



Empower Generations/Innovation Studios

Learning Continuity Plan

As authorized by Senate Bill 98

2020-2021

Board Approved: September 10, 2020

GENERAL INFORMATION
<p>A description of the impact the COVID-19 pandemic has had on iLEAD Hybrid and its community:</p>
<p>Empower Generations/Innovation Studios (EG/IS) began planning for potential school closure on February 20, 2020. The iLEAD California Leadership team, along with Empower Generations/Innovation Studios' 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, Empower Generations/Innovation Studios immediately began rolling out distance learning in the following manner:</p>
<ul style="list-style-type: none"> 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 continued weekly, through Monday Message, sent by EG/IS leadership, and through iLEAD California, as needed.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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.

- Guides, and the School Counselor, continued to reach out to families not consistently checking in nor completing work. Home visits, while using social distancing guidelines, are done, as necessary.

- April 30, 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 facilitator or other staff members daily/weekly.

Because EG/IS 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 guides and peers remained constant, albeit in a virtual setting. The leaders and staff at EG/IS gathered input from learners and families and have been able to respond quickly and effectively to their needs. Academic supports, as well as social emotional, were adapted based on the needs of families.

The plan for the 2020-2021 school year continues to build upon the spring plan, with survey input from parents and staff, while continuing to follow 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:

Empower Generations/Innovation Studios continuously interacts with families through email, phone calls/Zoom, and the weekly Monday Message, as well as through other newsletters. Guides have the ability to elicit input from families via 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 families who do not have internet access.

Stakeholder engagement is ongoing at EG/IS. 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:

Empower Generations/Innovation Studios 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. Directions on how to submit written comments were also posted on the website. Links are sent out via email and posted on the EG/IS 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 on the distance learning model since March 2020. With zoom meetings for learners to provide instruction and support, to family professional learning using zoom teleconferencing, families and staff have continually helped shape the distance learning experience and development of what the on-site program will look like once EG/IS is approved to pivot to on-site instruction.

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

Specific areas of the plan that have been influenced by families, learners, and staff are the schedule remaining constant whether or not learners are on site, the need for 1:1 technology, and delivery of services to exceptional youth as well as pregnant and parenting learners.

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:

Empower Generations/Innovation Studios, as an independent study studio, whenever possible, will offer a 2 day-per-week on-site Hybrid academic schedule. Half the learner population may attend on Monday/Wednesday, and the other half of the population may attend Tuesday/Thursday. Fridays will be learner free days and will be used as guide professional learning days. During on-site days, facilitators will provide Integrated and Designated ELD. The daily schedule is as follows:

	Monday/Wednesday	Tuesday/Thursday
8:00 - 9:00	Mindfulness/Healthy Breakfast	
9:00-10:00 Workshops Guest speakers Flip grid Blogs Podcasts + Socratic Seminars Sketchnote videos Service Learning Nepris	Cohort A (Tanya) site Care Team: Antwan	Cohort D (Jenna) site Care Team: Robert
	Cohort B (Gina) site Care Team: Danielle	Cohort C (Jose) site Care Team: Danielle
	Cohort C (Jose) virtual Care Team: Robert	Cohort B (Gina) virtual Care Team: Antwan
	Cohort D (Jenna) virtual Care Team: Jeanette	Cohort A (Tanya) virtual Care Team: Jeanette

10:15-11:15	Advisory
11:15-12:00	1:1 check ins with Guides Care Team: small group work
12:00-1:00	Healthy Lunch

1:00-2:00 Workshops Guest speakers Flip grid Blogs Podcasts + Socratic Seminars Sketchnote videos Service Learning Nepris	Cohort A (Tanya) site Care Team: Danielle	Cohort D (Jenna) site Care Team: Danielle
	Cohort B (Gina) site Care Team: Robert	Cohort C (Jose) site Care Team: Antwan
	Cohort C (Jose) virtual Care Team: Jeanette	Cohort B (Gina) virtual Care Team: Jeanette
	Cohort D (Jenna) virtual Care Team: Antwan	Cohort A (Tanya) virtual Care Team: Robert
2:15-3:00	1:1 check-ins Care Team: small group work	

