



Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Inland Leaders Charter Schools (ILCS) closed its campuses on March 13, 2020 and transitioned to our “iSchool” program on March 16, 2020. The staff and school leadership were able to develop and implement an initial distance learning program over the period of one weekend. ILCS maintains “innovation” as one of our core tenants. All stakeholders viewed the closure as a unique opportunity to innovate our programs and provide an opportunity to develop a new choice for parents amidst the traditional on-site systems. As the closure continued, the staff continued to refine and implement an effective system of learning regardless of the students’ location, resources or family situation. All students who expressed a need were provided with a Chromebook or Ipad and/or a hotspot for internet access within one week of the initial closure. In addition, humanitarian needs were also addressed for families who needed payments for rent, groceries or counseling. As a small school charter program our stakeholders made great efforts to support one another formally and informally as a touching act of what can happen when families band together to make sure all students are physically, emotionally, and educationally supported.

Inland Leaders and the communities we serve have noted major impacts on the parents, students and citizens of our small community. The most notable impact has been the negative economic condition that has created a loss of jobs and resources. In addition, COVID-19 illness rates continue to follow state averages meaning that 1 in 100 students in our schools have either been ill or have been exposed to the virus. Another great concern is the mental health of our community and especially our students who are experiencing various levels of “trauma” in dealing with the pandemic and other regional issues such as wildfires in the area, power outages, economic issues and illness. ILCS views its role in the community as a center of support and “light” to those in need and continues to develop strategies to overcome the challenges that our current situation has presented.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

ILCS has involved our stakeholders throughout the pandemic and sought out their feedback on an on-going basis with surveys, phone messages, emails, online podcasts and video recordings. ILCS continues to solicit feedback from parents and staff through the use of

targeted surveys. Parent surveys about mitigating Learning Loss were distributed on August 7, 2020. Over 400 responses were provided that represents approximately 70 percent of our households. Parents are also provided direct access to the administration with email and online contact forms. The ILCS Board has met for public meetings each month in person and through Zoom in order to allow the parents and public to comment in regards to any subject the public wishes to discuss. In addition, the school finance committee maintains several parents as representatives to advocate for expenditures and initiatives that are led by the parent voice. Also, the administration has published several videos, podcasts and instructional notices that provide our parents with information in regards to our planning process during the pandemic and our response to the crisis. Back to school night was held by each classroom teacher on the Zoom platform allowing for every family to gain close access to their student's teacher and ask questions at the classroom level.

ILCS has also carefully surveyed and communicated with our teaching staff. Every teacher completed a "Return to School" survey that asked a myriad of questions about our distance learning program and its effectiveness, ways to support their work and the resources needed to mitigate student learning loss. Teachers were also asked about strategies to improve our safety measures in response to COVID-19. As a small school system, teachers have direct access to the Board, Executive Director and site administration for dialogue and support.

Classified support staff has been engaged in much the same way as parents and teachers. In fact, every support staff member was personally contacted by administrators during the outset of the school closure to determine their status and possible needs. Classified staff was also surveyed starting July 21 to provide insight into the safety measures our schools are providing along with any ideas to support our students. Classified staff have been working closely with their supervisors to create efficient and productive tasks that will support our programs and allow staff to continue working as uninterrupted as possible.

[A description of the options provided for remote participation in public meetings and public hearings.]

Remote participation in public meetings is provided through the Zoom platform in which members of the public can participate via computer or phone. Public comment is part of the Board agendas in which any member on the Zoom platform may indicate their desire to speak through raising their "digital hand", through the chat room, or by asking to speak through the phone-in function. All meetings are recorded and published online within 24 hours.

[A summary of the feedback provided by specific stakeholder groups.]

ILCS key stakeholders which includes certificated, classified, and parents were surveyed regarding distance learning and the return to school. An average of 77% of all stakeholders responded that they are ready and wanting students to return to campus. The top three safety measures desired include hand sanitizing (85%), hand washing (75%) and Temperature checks (60%). For the certificated staff survey, 73% of teachers indicated distance learning via Zoom was somewhat effective. Their delivery of instruction was a mix which included 34% indicating a mix of live instruction and the flipped model (A pre-recorded video share the day before the lesson is taught and discussed), 24% pre-recorded videos and posting lessons, 12% live streaming, and the other 30% either live streaming or video recording.

