

Innovations Academy Board Agenda: September 8, 2020 @ 6:00 pm

Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	5519 McMillan Street Oakland, CA 94618	Join Zoom Meeting https://us02web.zoom.us/j/81301475661?pwd=NWpRR2N2ejJ4OTV3Smk0amxSQVcxdz09 Meeting ID: 813 0147 5661 Passcode: Db96Gz
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*Members of the public need not state their names when entering the meeting.

Board Attendance

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Others in Attendance

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Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date Board in Attendance: 1. Other Present: 1.
➤ Approval of current agenda	Vote to approve current agenda - 1st motion - 2nd motion- Vote: Approved by:
➤ Approval of prior month meeting minutes Minutes 8/11/20 Meeting Minutes 9/2/20 Meeting	Vote to approve 8/11 minutes - 1st motion- 2nd motion- Vote: Approved by: Vote to approve 9/2 minutes - 1st motion- 2nd motion- Vote: Approved by:
➤ Public comments (3 mins per person)	
➤ Financial update (CSMC)	Vote to approve unaudited actuals-

✓ Approval of 2019-20 Unaudited Actuals	1st motion- 2nd motion- Vote: Approved by:
➤ Discussion items Public Hearing on the draft of the Learning Continuity and Attendance Plan (LCP)	
➤ Next board meeting	
o Confirm date of next meeting	
o Identify agenda items for next meeting	➤
Meeting adjourned	

The foregoing minutes were approved by the
Board of Directors of Innovations Academy
on _____.

Secretary

Please contact Innovations Academy Board @ Board@InnovationsAcademy.org if you require special assistance or a listening device to attend the Board Meeting. Requests must be made 48 hours in advance.

1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
 - At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;
 - All votes taken during a teleconference meeting shall be by roll call;
 - If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
 - All locations where a member of the Board of Directors constituting the quorum participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
 - Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
 - The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
 - The Brown Act prohibits requiring members of the public, to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be required to identify themselves.

Innovations Academy Board Minutes: August 11, 2020 @ 6:00 pm

Meeting location(s)

Innovations Academy 5454 Ruffin Road San Diego, CA 92123	5519 McMillan Street Oakland, CA 94618	10333 Avenida Magnifica San Diego, CA 92131
Join with Google Meet: meet.google.com/eba-eyfs-fqa		
Join by phone (US) +1 585-491-8521 (PIN: 106306138)		

*Members of the public need not state their names when entering the conference call. Call-in number is provided as a convenience to the public.

Board Attendance

Nathan Cooper	Danielle Strachman	Faraz Sharafi	Stephen Rosen	Keely Moore		
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Others in Attendance

Christine Kuglen	Tony Spitzberg	Josh Eng	Mary Ann Hawke	Nancy Ward	Joanna Alexander	
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Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date 6:01pm Board in Attendance: 1. Nathan Cooper, Danielle Strachman, Faraz Sharafi, Stephen Rosen, Keely Moore Other Present: 1. Tony Spitzberg 2. Christine Kuglen 3. Josh Eng 4. Mary Ann Hawke 5. Nancy Ward 6. Joanna Alexander
➤ Approval of current agenda	Vote to approve current agenda - 1st motion - Faraz Sharafi 2nd motion- Stephen Rosen Vote: Approved by: Nathan Cooper, Danielle Strachman, Faraz Sharafi, Stephen Rosen, Keely Moore
➤ Approval of prior month meeting minutes	Vote to approve past minutes -

See Board Minutes for June 23, 2020	1st motion- Stephen Rosen 2nd motion- Faraz Sharafi Vote: Approved by: Nathan Cooper, Danielle Strachman, Faraz Sharafi, Stephen Rosen, Keely Moore
➤ Public comments (3 mins per person)	➤ ➤
o Teacher briefing (Tony) Intro to new IA teachers	Discussion: ➤ There are bios of new teachers in the board packet.
o Financial update (Josh) ✓ Budget Update Preliminary Budget Update	(see packet: Budget Reforecast and Summary) Discussion: ➤
o Director update (Christine) ✓ Report on Innovations Back to School Plans- remote/in-person/hybrid (see packet: Reopening Info, Surveys and Final Decision Form) ✓ Status report for occupancy of building at 5454 Ruffin Rd.(see packet: Building Readiness Update) ✓ Update on State Bill 98 to limit ADA for 2020-2021 (see packet: CCSA summary, EdSource article, Public Charter Lawsuit) ✓ LCAP deferral and new Learning Continuity and Attendance Plan (LCAP2) introduction of requirements (see packet: From old LCAP)	<u>Item – Director Update</u> Discussion: Back to School Plans ➤ Discussion: Building Status ➤ Discussion: ADA Funding and SB 98 ➤ Discussion LCAP2 or LCP ➤
➤ Next board meeting	
o Confirm date of open board meeting 1 and 2 for LCP	September 8th and 15th at 6pm
o Identify agenda items for next meeting	➤

✓ Approve handbooks in Sept. ✓ LCP Public Meeting #1	
Meeting adjourned	6:44pm

The foregoing minutes were approved by the Board of Directors of Innovations Academy on _____.

