

Invictus Leadership Academy

Learning Continuity and Attendance Plan 2020–21

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General Information

As a first year charter school, the pandemic has required our team to implement a modified version of our intended instructional model and instead utilize remote learning. The COVID-19 pandemic has greatly impacted our families. Many of our students missed significant amounts of instructional time last year, and many of our families are working and cannot support their children during the learning day. Some of our families reported that their children learned “nothing” last year, and based upon our initial assessments, nearly every student (grades 1-5) entering Invictus Leadership Academy is more than two years behind in their academic performance for both math and reading.

Stakeholder Engagement

We have held multiple parent meetings in English and Spanish to discuss our plan for opening virtually and in person (when possible based upon guidance from the county department of health and our families support). Invictus Families provided input about their desired frequency for in-person classes, supports for their children, difficulties with accessing technology and logging in.

All board meetings were held via Zoom, and our families were personally invited via email, text and social media to each of our three parent engagement meetings also held via Zoom.

Parents expressed their desire to see students learning in person along with their frustration of attempting to support their children at home. Some parents expressed their desire to ensure that students can be kept safe during any eventual in-person instruction. Parents also expressed their desire for supports to be provided to their children if/when technology glitches happen. Teachers expressed their desire to ensure engagement during virtual learning and how we can maximize instructional time while accommodating the attention spans of each grade level.

We opened the school year with a remote learning plan that utilizes both synchronous and asynchronous learning. This aspect was influenced by our parents’ desire to recover lost learning (accomplished with 4 hours of synchronous learning) and our teachers’ desire to maximize engagement (accomplished by chunking direct teaching). We also intentionally included activities and teaching strategies that involve gross motor skills to keep our kids moving and engaged. Each student received their supplies which included all writing tools,

scissors, crayons/colored pencils, binders, composition books, etc. along with their individual Chromebook to participate in both aspects of our learning plan. Additionally, our families receive weekly packets that include lesson materials, independent practice and textbook selections. Lastly, in response to previous difficulties parents had with technology, any Invictus family that had difficulty logging in to Zoom, the Chromebook, or their child's Google Classroom, was given a time to be helped in person (while following all county guidelines and protocols).

Continuity of Learning

In-Person Instructional Offerings

Invictus will offer full day classroom-based instruction when this becomes possible. Invictus has begun supporting individual students with short one-on-one tutoring appointments/assessment assistance for our students and families that were experiencing great difficulty with initial assessments, web access difficulties, and/or environmental barriers for a quiet testing environment. Invictus will be applying for a waiver through Los Angeles County to begin in-person instruction this fall, as this becomes an option.

Invictus will offer full day in-person instruction as soon as this becomes possible. To minimize potential exposure to COVID of all stakeholders, we will stagger start and stop times for instruction, limit the number of students present (as long as this is required) and offer virtual classes each instructional day to ensure every child has access to instruction, even if they are unable to attend in person.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Modification of bathrooms to have touch free light switches, soap dispensers, and faucets, to decrease exposure to potentially high touch surfaces. Addition of hand sanitizer touch-free dispensers at the main entrance of each classroom.	\$ 2500	Y
Installation of plastic barriers for each student seating area to prevent exposure to potential viruses while in the learning environment	\$ 800	Y
Purchase of Personal Protective Equipment for staff, student, and visitors to ensure compliance with Los Angeles County protocols. These materials include appropriately sized masks, appropriately sized face shields, infrared thermometers, and posters to notice community of need to wear masks and have temperature checked prior to entering the school building.	\$ 1000	Y