Teachers indicated they used a variety of resources which included, but not limited to; Google Classroom, Seesaw, Zoom, Flipgrid, Epic, NewsEla, Google Documents, RazKids, Dreambox, Smarty Ants, Screencasts, etc.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

According to survey data, certificated staff indicated that approximately 75% of our students participated in zoom sessions 80% of the time or more. Zoom sessions were not mandatory in the Spring, however with these results ILCS is implementing processes to ensure students are attending live daily instruction. Teachers are taking daily attendance via our Student Information System, and students who are not participating are being documented and administration is following up with families. As for learning continuity, 73% of our staff felt distance learning was somewhat effective with under 10% believing it was effective. 72% of the teachers did indicate that distance learning does present strong potential for high levels of learning. With this data a committee met to discuss the outcomes. A grade level representative was present for each grade and discussions occurred on how to improve the learning for the beginning of the school year. Some changes that are occurring are baseline assessments, mandated live instruction several times throughout the day for the various subjects, small group instruction, and new technology to support student learning.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

ILCS submitted a waiver to the local public health officer and resumed in-person classes for TK-6th graders on both of its sites on September 14, 2020. TK-2nd grade students attend school Mondays through Thursdays either in the morning or afternoon. Fridays are a full distance learning day for every student. These two “sessions” allow for the teachers to have daily contact with students and reduce their numbers in the classrooms to 10 and under. Families who do not wish to attend the in-person classes are provided with a Distance Learning teacher to continue their education at home through the Zoom platform. In grades 3-8, ILCS implemented a hybrid program to allow for students to attend on-campus two days a week in small cohorts. Students attend either Mondays and Tuesdays or Thursdays and Fridays with Wednesdays as a full distance learning day. When students (3rd-6th) are not in class, they are watching the live instruction in the classes from home on the Zoom platform. Seventh and eighth-grade students are full-time distance learning with their teachers as described in this document as “iSchool.”

Students who need to be quarantined or experience COVID-19 related issues will be able to continue their instructional program by “tuning” into their grade level classes on Zoom as teachers will continue the recording and interaction with students online while working with their in-person students. All teachers and staff are currently working from the school sites and were given five work days before the start of school to set up the classrooms and campus in preparation of student return. ILCS is particularly worried for our special education students who

may experience significant delays without in-person assessment and instructional support. ILCS is providing small cohort instruction to these students through the IEP process.

ILCS already provided twelve days of summer school instruction during the month of July to support students who are below standard prior to the Governor’s mandate to close our schools. Students attended on campus in small groups with certificated teachers and demonstrated strong growth in the areas of math and language arts on standardized assessments.

Much of our revenue has been dedicated to bringing students back on campus safely and still providing choices to families who are not ready to return at this time. Expenses included a myriad of extra hours and workload for our custodians, extra classroom and yard duty aides, equipment and supplies to mitigate transmission of COVID-19, furniture to allow for outdoor learning spaces, increased contracts for cleaning services to support disinfecting efforts, and new teacher positions to allow for students to exit the site-based program and enroll in a full-time distance learning program or independent study at ILCS which decreases our class sizes for site based students.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Contract with cleaning services or additional custodians to provide additional cleaning and disinfecting	\$30,000	N
Increase in classified hours for site health tech support	\$10,000	N
Extend more contracted hours for nurse support at both sites	\$15,000	N
Hiring of one extra teacher to support independent study students who have opted to leave the site-based program while the Pandemic continues	\$40,000	N
Outdoor tents, shades, and tables to promote social distancing for instructional purposes	\$10,500	N
Extended hours for student coaches to provide additional student support in classrooms for hybrid instruction during live sessions.	\$50,000	Y
New student coach to provide increased support in the classrooms and playgrounds for in-person instruction	\$12,600	Y
Wash basins at the sites to provide additional areas for hand washing	\$14,000	N
Various supplies and equipment needed to support the safety and cleaning of the schools in preparation for in-person classes	\$25,000	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA 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 the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

ILCS has developed “iSchool” as the distance learning system to provide access and continuity of learning for all students, regardless of demographic or learning concern. All students have been provided a Chromebook and a hotspot if needed. Fortunately, ILCS was a one to one Chromebook program prior to the crisis (except TK and Kinder) and was able to quickly distribute devices needed. ILCS also maintained a stock of hot-spots prior to the school closures that also were provided to any family in need and qualified for free/reduced lunch. Families have access to our tech support team through an email “help ticket” system and response time is typically the same day. The Zoom educational platform was purchased and implemented by the start of school on August 17, 2020.