Secretary

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Innovations Academy Board Minutes: September 2, 2020 @ 5:00 pm

Meeting location(s)

Innovations Academy 5454 Ruffin Rd. San Diego, CA 92123	5519 McMillan Street Oakland, CA 94618	Public call in number 605-313-4802* Access code 151642
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*Members of the public need not state their names when entering the conference call. Call-in number is provided as a convenience to the public.

Board Attendance

Nathan Cooper	Keely Moore	Faraz Sharafi	Danielle Strachman	Stephen Rosen		
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Others in Attendance

Tony Spitzberg	Christine Kuglen	Adriana Maher	Nancy Ward	Maryann Hawke	Noha Jackson	
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Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date 5:10pm 9/2/20 Board in Attendance: <ol style="list-style-type: none"> 1. Nathan Cooper 2. Keely Moore 3. Faraz Sharafi 4. Danielle Strachman 5. Stephen Rosen Other Present: <ol style="list-style-type: none"> 1. Tony Spitzberg 2. Christine Kuglen 3. Adriana Maher 4. Nancy Ward 5. Maryann Hawke 6. Noha Jackson
➤ Approval of current agenda	Vote to approve current agenda - 1st motion - Stephen Rosen 2nd motion- Faraz Sharafi Vote: Approved by: Nathan Cooper, Stephen Rosen, Keely Moore, Danielle Strachman, Faraz Sharafi
➤ Public comments (3 mins per person)	Maryann Hawke- Adrianna Maher- Read a letter from a concerned teacher and shared her own

	<p>concerns.</p> <p>Noha Jackson- Concerned that the school doesn't seem finished with preparations.</p> <p>Christine- Teacher's have been given the opportunity to express how they feel via surveys. No one should feel the fear of being fired because of this situation. The school feels ready to come back to school. There is someone in the front office with a medical mask exemption, which is why there are mask free zones in the front office.</p> <p>The school has not reopened, but the reopening plan addresses the plan for when children return to the building.</p> <p>Christine is interested in sitting down and speaking with that staff member so that they can get their needs met if they are willing to step forward. Christine and Tony have not heard from any teacher with the concerns expressed in the letter. Jennifer Kuebler and or board members could be present in that meeting. Offering to let teachers be online support teachers and she will replace that in person position if a teacher is feeling unsafe about coming back in person.</p> <p>2 people approached Adrianna. Adrianna suggests taking temps outside of the building in order to not contaminate the building. (this is the plan for when kids come back to school)</p> <p>Christine feels that a staff member with a fever should know that they should communicate this need to admin before entering the building.</p> <p>The reopening plan was not required to be sent to parents. Ali has already gone through to edit for grammatical errors. It's only for the health and safety of site based students. It's not on the website yet because it hasn't been approved by the board.</p> <p>Nate- Is the checklist something that comes out by the school district? And requires that</p>
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the school comes up with a reopening plan?

Christine- The checklist is from the SD County Office of Education

Nate- I commend you for trying to get the school up and open as soon as possible. But it is a risk that you take on. I'm curious the thought process in why the school is trying to open so quickly? (not advocating one way or another)

Faraz- As a parent we're dealing with the same decision. On one hand you have a better education by sending child in person. On the other hand you have the risk of sending your child to school. I know that Christine and the staff is doing their best to keep everyone safe. But, everyone knows that everything is uncertain right now. What are the actual liabilities of the school on behalf of teachers and students? Or will everyone have to take personal responsibility by coming back to campus?

Christine- It is the directive of the state to try to get children back in person as soon as possible. SDUSD and PUSD are much larger entities than Innovations Academy and it takes longer for them to get up to speed. After reading parent surveys, some families at I.A. are in dire need of childcare. People are having to leave kids at home or with a neighbor because they don't have childcare. Some parents feel their children are suffering and can't be at home to teach them. Over 60% of the school population said that they felt safe enough to come back to school. It's up to each individual to decide what's best for them. The plan is to reopen without forcing anyone to come back. Teachers had the freedom during professional development to plan a schedule that works for them. There are a lot of ways that staff members could have spoken up without having a parent read an anonymous

letter at a board meeting. I.E. Speaking to Jennifer Kuebler, speaking with other administrators, or putting an anonymous letter on my desk. This reopening plan is a living document that will continue to change as the COVID situation changes.