Description	Total Funds	Contributing
<p>Training of board, staff, students, and families of how to stop the spread of illnesses which included multiple reviews of re-opening protocols (as revisions were made).</p> <ul style="list-style-type: none"> • Student trainings with videos about how to wash your hands, symptoms that prevent entry into the school, social distancing, how to wear a mask, workbook creation about their feelings and experiences during this pandemic, and physical hand washing practice • Staff trainings and discussions about willingness to serve students in person, with videos about the how to interrupt the cycle of infection, the difference and similarities among viruses, bacteria, and fungi; the difference between cleaning and disinfecting surfaces, and modes of transmission of infection. Staff review of the protocols (multiple times as adjustments were made to re-opening requirements) to ensure understanding and adherence to county guidelines • Parents trainings and discussions in English and Spanish about willingness and to gauge desirability for in-person instruction, infection rates for children, national norms regarding reopening, review of re-opening protocols, requirements for masks, what constitutes COVID symptoms and when to keep their child home, how often they would like their child to attend school in-person if this option was available, how to clean and disinfect surfaces in their home, and universal precautions to prevent their entire family's exposure to COVID. • Board meeting items to discuss the re-opening protocols, and trainings taking place with all stakeholders, sharing the same information presented to other stakeholders. 	\$ 0	Y

Distance Learning Program

Continuity of Instruction

Invictus has planned each instructional week to include grade-level CCSS based Math, ELA, Science, and History instruction and content. The Resources utilized by teaching staff include Zoophonics, Envision, and Wonders Curricula, CCSS aligned web-based instructional support and differentiated content through iReady. Invictus will begin hands-on project-based assignments once in-person instruction is possible in Los Angeles County.

Access to Devices and Connectivity

Each Invictus student was provided a Chromebook and our families have secured internet access. Invictus is also working with T-Mobile to purchase hotspots in the event we receive families that do not have internet access.

Pupil Participation and Progress

Invictus will assess student participation by tracking attendance, assigning grade-level CCSS aligned asynchronous work, and the noting of assignment completion. Each week a total of about 6hrs of student work comprised of 3-4 hours of synchronous learning (length shortened for youngest students) and 2 hours of asynchronous learning. Instructional staff make note of student participation in learning that occurs remotely and learning that will take place in-person.

Distance Learning Professional Development

Invictus held ten days of training prior to the start of the school year with all instructional staff that included how to utilize our selected curricula, Positive Behavior Supports, and utilizing Zoom and other remote learning platforms such as Loom and Google Meet, and Universal Precautions along with how to disrupt the cycle of infectious disease. The staff was introduced to the Los Angeles County Department of Health Protocols for Schools. Each staff member was provided with a laptop, and each teacher also received a document camera, LCD projector, and teacher’s manuals for the selected curricula. Instructional staff were also provided with more than 20 hours of planning time for implementation of remote learning and one-on-one meetings with our highest needs student families as needed.

Staff Roles and Responsibilities

The Invictus staff cleans and disinfects all bathrooms and classroom high touch areas twice daily. Additionally, all staff cleans the high touch areas within their immediate work area twice daily.

Supports for Pupils with Unique Needs

Invictus checks in with our pupils with unique needs (and their parents as needed) once each week during an individual instructional time and/or meeting that is held virtually (with administrator if needed). The additional supports provided during these individual meetings will focus on the most relevant student need of the week based upon the child’s holistic performance.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Staff will participate in professional development on how to utilize and engage students using Zoom and other digital meeting platforms	\$ 5000	Y

Description	Total Funds	Contributing
Implement differentiated digital support curriculum that individualizes supplemental instruction for all students based upon their learning needs including English Learners, students with exceptional needs, foster care, and homeless students. This supplemental instructional program also will allow Invictus to measure academic growth in ELA and Math for each of our students and identify ongoing learning gaps to address through individual and/or small group in-person instruction for our most vulnerable students when this becomes possible.	\$ 4500	Y
Purchase student laptop/Chromebook for remote learning access and associated licensing for G Suite and Enterprise	\$ 10100	Y
Purchase staff laptops, document cameras, projectors, and subscriptions to meeting platforms and supplemental creative materials	\$ 4000	Y

Pupil Learning Loss

Invictus is using iReady assessments for Math and ELA to assess Beginning of the Year (BOY), Middle of the Year (MOY) and End of Year (EOY) performance with each of our students in grades TK-5. We are also conducting MOY and EOY DIBELS assessments for our non-reading students in grades TK-2. The results from our MOY and EOY assessments will measure growth and guide our identification of skills/content that we will reteach for mastery.