In terms of the iSchool structure, teachers start their instruction on Zoom at 8 am from their classrooms at the sites. Attendance is taken by the teacher as they call roll for each student on Zoom. Teachers are expected to provide live, direct instruction through Zoom throughout the school day to meet the required state instructional minutes. Students are provided with ELA, math, science, social studies and PE lessons until 1:00pm each day. Teachers are then required to provide “office hours” after 1 pm to answer individual questions and support students in small group interventions. This model of distance learning is extremely close to the in-person instruction that occurs on our campuses in that the schedule is almost the same, students are able to interact with their teachers and peers online and school interventions continue to support learning after-school.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

ILCS has been a one to one device (Chromebook) school (except TK and Kindergarten) for years prior to the COVID crisis. In addition, ILCS has been providing hot-spots to families in need for several years as well. The school sites were able to assign every student and family with the devices they needed to engage in distance education in March of 2020. Our greatest needs have been to increase our supply of Chromebooks for students that are operating efficiently with the new teleconferencing platforms and the increase in hot-spots needed to support parents with many children online at home. The other major need was the replacement of staff computers that are outdated and did not operate properly with the distance learning programs such as Zoom. Many teacher computers were older than five years and unable to perform well.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

All classes take attendance at the launch of the first live instructional session of the day. Our licensed Zoom account documents all participation minutes of each student attending live sessions, as well as the minutes they attended. A Google Form will document any substantial absence rate (3 consecutive absences), so that live contact through administration can assess the specific situation. Common formative and summative assessments are provided and analyzed to measure the time value of student work & progress.

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.]

Teachers and staff took part in online training discussing COVID-19 awareness and some of the implications for students during the pandemic. Furthermore, another extensive online training program and received certification in integrated germ management that allows all employees to effectively keep themselves and their workspaces safe and properly sanitized during distance learning.

All teachers and various support staff participated in a live training where educators learned how to use the Zoom platform effectively to engage and provide dynamic synchronous and asynchronous instruction to students. Teachers were made aware of peripheral devices to enhance their instruction such as additional cameras, trackpads, and microphones. Our IT Specialist is available to assist teachers and other staff with their technology devices and software programs should any issues arise.

Inland Leaders Charter School adopted *The Distance Learning Playbook* (2021) to conduct a book study and train staff in evidenced-based practices that can maximize student competency and skill acquisition during distance learning. Teachers and staff will further explore these practices during Professional Learning Communities (PLC) meetings and will look at student data to determine its effectiveness as well as means to refine the practice of teaching during distance learning.

**Fisher, D., Frey., & Hattie, J. (2021). *The Distance Learning Playbook: Grades K-12*. Thousand Oaks, CA: Corwin.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID.]

Most ILCS certificated teachers are continuing the usual instructional responsibilities. PE coaches are creating videos to be viewed by students. Yard Duty positions have shifted roles to support on-campus childcare, and the Health Clerk is supporting lunch services. Our school librarian will continue running the library, but is also calling families to offer accountability coaching and support. Spanish instructors are beginning the year with progress monitoring, testing, and support of English Learners, with the expectation to transition to online Spanish language instruction at a later time.

Supports for Pupils with Unique Needs

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

ILCS will ensure that pupils with unique learning needs are provided with additional support and services beyond the general education instruction through a variety of methods. Students who are English Learners receive additional instruction utilizing Fast Forward provided three times per week for 30-minute sessions. All students, including students in foster care and students experiencing homelessness, have access to teacher lead tutoring beyond the instructional day. Intervention groups will be developed and differentiated instruction will be provided under Tier 2 and Tier 3 models, addressing both learning misconceptions and deficits in specific skills. ILCS continues to provide general education counseling support for students experiencing distress, utilizing an associate marriage and family therapist. For students with disabilities, ILCS provides a variety of services through both digital and in-person means. Students on an IEP have access to qualified and identified services including specialized academic instruction, language and speech, educationally related mental health services, occupational therapy, as well as specialist services like orientation and mobility. Sessions can range between 15 minutes to 45 minutes depending on the need and student engagement. Students continue to have access to accommodations such as Snap & Read, text to speech technology in the home setting.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
New computers and accessories provided to instructional staff to support distance learning	\$65,000	N
New Chromebooks and IPADs for students along with accessories such as protective covers and warranties	\$108,000	Y
Hotspots to provide internet access for families in need	\$5,000	Y
Educational software, licenses, and subscriptions for distance learning	\$15,000	N
Miscellaneous technology equipment including tripods, webcams, doc cams, microphones, headphones, standing desks	\$16,000	N
Professional development supplies and webinars for staff to improve Distance Learning	\$5,000	Y
Increase in hours for current support staff to help with hybrid classes that contain in person and online students simultaneously	\$20,000	Y
Stipends for teachers to provide in-person and site-based instruction simultaneously	\$15,000	N

New position as a hybrid teacher to support students who are not on-site due to COVID related issues	\$58,000	N
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Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

ILCS will ensure access to a rigorous educational program for all students that focuses on ELA, mathematics, history, and social studies. Our primary focus will be to return students to our sites on a consistent and safe basis to receive in-person instruction that we believe correlates with increases in learning.

