In the case of learners facing homelessness, the educational facilitator works with the family to ensure the learner's consistency of education.

iLEAD Hybrid Antelope Valley has built into its 2 day-per-week schedule, structured time for further individualized instruction related to learning loss and possible learning loss. Additional time will also be used to address the needs of English Learners and accelerate learning as need be. Targeted instructional support, for ELs who have experienced learning loss, will be

provided through individual tutoring and small group instruction. Additional time will be set aside for assessing progress in English proficiency. Online resources such as BrainPop EL and ESL Gold will be used for additional language practice. Intervention programs such as Lexplore and Exact Path will be utilized by educational facilitators to further personalize instruction and to continually work to prevent learning loss during the pandemic. Each learner's individualized learning plan, along with NWEA MAP and formative assessment data, will be utilized to identify and target areas of need. These strategies do not differ for foster youth, or low-income learners. In the case of learners facing homelessness, the educational facilitator works with the family to ensure the learner's consistency of education.

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:

Effectiveness will be measured through summative assessment, such as NWEA MAP results, along with formative assessment by the EFs, along with EF-created assessments.

iLEAD Hybrid AV's EFs will continue to participate in a continuous improvement learning model of data meetings (protocols) to analyze learner data and set learning goals in ELA and mathematics. EFs also will continue to use weekly collaborative time to create and modify content and instruction based on the results of formative and summative assessments. Summative data, such as EF-created assessments as well as NWEA MAP assessments and intervention assessments, will be utilized by EFs to set instructional goals. Formative assessments, such as whiteboards, exit slips, and individualized responses will be used by EFs to adjust instruction.

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)

Action 1: Purchase of curriculum to enable initial assessment of learners as well as necessary assessments for triennial IEPs. (Duplicate Action)

Total funds: \$562

Contributing: No

Action 2: Purchase of additional technology, as necessary, to provide 1:1 learner to technology at the learning studios (Duplicate Action)

Total funds: \$12,000

Contributing: No

Action 3: 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: \$439,338 (learning Loss Mitigation funds-total amount)

Contributing: No

MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING

A description of how iLEAD Hybrid will monitor and support mental health and social and emotional well-being of learners 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:

iLEAD Hybrid's learning studio schedule, because it is structured the same, whether a learner is on site or in distance learning, provides consistent structure to assist staff, learners and their families create a stable school experience. iLEAD Hybrid EFs connect with learners regularly, whether the environment is distance learning or on-site. If a child misses a check in, the EF reaches out directly to the family. If an EF 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. The needs of English Learners, in regard to trauma and possible trauma, are acknowledged and addressed. Every morning, at the iLEAD Hybrid AV learning studio, during morning meeting/advisory, 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 Hybrid staff collaborate to present workshops and webinars on adult and learner mental health, trauma responsiveness, suicide prevention, intervention, and postvention, and resilience.

School counselors and school psychologists attend professional learning opportunities hosted by independent organizations as well as the Los Angeles County Office of Education, on providing mental health and social-emotional support to learners with a specific focus on trauma and COVID-19. Resources have and continue to be compiled and disseminated to learners and families as needed. Mental health resources are available on iLEAD Hybrid's websites, 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 learner engagement and outreach, including the procedures for tiered reengagement strategies for learners who are absent from distance learning and how iLEAD Hybrid will provide outreach to learners and their parents or guardians, including in languages other than English, when learners are not meeting compulsory education requirements, or if iLEAD Hybrid determines the learner is not engaging in instruction and is at risk of learning loss:

iLEAD Hybrid 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 Exploration and iLEAD Antelope Valley websites. iLEAD Hybrid educational facilitators 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. EFs and staff will continue to hold morning meetings/advisories daily, provide instructional blocks, whether on site or distance learning, and remain available to families for instructional and social emotional support. The EFs and school counselors will continue to reach out to families not consistently checking in nor completing work. Home visits, while using social distancing guidelines, will be conducted, as necessary. Because the learners' daily schedules remain the same whether they are distance learning or on-site, it will be easier to transition learners who may have not engaged optimally during distance learning. Each learner will continue to develop their individualized learning plan with their EF, and they will work together on any changes needed as learners move back and forth between virtual and in-person environments.

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

School counselors and other staff will continue to provide "lunch bunch" opportunities virtually for learners to join to have social interactions with their friends and classmates.

SCHOOL NUTRITION

A description of how iLEAD Hybrid 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:

Pursuant to EC 43509(f)(1)(G)School Nutrition, iLEAD Hybrid's food service operations will consider national, state, and local health and safety guidelines. All employees will be trained on health and safety protocols. Whether learners are attending on-site, as permissible, or distance learning, learners attending the iLEAD Hybrid AV learning studio, who are eligible for free or reduced price meals, will be able to pick up meals, from the iLEAD Hybrid AV learning studio, daily. Trained food service staff will distribute meals to learners on site, or distribute meals on a drive-through basis during distance learning. The schedule will be posted and communicated to all families. When on-site, learners and families will observe signs posted on how to stop the spread of COVID-19. In addition, staff will be trained and will teach and reinforce handwashing for all on site. iLEAD Hybrid AV has posted on its website a, "Distance Learning Continues" option at the top of their webpage. This link contains information on the

hours iLEAD Hybrid AV disseminates meals for pick up for eligible learners. Information on food safety is also available via the link. iLEAD Exploration will continue to disseminate information to families regarding where they can procure meals in all counties in which they serve via their website.

Related Ed Code: 43503(c)

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: \$439,338 (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: 6.2%

Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-income students: \$1,828,729

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.

All iLEAD Hybrid actions are being applied through the learning studios and, as applicable, in home study. Because EFs develop individual relationships with every learner and create an individualized learning plan with each, the EFs can customize instruction and intervention based on each individual learner's needs. Resources are provided for student learning at home. Zoom sessions occur between EFs and families to support and co-create instruction at home. At the iLEAD Hybrid learning studio, workshops (in the home language) are provided

for families on strategies to support their students' learning. 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 intervention and additional support. A student support staff member continues to focus on identifying resources and support for foster youth and learners experiencing homelessness. This was in place prior to the COVID-19 pandemic.

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

By utilizing the resources and supports purchased with the unduplicated learners, as well as existing student support personnel, iLEAD Hybrid will be able to further customize and personalize instruction. With the materials purchased, along with additional support personnel, the expectation is that there will be achievement gains schoolwide. On-going targeted instructional support for foster youth, English Learners, and low-income students will be based on formative assessment and will be provided through synchronous and asynchronous methods.