

COVID-19 Operations Written Report

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone	Date of Adoption
Innovations Academy Charter School	Christine Kuglen	christine@innovationsacademy.org 858-271-1414	June 23, 2020 (6/23/20)

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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.

Seat based learning took place at Innovations Academy until 3/13/20. Before leaving school on 3/13, students who did not have access to technology outside of school (computer or ipad) were given a school device to take home with them. Academic engagement took place using synchronous and asynchronous instruction daily from 3/16/20- 6/5/20

Beginning 3/16/20, all students have engaged in distance learning. Distance learning consisted of one hour daily live sessions with their credentialed classroom teacher combined with asynchronous assignments/learning activities and small group online sessions (with credentialed classroom teachers and instructional assistants). Classroom teachers maintained daily contact with their students and ongoing contact with parents/guardians to assess the need for individualized support in whatever way needed. Families were offered a choice of teacher assigned lessons and daily live sessions, co-creation of an individualized teacher approved plan covering the same objectives (closer to “homeschool” approach), or a hybrid of the two. Those that chose either of the individualized approaches were provided support in planning for their child(ren)’s learning. Our school counselor (a licensed Marriage, Family Therapist) provided several live support webinars and reached out to many families one-on-one. She attended online sessions with certain classes as needed. Additionally she provided special education students ongoing services and met with parents as needed to provide mental health support. The special education team (ed specialists and related service providers)

continued services via a tele-therapy structure. IEPs were held via ZOOM or GoogleMeets. The school director continued to send weekly communication e-mails to parents, held an online ZOOM webinar available to all families, made phone calls to families whose children were not showing up regularly or completing work and to families based on teacher request. Teachers and staff received feedback through anonymous family surveys about what was working best and what needed to be improved. The school technology staff member supported parents and students with struggles getting online.

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

English learners received one hour of online live speaking, listening, and reading practice each week. Low-income students were able to use school chromebooks or ipads depending on grade level and all families had home access to WiFi. Instructional Assistants planned alongside teachers and both teachers and instructional assistants provided small group instruction to EL and low-income students as needed. "Open office hours" were also available. We do not have foster youth. Information was provided about ongoing local day care opportunities through local organizations (YMCA, a local hotline and a find-child-care website).

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

Our curriculum coordinator catalogued and vetted online resources for teachers and provided them through a shared drive. Lesson options were modeled for teachers. Teachers and staff informed themselves about best practices for distance learning through a variety of outlets such as webinars, online articles and district offerings. Staff met weekly to collaborate and share strategies, tools, techniques, platforms and curriculum and to problem-solve about ways to provide high-quality education to our students. Surveys were sent to parents early on to obtain feedback and implement any changes to support parents and students as needed. Teaching staff were provided training by expert independent study teachers regarding best practices for independent study/homeschool. Teachers were provided an instructional assistant to support small group and individualized instruction. Consistent instruction was maintained throughout the pandemic in the core areas of math, reading, writing, science, and social studies. Online lessons were observed and feedback was provided to teachers in conjunction with support as needed. Students received weekly enrichment opportunities in drama, nature studies, robotics, physical education, and art. All assignments, learning objectives, work completion, live session attendance, and family communication have been tracked. This data was reviewed weekly by teachers and the administrative team to flag any students and/or parents that needed additional help and for accountability purposes. When students did not show up to online sessions or stopped meeting the objectives of their learning plan, communication was initiated by the school (administrator or counselor) with the family to problem solve and strategize with them. Follow up was provided by the teacher, administrative team or school counselor based on those conversations with families.

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

Prior to COVID-19, our school breakfast program was accessed by 3-5 students each day. Once seat-based school was no longer available, multiple communications regarding food pick-up areas and procedures in local neighborhoods around our city went out to parents/guardians. Parents were encouraged to ask our school director for additional support as needed. Her name and phone number were available to parents.

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

Innovations Academy was scheduled to move to a new school building over spring break. Our lease on the current building expired April 1st yet due to COVID 19 our new building was not ready for move in. We had no access to any school building from April 1 through June. Teachers checked in with families during the first two weeks of our distance learning plan to find out their work situations and child care situations. Our community did not express a need for student supervision as most parents/guardians of our students were working from home during this time or able to have an adult family member supervise the children. Local resources for child care were provided to all families via a regular weekly communication to families and updated as changes took place so that parents had access to resources. The school maintained regular communication with parents.

California Department of Education

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