The program meets or exceeds mandated instructional minutes, accommodates for various learner needs, and offers intervention support. Measuring of learning loss & gains is analyzed through common and formative assessments in both ELA and mathematics. Provided common assessments are delivered through *Savvas Learning, Renaissance Place, CAASPP, & Let's Go Learn*. Assessment analysis occurs weekly in grade-level PLCs, and is monitored by site administration.

Pupil Learning Loss Strategies

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

Access to ILCS' rigorous instructional program is the top priority to address learning loss. All pupils are provided with technologies needed to access instruction. Multiple staff have been designated to train & monitor English Learners to ensure participation in daily live instruction, as well as parent/student training on accessing and completing EL curriculum to support English language development. All core instructional teachers offer additional hours for intervention support. For 7th & 8th grade students, ILCS is taking advantage of the cohort allowance that serves learners with "acute" needs. One credentialed teacher, as well as classified staff, work together to support a small group on campus. The group is composed of English Learners, low-income students, students with exceptional needs, and pupils experiencing homelessness. To accelerate learning, accommodations are made for leveled groupings as needed, as well as the opportunity for students to advance one grade level where applicable.

In person summer school is also planned for the summer of 2020 with expanded options for students to increase the number of days on campus as well as increases in the number of students who may qualify as below standard in math and/or reading. Teachers will also provide our traditional "Success Academy" as a before and after school intervention that reteaches students' concepts from their grade-level

standards. Success Academy will be initiated once the school determines which students are in need of additional support and are demonstrating a significant learning loss.

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.]

The effectiveness of the services and support to mitigate learning loss will be measured through local and state assessments and benchmarks. ILCS will be utilizing the Renaissance Suite of programs including Accelerated Reader and the STAR assessment for literacy. Also, students will continue to be assessed through the Savaas (Pearson) online assessments embedded in the digital curriculum for Envision Math and ReadyGen Literacy. These assessments include pre and post data that allows the teachers and administration. Students will take the Interim Assessment Benchmarks (IABs) produced by the state to measure their progress toward the standards and finally the state summative assessment will also be used to determine the overall growth of students from the previous year. Students in the primary grades will have additional assessments to include DORA for math, *Lets Go Learn* for primary literacy and ESGI.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Reading intervention specialist to provide literacy sessions for students online and in-person	\$14,000	Y
Online tutoring services for students through FEV	\$20,000	Y
Increase of online intervention software programs such as Fast Forward to support English Learners and literacy needs	\$20,000	Y
Math intervention specialist to provide intervention sessions online	\$1,200	Y
Provide professional development for our student coaches to provide paraprofessional instructional supports.	\$5,500	Y
Counseling services for mental health support online	\$5,500	Y
Expand summer school (July 2021) with increases in staffing and materials to support larger numbers of students.	\$60,000	Y
Stipends for teachers to provide instructional support and interventions during traditional break periods during the fall and winter.	\$15,000	Y
Utilize student coaches in the classrooms to support at-risk students on a daily basis.	\$ 50,000	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils 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.]

ILCS will ensure that each student attending ILCS will have access to high-quality counseling support. ILCS employs two marriage and family therapists (one licensed and one associate) who provide support and ERMHS services to students experiencing distress and trauma. Parents have access to acquiring these supports through contact with the school. Additionally, teachers at ILCS are able to refer students for support through collaboration and the school's Student Success Team process. Sessions are scheduled through a HIPAA compliant platform ensuring protection for each student. ILCS utilizes Signs of Suicide as a curriculum for suicide prevention with students grades 6 through 8. Additionally, SOS has resources for parents and students. We provide yearly training of staff on suicide prevention. ILCS will encourage staff well-being through the use of digital community events; safe, socially distanced staff interactions; and the implementation of *The Distance Learning Playbook* (2021) text, which focuses on self-care as a primary condition to a successful implementation of education through distance learning. Additionally, ILCS provides mental health resources to all teachers through our health-care benefits package.

**Fisher, D., Frey., & Hattie, J. (2021). *The Distance Learning Playbook: Grades K-12*. Thousand Oaks, CA: Corwin.

Pupil and Family 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 the LEA 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.]

Inland Leaders Charter School (ILCS) keeps constant contact with families through its parent square platform messaging system. Parents can tailor how they would like to receive their messages either through email, text, or both. This communication system is two-way and families have the opportunity to respond or ask questions as needed on the platform. In addition, parents whose native language is Spanish may opt to receive their messages in Spanish.