Nate- The big districts are obviously larger and it takes longer for them to open up. But the impression I'm getting is that they're trying to open up as quickly as possible. Do you have feedback from other charter schools about what they're doing? What's the context there?

Christine- One charter school already reopened in person. Several others have reopening plans with creative scheduling plans including ½ days and every other day options. Some charters have the youngest children coming in sooner than older students. When I looked at the community of people who felt safe to come back, and it was over 50% of our community, I felt called to open our school because of this.

We have plenty of money in reserves, and plenty of need when we're moving into a new building and doing distance learning and site based learning. It wouldn't hurt if there was a teacher who announced that they didn't feel comfortable being on site. One teacher was offered the opportunity to teach fully from home and have the other partner teacher teaching all of the in person students. I would feel badly forcing people who really feel unsafe to come into school or leave our organization. We are getting out earlier so that teachers have the time and ability to support students learning online. That is the best we can do and I feel like we're doing better than the majority of the situations out there who aren't giving parents any choice.

Faraz- Can you talk about the liability issues with kids/teachers coming back to school? Is the school safe from that point.

Christine- Yes, I believe it is. We are free from liability from anyone coming to campus and getting sick due to COVID. There was a waiver in the spring, and I believe it still stands. I will check back in with our lawyer about this to double check.

Stephen- Can I add that we're also looking at staff and the board in regards to liability? I would like to know the legal opinion about that.

Joann Alexander (parent of new children to I.A.)- There is a significant parent contingency that believes that onsite instruction is critical to our children's progress. Distance learning simply isn't productive and actually leads to some regression based on the circumstances of the children. What I heard earlier in the concerns, which I respect, is that there is not as much of a concern with the reopening plan, but there is a concern with adherence to the reopening plan.

Nate- From my position on the board, it's critical that things in this plan are adhered to 100%. In society we are trained to be polite and not speak up when we are uncomfortable. But if we do approve of this, that would be a real focus. If it's in the plan it needs to be adhered to.

Christine- The one staff member with a mask exemption will not be coming to the building once children are present. She will be working from home.

Stephen- Maryann addressed many concerns with how vague certain aspects of the plan. Is there a plan for those concerns?

Christine- When this feedback was received, I realized it would be a good idea to have a handbook or manual for parents to help them

	with these changes. We will work on a handbook that is released with all of these plans included. I'm happy to meet with Maryann and address each concern one-on-one.
➤ Approval of Innovations Academy Reopening Plan	Vote to approve past minutes - 1st motion- Stephen Rosen 2nd motion- Danielle Strachman Vote: Nate (aye), Stephen(aye), Danielle(aye), Faraz (aye), Keely(Abstain) Approved by: 1. Nate 2. Stephen 3. Danielle 4. Faraz
➤ Next board meeting	September 8, 2020 @ 6 p.m.
o Confirm date of next meeting	
o Identify agenda items for next meeting	➤
Meeting adjourned	6:05pm

The foregoing minutes were approved by the Board of Directors of Innovations Academy on _____.

Secretary

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Innovations Academy
2019-20 Unaudited Actuals
9/8/2020

The 2019-20 Unaudited Actuals are the financial reports for the school from the period of July 1, 2019 – June 30, 2020. This is submitted to the authorizing district and will eventually be reviewed and audited by the school's independent auditor.

Attached I have provided three forms as labeled:

- 1) 2019-20 Actual to Budget – Innovations (Unaudited Actual Summary) – which is a reader friendly summary of the items on Unaudited Actual template that will be submitted to the district.
- 2) 2019-20 Balance Sheet – Innovations (Unaudited Actual Summary) – which is another reader friendly summary of additional items on the Unaudited Actual template that will be submitted to the district.
- 3) 2019-20 Unaudited Actuals – Innovations (District Template) – which is what will be submitted to the district.

Here are brief narratives of the reports:

2019-20 Actual to Budget – Innovations (Unaudited Actual Summary)

Total revenues for the period were ~\$3.9M while the last budgeted amount was projected to be ~\$3.8M, a positive variance of ~\$125K. This variance is primarily due to ADA coming in higher than the original projected amount of 371.52 that was budgeted, while actual was 376.20. The positive variance can also be attributed to interest, fundraising, miscellaneous revenue, and SPED revenue all coming in higher than budgeted.

Total expenses for the period were ~\$3.5M while the last budgeted amount was a total of ~\$3.7M, a positive variance of ~\$230K. This favorable variance is due to a conservative budget and the COVID 19 shut down and its various effects on expenses.

Net income for the period was a positive \$357K verse the budgeted amount of a deficit of <~\$3K>, a favorable variance of \$360K due to the items mentioned above.

