

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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.]

As a non-classroom based school, Insight has had the opportunity to continue to provide curriculum and instruction via our online model. Insight recognized the needs of our students and families and has addressed these needs in multiple ways. Our Counseling team has provided support groups as well as a virtual calming room for students dealing with stress and anxiety. Insight has provided additional resources to families such as food banks, housing etc. and has added additional supports in the area of mental health to ensure that our students and families stay safe and connected.

Stakeholder Engagement

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

As a non-classroom based school, Insight at San Diego has requested feedback through surveys, 1:1 discussions, parent meetings held in Zoom and a public hearing via Zoom and conference call.

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

As a non-classroom based school, Insight at San Diego provided all feedback sessions via an online survey, Zoom meetings and conference calls.

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

As a non-classroom based school, Insight at San Diego provides multiple services in a non-classroom based setting. 81.8% of parents felt that they knew how to access all of our online supports for mental health, academic and counseling services. The feedback from those who were unsure on how to access included making supports more visible and easier to locate. In order to make supports more visible, the school has provided parents with a cloud-based application with categorized web links for easy access to all supports and resources. We have also held a parent meeting to review how the application is used as well as emailed the instructions for parents who were unable to attend.

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

As a non-classroom based school model, parents had an overwhelming response to continue providing the virtual supports that we currently provide as they are successful. A few of the supports mentioned included the virtual calming room, support groups, clubs, social emotional lessons and special education supports.

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.]

As a non-classroom based school model, instructional offerings are provided both synchronously and asynchronously in an online environment. Synchronous instruction is provided via our Class Connect platform. Teachers provide daily live, interactive instruction focused on high-priority essential standards.

Students are required to login daily and attend all assigned live instructional sessions. Each trimester includes a 12-week instructional cycle.

Students at Insight at San Diego have access to their courses and curriculum 24 hours a day, seven days a week. Daily, required assignments in courses are listed on the student's online school calendar and graded upon submission. The school will offer access to a supplemental resource in English, math, and science to pair with students' online curriculum. This new resource aims to help in identifying and building up gaps in learning that may have resulted from learning loss due to school closures.

As the school model is entirely virtual, instructional offerings will remain consistent throughout the school year. Access to coursework and curriculum is provided to students via an online platform, which will also remain consistent throughout the year.

In the instance of any loss of access to the online platforms due to loss of Internet service, etc, families are provided a continued engagement plan to ensure that there is no loss of academic engagement and support them with any needs they may have.

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

Description	Total Funds	Contributing
<p>We will not be providing in-person instruction offerings due to our non-classroom based model. The actions listed are supports for the 2020-2021 school year:</p> <ul style="list-style-type: none"> • Synchronous and Asynchronous instruction via our online platforms • Daily required attendance in assigned live instructional sessions • Offline continued engagement plan provided to families in the event that internet service is lost • Low income families may receive internet reimbursement • Students experiencing homelessness may receive a hotspot 		

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.]

As a non-classroom based school model, instructional offerings are provided both synchronously and asynchronously in an online environment. Synchronous instruction is provided via our Class Connect platform. Teachers provide daily live, interactive instruction focused on high-priority essential standards.

Students are required to login daily and attend all assigned live instructional sessions. Each trimester includes a 12-week instructional cycle.

Students at Insight at San Diego have access to their courses and curriculum 24 hours a day, seven days a week. Daily, required assignments in courses are listed on the student’s online school calendar and graded upon submission. The school will also implement a new online supplemental program in English, math, and science to pair with students’ online curriculum. This new program aims to help in identifying and building up gaps in learning that may have resulted from learning loss due to school closures.

As the school model is entirely virtual, instructional offerings will remain consistent throughout the school year. Access to coursework and curriculum is provided to students via an online platform, which will also remain consistent throughout the year. In the instance of any loss of access to the online platforms due to loss of Internet service, etc, families are provided a continued engagement plan to ensure that there is no loss of academic engagement and support them with any needs they may have.

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.]

All students are provided a laptop upon request and materials for all courses. Students may also qualify for internet subsidy based on household income reported on the Back to School Packet/qualification for National School Lunch Program. Technical support is offered through a third party vendor to ensure students have appropriate equipment and access. A resource liaison works with families of homeless students to ensure access to their learning materials and can arrange for a hot spot if needed.

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.]

Each student is assigned to a credentialed teacher as an Academic Advisor. Advisors develop relationships with their students and families and monitor student progress in both academics and engagement. Advisors make continuous and consistent efforts at live, virtual contact with students, and host daily live sessions via a web conferencing platform for social-emotional support. Advisors also verify student attendance, including both daily activity in online courses and in synchronous instruction as well as through submission of work. Teachers in each content provide synchronous instruction to engage students and monitor student progress in the courses. Teachers assign rigorous coursework appropriate to the content standards and assess student performance and maintain gradebooks.

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.]

As an established non-classroom based school, all returning teachers have received prior training on providing instruction in an online platform. New teachers will participate in the school's comprehensive training program, including having one-on-one support from an assigned teacher trainer. Additionally, all teachers will continue to participate in professional development on various topics throughout the year, including trauma-informed practices and data-based instructional strategies.