This schedule allows a smooth transition between on-site and distance learning, as necessary, throughout the school year. Guides' courses are set up in the online platform, so that learners will access them whether or not they are participating in on-site instruction. As evidenced by the schedule, blocks of time are set aside for individualized intervention and support, as well as direct instruction. Whether or not learners participate on-site, all learners will have individualized time with their guides. This will assist guides in meeting the individual needs of pregnant and parenting learners, as well as non parenting learners, so that the risk of learning loss is mitigated. By addressing the individual needs of learners, The learners' Individualized Learning Plans (ILPs) will be used as a tool for continuous growth and be revised and adjusted as needed.

Because EG/IS pivoted their on-site program to distance learning two days into the spring COVID-19 school closures, there is a belief that, backed by data from spring MAP testing, learning loss has been mitigated. However, any learners identified at a greater risk of experiencing learning loss are targeted by their guides and their learning needs are addressed. Just as in the spring, the school counselor 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 Empower Generations/Innovation Studios SEL curriculum to support that work.

When learners are allowed to attend EG/IS, in small groups 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 studio reopens, 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 guide.

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)

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

Total funds: \$5,000

Contributing: No

DISTANCE LEARNING PROGRAM

Continuity of Instruction: A description of how Empower Generations 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 Empower Generations’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 EG/IS is an Independent Study Charter, 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. During distance learning, the same schedule that will be in place upon return to the learning studio, will continue to be followed. The schedule is designed to pivot between on-site and distance learning fluidly. Because the guides’ classes will be built on an on-line platform, this platform will be used whether the learners are on-site or distance learning. The full curriculum will continue to be available in both settings and continuity of instruction will occur. When possible, learners will be notified of the return to on-site instruction and they will physically return to the site, on their designated on-site instructional days .In addition, prior to all learners returning to on-site instruction, priority will be given to EL learners, Foster Youth, learners experiencing homelessness, and learners with an IEP. They may return in small cohorts, with the goal of learning loss mitigation, while following CDE guidance. One unique piece of this model is that all learners attend, either in person or via teleconferencing, the morning meeting/advisory each morning. 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.

The daily schedule, with links, will be accessible to all learners. Technology will be 1:1 so that homes with multiple children can access a device whenever needed.

Throughout each day, there will be a minimum of two blocks of time where all learners may participate in live instruction via zoom. Intervention blocks will also be in place to provide small group and 1:1 intervention and instruction.

Access to Devices and Connectivity

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

Empower Generations/Innovation Studios is 1:1 technology to learner. When EG/IS 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. This process will remain in place.

When distance learning first began, in spring 2020, a technology survey was distributed to families, 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 guide 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 Empower Generations will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how Empower Generations will measure participation and time value of pupil work:

Each learner at EG/IS develops an ILP with their guide. 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, guide created assessments, and input from the guide and families.

The guides will determine the time value of assignments based on the average amount of assignments given by guides 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. Guides at each grade level meet once per week and will use that time to calibrate time value across the grade levels. The School Director will play a role in moving calibration across the learning studio during monthly data meetings with the guides.

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:

Empower Generations/Innovation Studios guides 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

Guides 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 guides. Synchronous learning opportunities are also offered throughout the school year. Live zoom office hours are provided so that guides 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 guides.

Staff Roles and Responsibilities

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

Empower Generations/Innovation Studios' staff has remained in their roles during distance learning.

Supports for Learners with Unique Needs

A description of the additional supports Empower Generations 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, EG/IS 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 day. Education specialists collaborate with guides when lesson planning, so that they can address the needs of all learners with IEPs. The school counselor and psychologists facilitate meetings via Zoom, to provide DIS minutes to learners. Itinerant services are provided via Zoom. Integrated and designated EL instruction will continue, whether the learners participate on-site or distance learning. Staff members work with families, just as for the learners with unique needs, in order to provide services. ELPAC testing will occur, if necessary, virtually.