Pupil Learning Loss Strategies

Every Invictus Student will have access to rigorous grade-level curricula and to remediate learning gaps, EVERY student is enrolled in iReady which will allow the students to master personalized learning gaps as identified during their initial assessment. This structure is particularly helpful for our students that have missed most of their previous year of instruction. Additionally, to support the needs of our English Learner students, a Spanish speaking teaching aide was secured to support students with limited English language skills.

Since Invictus' student population is nearly entirely composed of low-income families, English learners, foster youth, students with exceptional needs, and even homeless students; we will utilize universal strategies to address the learning loss that we have noticed from our BOY assessments. Students will be provided access to grade level curriculum AND to curriculum that addresses unmastered skills from previous grade levels. Invictus has found that many students are reading significantly below grade level, phonologic awareness is missing,

Effectiveness of Implemented Pupil Learning Loss Strategies

The overall effectiveness of our services and supports will be measured by student growth on the EOY iReady assessment, EOY DIBELS Assessment, student mastery of ELA and Math goals as recorded on their trimester learning passports, student attendance and engagement, and student ELA mastery/growth on ELPAC.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Purchase multiple sets of manipulatives and mats (specifically for Reading, ELA, and Math) for reteaching unmastered concepts in a different way to improve access to information and prohibit the sharing of materials between student when teaching	\$ 4000	Y
Flexibly grouping students (based on assessment data and student mastery) for supplemental instruction particularly for learning how to read, foundational reading skills, and foundational math concepts (to automaticity)	\$ 0	Y
DIBELS testing of all TK-2 students to identify and address individual learning needs	\$ 200	Y
Hire bilingual teacher’s assistance to help with small group and individual instruction particularly for English learners, students with exceptional needs, and other struggling students based upon their mastery levels	\$ 30000	Y

Mental Health and Social and Emotional Well-Being

During our summer training, Invictus staff reviewed the unintended consequences to student mental health and emotional well-being as reflected in the increased suicide rate, and diminished reporting of child abuse and neglect thus far during the COVID-19 pandemic. As a result, staff will monitor student attendance to remote learning, be aware of the remote learning environments the children occupy, and any perceived changes in student affect. Staff will be provided with professional development about self-care and how to support the emotional well-being of students.

Invictus staff will also be trained on trauma-informed care and how to engage with families through a culturally responsive lens.

Invictus will establish routines for daily learning both within virtual environments and during in-person instruction once that is fully implemented.

Pupil and Family Engagement and Outreach

Invictus will personally call parents of children that are absent more than one day and speak with the parent in their preferred language (Spanish or English). Invictus student engagement will be measured by completion of work and/or attendance to synchronous learning. When a student is not engaged (completing work or present for learning), we will hold reengagement meetings to strategize with families how to fix chronic attendance problems and may conduct home visits with families if absenteeism is not corrected.

School Nutrition

Invictus will provide free and reduced meals to students during distance learning and during in-person classes through the school nutrition program once all approvals are secured. Both breakfast and lunch will be served immediately following Invictus securing all necessary authorizations.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Stakeholder Engagement Pupil Learning Loss Pupil and Family Engagement and Outreach	Hold individual parent/family conferences each trimester to review student progress on goals for each student, including English learners, low-income, foster, homeless, and students with exceptional needs. Cost is for refreshments <ul style="list-style-type: none"> Goals will include one ELA, one Math and a behavioral goal if needed Each student will also craft an individual goal for the trimester 	\$ 50	Y
Stakeholder Engagement Pupil Learning Loss Pupil and Family Engagement and Outreach	Hold parent/family community meeting each trimester to discuss the overall learning outcome progress, get family feedback about the school’s program, and collaboratively plan for potential improvements to the program. Cost is for refreshments and advertising	\$ 300	Y

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
NA	This is Invictus's first year of operation

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.]

89% of Invictus students qualify for free/reduced lunch and includes English learners, foster youth, students with unique needs, and homeless students. The overwhelming majority of Invictus students need remediation. Therefore, based upon the needs of the majority of our students, we will use universal ELD strategies, universally schedule reteaching, flexibly group students, establish individualized goals for student progress each trimester, and collaboratively work with families to improves student academic performance

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

NA