Staff Roles and Responsibilities

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

The Retention and Academic Intuitive Support Experts (RAISE) Team, new for 20-21, provides information, resources, and support to students and families who are new to our schools, who are struggling to stay engaged due to lack of engagement with school, or who are in a crisis situation due to lack of resources or social-emotional issues. RAISE Team roles include:

- Retention Specialist

- Student and Family Champion
- Academic Growth Advocate
- Engagement Resource Coordinator

ISSD has also developed a new role that supports teachers with instruction. This new role will be reviewing instruction as well as data to ensure that each student maximizes their ability for growth during the school year. This new role is:

- Instructional Coach

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.]

ISSD is an established non-classroom based school model ready to support at-promise youth in a virtual setting. Support staff are available to assist with specific needs in the areas of attendance, academic progress, social/ emotional, trauma, language development, foster youth, homelessness, IEP, and 504 Plan.

English Learners are offered weekly live classes aligned to English Language Development, as well as English content standards. Students are also offered needs-based small group instruction and online resources.

Students with IEPs and 504 plans will continue to receive virtual services per their individualized plans. Education Specialists continue to offer specialized academic instruction on a regular and consistent basis and will continue to hold meetings virtually via web or phone conferencing. Teachers will continue live contacts with students via phone and web conferencing to build relationships and to monitor and communicate progress toward goals.

Supports to students who are in foster care or are experiencing homelessness address the additional stress and anxiety that affect a child's capacity to focus in school. Common needs include referrals to community-based resources, additional in-school support, and help in maintaining regular internet service to connect to school. The school's Student and Family Champion ensures continuous access to materials and arranges for needed resources.

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

Description	Total Funds	Contributing
As an established non-classroom based, virtual charter school, all instruction continues to be offered virtually. The actions listed are supports for the 2020-2021 school year: <ul style="list-style-type: none"> • Synchronous and Asynchronous instruction via our online platforms • Daily required attendance in assigned live instructional sessions 	2103917	Yes

Description	Total Funds	Contributing
<ul style="list-style-type: none"> • Offline continued engagement plan provided to families in the event that internet service is lost • Low income families may receive internet reimbursement • Students experiencing homelessness may receive a hotspot • RAISE Team provides resources, information and supports for students and families • Instructional Coach to support teacher lessons and maximize student growth • ELD teachers provide EL students with synchronous ELD classes 		

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.]

The school will continue to utilize an online, standards-based assessment program, Star360, to determine student performance levels in reading and in math. Assessments will be administered within the first two weeks of each student’s enrollment, and then again mid-year and finally at the end of the school year, as a growth measure. Assessment data will be utilized to drive instructional decisions in each classroom, and teachers will review student performance on course assessments on a continuous basis. Learning gaps will be addressed during synchronous and asynchronous instruction, as well as via a new supplemental program that will provide support to students in the areas of English, math, and science.

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.]

All students will receive daily core instruction offered live in high priority standards. Students that have learning gaps will be invited to additional live virtual small group intervention sessions with the teacher and participate in evidence based supplemental programs when gaps are significant. ELL students will receive weekly support from an ELD specialist as well as enrollment in an ELD supplemental program and are closely monitored for continued progress.

Students with exceptional needs will be identified by their Academic Advisors, Content teachers or parent/LC and referred for extra layers of support offered by the Special Education Team. Supports to students who are in foster care or are experiencing homelessness address the additional stress and anxiety that affect a child’s capacity to focus in school. Common needs include referrals to community-based resources, additional in-school support, and help in maintaining regular internet service to connect to school. The school’s Student and Family Champion ensures continuous access to materials and arranges for needed resources.

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.]

We will measure effectiveness through Star360 assessments that will continue being administered at several points during the school year to determine student growth, especially in the areas identified from the diagnostic assessments as learning loss. Teachers will also utilize formative and summative assessments in class to determine gaps in specific courses and ensure that students are making growth throughout each term in recovering from that loss.

Professional Learning Communities are held monthly to discuss and evaluate the effectiveness of live instructional practices along with creating common assessments and adjusting instruction as needed. Administrators and the Instructional Coach are observing teachers’ live sessions throughout the year and providing feedback, encouragement, and support. Teachers and administrators meet monthly to discuss student and teacher progress, through the use of data collected in live sessions, benchmark assessments, and in the online classroom. Teachers will analyze data on a weekly basis to measure the effectiveness of student supports put in place and will create lesson plans that reflect the analyzed data.

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

Description	Total Funds	Contributing
<ul style="list-style-type: none"> • STAR360 assessment identifies areas of strength and weaknesses in math and reading • Supplemental resources provided to students with significant learning gaps • Professional Learning Community focused on effectiveness of live instruction, lesson planning and common assessments • Instructional Coach monitors the effectiveness of live instruction and data-based lesson planning • Family Champion ensures students have continuous access to materials needed and provides resources 	70912	Yes

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.]