ILCS realizes that daily attendance can become a struggle for some families, especially during the COVID-19 pandemic. Lessons are recorded and can be accessed by students at later times in the event students miss live lessons. Google Classroom is also utilized where a collection of resources and materials vital to learning are available for students who have missed instruction. Teachers work hard and are consistently looking for new methods to create dynamic learning environments that get students looking forward and wanting to attend their online classes. Nonetheless, ILCS actively monitors student attendance on a daily basis; when a student misses three days or has low participation and there is no word from parents, the teacher begins a referral process where an administrator is alerted to the student's status. Immediately, the administrator conducts an investigation and works to make contact with the parent to see if the family is OK and to give support if needed. Usually, the issue is resolved at this point. If not, the parent would then be required to attend a Student Contract Accountability Team (SCAT) meeting where the parent and sometimes the student would meet with a teacher, administration, school psychologist, and a board member; this meeting would be held via Zoom. The objective of the team would be to work together and strategize to resolve the issue of poor attendance or participation.

If attendance is not an issue, yet the student is not meeting compulsory education requirements, a teacher will begin implementing a vast array of interventions and teaching strategies to support the student in their learning. If the interventions and strategies do not provide results, the teacher would then submit for a Student Success Team Meeting (SST). Here a team consisting of at least a teacher, parent, and administrator would meet and identify strengths and areas of growth needed for the student; this information would then be used to formulate a plan that would help support the student to meet requirements and make stronger academic progress. Strategies and interventions would be identified in the plan; this could include counseling support, additional classroom accommodations, additional after school small group support, etc. If that plan proved ineffective after 2-3 months, another meeting would be called. The initial team would be present; however, more staff would be invited such as the school psychologist, EL coordinator and/or counselor. Either a new plan would be put in place or an assessment plan might be proposed to see if there are underlying issues inhibiting the student’s learning. It is possible that assessment results could qualify a student for and special education services.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

ILCS maintains a fully functional kitchen that provides nutritious meals in compliance with USDA guidelines. During distance learning, the school is currently using the Summer Seamless Option waiver to allow for parents and students to drive into our parking lot at the California Street Campus and be provided meals in a “drive-through” lane. This occurs every Monday and Wednesday and allows the students to receive meals for the entire week. Upon return to in-person instruction, student meals will continue to be distributed via the “drive-through” system. Students who do not go home in a vehicle or need to stay for lunch will be provided a lunch through a “grab-and-go” station.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	New freezer and stove to provide additional storage and cooking capacity for the lunch program.	\$10,000	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
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6.60%

538,543

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), 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 needs of these students.]

The needs of unduplicated pupils in at-risk populations were considered through the use of extensive surveys with staff and parents to determine the needs of the most vulnerable students and their families. Parents expressed their gratitude for our extensive efforts to provide the necessary resources during the initial closure of our physical sites. Staff was particularly concerned that at-risk students would not attend online sessions, but this was not the outcome. There was no discrepancy between foster, EL, or low-income family participation versus students of mainstream demographics. ILCS believes this was due to our pre-COVID educational program that provided a Chromebook and hotspot if needed for any students in need. When distance learning was implemented, ALL students had access to classroom instruction. Therefore our actions were highly effective as we were prepared for online learning with the use of Google Classroom, Zoom and other platforms before the Pandemic began. In addition, ILCS plans to continue the "Success Academy" which employs the use of certificated teachers to provide after-school remediation and intervention. In addition, students will have access to online tutoring sessions with an experienced third-party provider for on-demand tutoring support.

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

Plans to increase services for the 2020-2021 school year include the expansion of our summer school program to include greater amounts of students and more days of summer instruction. Currently, the school provides summer school for 12 days for kindergarten through 8th grades. ILCS is working to provide additional days of summer school for the coming summer session. Additionally, ILCS is seeking to provide intervention instruction during our break periods during November, December and March. ILCS currently provides wifi/internet hotspots for families who qualify for free/reduced lunch. Additional wifi hotspots for students of poverty will be provided along with technical support for families who encounter issues utilizing the devices. In addition, staffing expenses are planned to support parent workshops for unduplicated pupils and their families. Also, before and after school interventions, educational software, books/materials, wifi hotspots, counseling, health services, and miscellaneous related expenses will continue to be expensed as costs that are specific to our at-risk populations. Supplemental funds are also used to support the EL population through the foreign language support positions that include teachers, office clerks and other positions to provide instructional support and translation services. Funds will be utilized to continue to fund a Leadership Coach position that will work directly with families to assist unduplicated students who need additional support to be successful and onboarding for new students.