



COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
iLEAD Lancaster Charter	Nykole Kent, School Director	Nykole.kent@ileadlancaster.org	June 25, 2020

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

iLEAD Lancaster began planning for potential school closure on February 20, 2020. The iLEAD California Leadership team, along with iLEAD Lancaster 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 Lancaster 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, sent by iLEAD Lancaster leadership, and through iLEAD California, as needed. Past communication is available on iLEAD Lancaster’s website, under the Distance Learning Continues link.
- March 13, 2020, all facilitators 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.

- Facilitators, School Counselors, and the School Social Worker continue 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.

Over time, professional learning opportunities for all iLEAD Lancaster staff continues, based on staff, family, and learner needs. When distance learning first began, asynchronous training was available and a daily Zoom support call existed for facilitators and support staff. Asynchronous training continues to exist, and is developed as needs arise. Facilitator knowledge of the tools in PowerSchool has gotten broader and deeper. Projects have been launched and managed via PowerSchool, and collaborated upon using Zoom. Professional Learning for facilitators and staff has evolved to a learning menu, where individuals can jump into learning at their level, view asynchronous training, and then participate in synchronous question, answer, and collaboration sessions.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Systems have been created, during distance learning, to monitor and support English Learners, foster youth, and low-income learners. Services are as follows:

- iLEAD Lancaster leadership facilitates parent zoom meetings to solicit input and provide support to parents and families.
- School counselors and the school social worker provide “Lunch Bunch” meetings for learners once per week, where learners can socialize, connect, and eat with friends. The time is targeted toward positive relationships and social/emotional skill building. Facilitators also provide social group opportunities, via Zoom, throughout the week.
- In addition to daily instruction and participation with their facilitator in PowerSchool and Zoom, English Learners participate in 1:1 intervention, with an EL aide, daily, for 30 minutes. Intervention curriculum is facilitated by the EL

<p>aide. Translators continue to be available, via telephone or Zoom, as needed.</p>
<ul style="list-style-type: none"> • EL staff participate in the iLEAD California EL collaborative 2 times per month, facilitated by iLEAD California Director of EL.
<ul style="list-style-type: none"> • iLEAD Lancaster holds two ELAC meetings per month, via Zoom. Parents attend and participate.
<ul style="list-style-type: none"> • iLEAD Lancaster’s school social worker provides check-ins 1:1 with all foster and homeless youth enrolled, on a weekly basis. She provides support, resources, and counseling for foster youth. Internet hotspots have been provided, as needed. Home visits, while using social distancing guidelines, are done, as necessary.
<ul style="list-style-type: none"> • Foster youth and families are connected to the school social worker, who knows them well. The families give ongoing feedback, through phone calls/Zoom visits. The school social worker collaborates with facilitators in regard to the needs of foster youth and their families.
<ul style="list-style-type: none"> • Low income learners have been provided internet hotspots, as needed, to access the PowerSchool and Zoom. In addition to instruction and participation with their facilitator, they receive intervention in math and reading, using curriculum purchased with funds from the low performing schools grant, from an intervention specialist, 30 minutes daily.
<ul style="list-style-type: none"> • All learners have access to free breakfast and lunch, M-F, with pick up of additional weekend meals available on Fridays. If learners are unable to pick up meals, staff will deliver meals to learners’ homes.
<ul style="list-style-type: none"> • All facilitators reach out continually to their learners. On any given day, facilitators know where learners are and what concerns their families may have. All staff works collaboratively to make contact with any learner or family who becomes non responsive. This includes home visits, using social distancing, if necessary.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Planning for distance learning began on February 20, 2020. As planning progressed, the Emergency Operations plan was updated and key staff were assigned to various responsibilities, in the event of school closure. A curriculum plan summary was developed, grade by grade, with the core values of iLEAD always in mind. Under the plan, site-based staff continued to provide services to our learners using a learning management system, course curriculum options, and live video and other

communication tools. The following provides clarification of the steps taken:

- February 28, the first communication to families and iLEAD Lancaster staff was disseminated to reassure everyone that iLEAD Lancaster was monitoring the COVID-19 situation and to provide helpful information to keep them safe.
- As March began, the plan pivoted to help families prepare for child care needs, update contact information, and identify in-home technology needs. On March 4, Governor Gavin Newsom declared a state of emergency in response to COVID-19.
- March 10, core staff was notified of responsibilities during closure, and plans were developed regarding emergency numbers and emails to be forwarded during closure.
- March 11, leadership began preparing families and staff for what physical site closure looked like, and introduced iLEAD Lancaster's distance-learning capabilities. Behind the scenes, the iLEAD California team readied all facets of the plan to be ready for rollout when the time came.
- March 12, all staff members were trained on the learning management system and given access to iLEAD Online coursework, as needed.
- March 13, Governor Gavin Newsom issued Executive Order N-26-20, which mandated the physical closure of schools, and parents were notified almost immediately. A technology survey was completed by families and a technology distribution plan was communicated to all families so that learners would be able to take home a device if they did not have one in their homes. Distance learning packets were prepared for families who had no internet access and were not interested in an internet hotspot.
- March 14-15, facilitators prepared their courses and plans for distance learning, using training materials from March 12.
- March 16, learners participated in distance learning orientation. The same day, training for Special Education staff was conducted. All services for learners with special needs began via distance learning. Facilitators put the finishing touches on their courses and completed a, "Prepare to launch" checklist. Facilitators and staff participated in an, "Open Collab" meeting over Zoom led by volunteers from iLEAD Online, to provide support and group tutorials.
- March 17, distance learning went live. Two parent webinars were held so families were equipped with the tools and knowledge to help their learners succeed and have an opportunity to connect and ask questions. More than 200 families participated.

- Throughout March and today, distance learning continues to thrive. In a synchronous manner, learners participate in morning meeting/advisory via Zoom daily, and learners can attend their facilitators' office hours for 1:1 support. Learners access instruction and asynchronous assignments via the learning management system, PowerSchool. There are few families who have no internet access, and for those who are in that situation, a system is in place for facilitators to disseminate packets of learning and receive completed packets from learners. iLEAD Lancaster has provided PowerSchool tours for parents, in order for parents to understand what their learners are expected to complete, as well as Zoom meetings with facilitators and leadership, to continually seek input from families to improve distance learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

On March 13, a National School Lunch Program waiver was submitted by the iLEAD Director of Special Programs. On March 16, after approval of the waiver; the revised school lunch program was launched, providing free breakfast and lunch to all children 18 years old or younger, regardless of whether or not they were enrolled in iLEAD Lancaster. Meals continue to be available, daily, at iLEAD Lancaster. Meals are distributed by staff, maintaining social distancing practices, in a drive-thru setting. For the few families who are unable to travel to the school to pick up meals, school staff delivers meals to families' homes. On April 24, the State discontinued the National School Lunch Program, and iLEAD Lancaster began feeding learners under the Summer Seamless Option, disseminating additional meals, for the weekends, on Fridays. iLEAD Lancaster, on its website, has posted a, "Distance Learning Continues" option at the top of their webpage. This link contains information on the hours iLEAD Lancaster disseminates meals for pick up. Information on food safety is also available via the link.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

iLEAD Lancaster has continually posted the link to the California Child Care Resource and Referral Network on their website. This resource allows essential workers in need of child care to locate the closest Child Care Resource Center. In addition, iLEAD California has created the iLEAD Family Resource Helpline, a toll-free number that iLEAD Lancaster families can call, speak to a school counselor or school psychologist, and be given resource numbers or websites that are pertinent to their needs. The helpline is available M-F, 8am-8pm.