Insight's Lead Trauma Guidance Counselor will utilize a referral process for students needing a variety of mental health supports. Staff has access to the referral survey on a web platform, once the referral is made, the appropriate staff member will reach out and begin supporting the student. The referral results page and student support progress will be closely monitored by the Lead Trauma Guidance Counselor.

Teachers and staff are trained on what to look for regarding mental health red flags and are trained on appropriate responses and follow up procedures. The Lead Trauma Guidance Counselor is available for individual counseling, for both students and staff. The school counselors offer grief and anxiety support groups weekly as well as access to a virtual calming room. The counseling staff provides monthly updates to students and staff regarding a variety of mental health and social emotional supports regarding awareness topics aligned with ASCA. Additionally, all students will have 7 Mindsets lessons provided in their academic advisor live session (virtual homeroom classes) to support SE learning and to foster a supportive school climate.

The counseling staff attended a MTSS Trauma conference over the summer and will utilize the trainings from this conference to train staff on how to address trauma. The counseling staff regularly attends professional development regarding a variety of issues concerning our youth and trauma; the Lead Trauma Guidance Counselor sends updates to staff and students regarding trauma supports and provides trainings to staff annually. A resource regarding mental health counseling for our staff was sent out during the COVID pandemic in the 19/20 School Year; this resource will be sent out again so that any staff member in need of mental health support can receive that support in a confidential manner. The school counseling staff continuously updates the counseling site, which all students and families have access to, with the most up to date COVID information as well as mental health resources. Counselors also conduct grief and anxiety support groups weekly available to all students and students have access to visit the Insight Calming Room 24 hours a day. The counselors attend academic advisor live session (virtual homeroom classes) to also discuss mental health issues in a live session format.

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 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.]

Insight has a comprehensive plan for virtual pupil engagement and outreach that encompasses specific procedures/processes to follow in order to ensure student engagement as well as re-engagement. Outreach begins prior to students' school start date with virtual orientation sessions. These sessions are intended for both Learning Coaches and their student(s) to attend, and describes the key components of the school program, including an overview of the enrollment requirements; the role of and relationship between the Learning Coach, students and teacher(s); how to set up the student's account and access courses; attendance requirements; setting up a daily routine; and tips for success. Moreover, the school also uses this time to walk through the Learning Coach account with the LC, identifying key places for Learning Coaches to see student progress and monitor their student's engagement progress. Additionally, prior to school start, welcome calls are made to each student/family (new and returning) to ensure they are prepared for the first day of school and to troubleshoot to help students overcome any obstacles that may prevent students from meeting engagement expectations.

Students are offered another orientation series within their first week of school in which they learn how to access and utilize the live session platform, contact their teachers, access lessons in each class, turn in assignments, find the daily Class Connect schedule, and other tips and tricks to be successfully engaged in school. Additionally, all students are assigned to a, academic advisor, who is dedicated to supporting student engagement on a daily basis by holding homeroom check-in's, auditing student attendance and course progress, sending individualized catch-up-plans (when students start to fall behind in their courses), and personally contacting each student/family often.

When students and families require additional support engaging in school or seem to be struggling academically despite interventions from their teachers, they enter a tiered support system in which they work with members of the school's retention and academic support team. Students enter in Tier II and remain there until the situation is resolved, or the student demonstrates a need for increased supports. Each of the tiers (II through IV) clearly defines how the Retention Specialists (RSs) and Academic Growth Advocates (AGAs) handle the compliancy or engagement issue depending on its current state and outlines a path for success. Supports include but are not limited to official notifications to the family, continuous back-on-track plans, live support sessions, and welfare checks. At Tier IV, students/families participate in a conference with administration to determine next steps for the student's success. Insight contracts with an interpreting service to be able to provide all notifications and contacts in a variety of languages.

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.]

As per our non-classroom based Charter, there is no in-person instruction therefore, no meals are offered. However, as a resource to our families, we provide supports/resources to help them find food banks, free lunch distribution at local schools districts and various other community outreach programs such as the Grab and Go Meals for Kids (SDCOE), San Diego Food Bank and Community Food Connection.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
12.87%	264529

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.]

All students will receive daily core instruction offered live in high priority standards. Students that have learning gaps will be invited to additional live virtual small group intervention sessions with the teacher and participate in evidence based supplemental programs when gaps are significant. ELL students will receive weekly support from an ELD specialist as well as enrollment in an ELD supplemental program and are closely monitored for continued progress. Students with exceptional needs will be identified by their Academic Advisors, Content teachers or parent/LC and referred for extra layers of support offered by the Special Education Team.

Supports to students who are in foster care or are experiencing homelessness address the additional stress and anxiety that affect a child's capacity to focus in school. Common needs include referrals to community-based resources, additional in-school support, and help in maintaining regular internet service to connect to school. The school's Student and Family Champion ensures continuous access to materials and arranges for needed resources.

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

In order to support the additional needs many foster youth, English learners, and low-income students have, the following supports are provided:

- Low-income families may receive an internet reimbursement
- Family Champion ensures students have continuous access to materials needed and provides resources
- ELD teachers provide EL students with synchronous ELD classes
- Lead Trauma Guidance Counselor provides support sessions