EG/IS has designated staff to further address the needs of foster youth and learners experiencing homelessness. This staff member communicates with families to support the work of the guides. This person also provides resources, including referrals to outside agencies, as appropriate.

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 chromebooks to maintain 1:1 technology to learner ratio

Total funds: \$16,200

Contributing: N

PUPIL LEARNING LOSS

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

Empower Generations/Innovation Studios 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 guides in order to help inform the development of each learner's ILP. The data includes scores for foster youth, learners with exceptional needs, low income and homeless learners. The ELPAC data, along with facilitator 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:

Empower Generations/Innovation Studios has built into its 2 day-per-week schedule, structured time for further individualized instruction related to learning loss and possible learning loss. This time will also be used to address the needs of English Learners. 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 low-income learners. In the case of foster youth and learners facing homelessness, the guide and other assigned staff, will work 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 guides, along with guide created assessments.

Empower Generations/Innovation Studios guides 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. Guides 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 guide-created assessments as well as NWEA MAP assessments and intervention assessments, will be utilized by guides to set instructional goals. Formative assessments, such as whiteboards, exit slips, and individualized responses will be used by guides 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 chromebooks to maintain 1:1 technology to learner ratio (Duplicate action)

Total funds: \$16,200

Contributing: N

Action 2: 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: \$17,644 (learning Loss Mitigation funds-total amount)

Contributing: No

MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING

A description of how Empower Generations/Innovation Studios/Innovation Studios 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:

EG/IS's 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. Empower Generations/Innovation Studios' guides connect with learners daily, whether the environment is distance learning or on-site. If a child misses a check in, the guide reaches directly out to the family. If a guide identifies 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. Every day, during morning meeting/advisory, learners practice stress management or mindfulness practices, as well as using restorative circles. School counselors and school psychologists access local resources, as necessary, to support learners and families in need. The Community Partnership Coordinator will continue to create relationships with community agencies who will support the needs of the EG/IS learners. 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 EG/IS 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 Empower Generations' website and families may call the toll free iLEAD Family Resource Helpline to be provided with valuable resources in their area.

The school director meets 1:1 with facilitators and staff to check in and continually monitor mental health and social emotional well-being. If need be, facilitators and staff can access resources through the Employee Services department. When developing their Individualized learning/leadership plan each year, each staff member identifies another staff member who will act as their accountability partner during the year. These accountability partners also serve as someone the staff member can reach out to for support.

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 Empower Generations/Innovation Studios 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:

Empower Generations/Innovation Studios 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 the Empower Generations website. EG/IS guides also send weekly emails to families and create a 1:1 relationship with their learners. The power of relationships is emphasized in the iLEAD

organization. Prior to the COVID-19 pandemic, the 1:1 relationship was already a priority. Guides 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 guides and school counselor will continue to reach out to learners not consistently checking in nor completing work. Home visits, made by school personnel while using social distancing guidelines, will be done, 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 guide, and they will work together on any changes needed as learners move back and forth between the two environments.

Empower Generations/Innovation Studios provides a toll-free family resource helpline to support families who need additional resources in their area. It is available M-F, 8am-8pm. The School Counselor 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 Empower Generations/Innovation Studios 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, Empower Generations/Innovation Studios' 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 Empower Generations/Innovation Studios, who are eligible for free or reduced price meals, will be able to pick up meals, from Empower Generations/Innovation Studios, 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.

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: \$17,644 (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: 25 %

Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-income students: \$271,376

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 Empower Generations/Innovation Studios actions are being applied across the learning studio. Because guides develop individual relationships with every learner and create an individualized learning plan with each, the guides 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 intervention and additional support. A 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, geared toward unduplicated learners, EG/IS will be able to further customize and personalize instruction for English Learners, Low-income learners and foster youth. 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.