2019-20 Balance Sheet – Innovations (Unaudited Actual Summary)

As of 6/30/2020, the school had a cash balance of ~\$2M and was owed \$365K primarily from the state and local government.

The school was carrying a liability that will need to be paid of ~\$110K.

The school ended the year with total net assets of ~\$2.6M; however, \$15K of that is restricted and thus must be spent or attributed to an expense in the following year.

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All
Lcap	All

Liquidity Ratio	22.3
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Assets	
Current Assets	
Cash	\$2,076,648
Accounts Receivables	\$364,689
Prepaid Expenses	\$26,410
Total Current Assets	\$2,467,747
Fixed Assets	
Construction in Progress	\$106,921
Transportation Equipment	\$102,488
Accumulated Depreciation	(\$11,957)
Total Fixed Assets	\$197,452
Other Assets	
Total Other Assets	\$0
Total Assets	\$2,665,199

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$77,532
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$33,224
Total Current Liabilities	\$110,756
Long Term Liabilities	
Total Long Term Liabilities	\$0
Total Liabilities	\$110,756
Net Assets	
Restricted Net Assets	\$14,846
Unrestricted Net Assets	\$2,183,003
Profit/Loss YTD	\$356,594
Total Net Assets	\$2,554,443
Total Liabilities and Net Assets	\$2,665,199

Innovations Academy

July 2019 - June 2020

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All
Lcap	All

Account Description	July - June				2019-2020	
	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget
LCFF	\$3,256,839	\$3,211,294	\$45,545	1.4%	\$3,211,294	(\$45,545)
Federal Revenue	\$104,185	\$100,966	\$3,218	3.2%	\$100,966	(\$3,218)
Other State Revenue	\$154,287	\$157,091	(\$2,804)	-1.8%	\$157,091	\$2,804
Local Revenue	\$362,034	\$282,776	\$79,258	28.0%	\$282,776	(\$79,258)
Total Revenue	\$3,877,345	\$3,752,128	\$125,217	3.3%	\$3,752,128	(\$125,217)
Certificated Salaries	\$1,466,730	\$1,480,933	\$14,203	1.0%	\$1,480,933	\$14,203
Classified Salaries	\$829,044	\$860,756	\$31,712	3.7%	\$860,756	\$31,712
Employee Benefits	\$599,172	\$606,409	\$7,237	1.2%	\$606,409	\$7,237
Total Personnel Expenses	\$2,894,945	\$2,948,097	\$53,149	1.8%	\$2,948,097	\$53,152
Books and Supplies	\$98,133	\$143,873	\$45,739	31.8%	\$143,873	\$45,739
Services & Other Operating Expenses	\$511,548	\$648,390	\$136,842	21.1%	\$648,390	\$136,842
Capital Outlay	\$16,124	\$15,000	(\$1,124)	-7.5%	\$15,000	(\$1,124)
Other Outgo	-	-	-	0.0%	-	-
Total Operational Expenses	\$625,805	\$807,262	\$175,029	21.7%	\$807,262	\$181,457
Total Expenses	3,520,750	\$3,755,359	228,178	6.1%	\$3,755,359	\$234,609
Net Income	\$356,594	(\$3,232)	(359,826)	11,134.3%	(\$3,232)	(\$359,826)

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

CHARTER SCHOOL CERTIFICATION

Charter School Name: Innovations Academy
CDS #: 2019-20 Unaudited Actuals - Innovations (District Template)
Charter Approving Entity: San Diego Unified
County: San Diego
Charter #: 1024

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Roxanna Travers</u> Name	<u>Theresa Goody</u> Name	<u>Josh Eng</u> Name
<u>Accounting and Data Support Specialist</u> Title	<u>Senior Financial Accountant</u> Title	<u>Regional School Business Manager</u> Title
<u>858-295-6700</u> Telephone	<u>619-725-7590</u> Telephone	<u>951-526-1920</u> Telephone
<u>roxanna.travers@sdcoe.net</u> Email address	<u>tgoody@sandi.net</u> Email address	<u>jeng@csmci.com</u> Email address

To the entity that approved the charter school:

() 2019-20 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Printed Name: _____ Title: _____

To the County Superintendent of Schools:

() 2019-20 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

() 2019-20 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee
(Original signature required)

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: Innovations Academy

CDS #: 2019-20 Unaudited Actuals - Innovations (District Template)

Charter Approving Entity: San Diego Unified

County: San Diego

Charter #: 1024

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	664,064.00		664,064.00
Education Protection Account State Aid - Current Year	8012	75,240.00		75,240.00
State Aid - Prior Years	8019	(1,519.00)		(1,519.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,519,054.00		2,519,054.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,256,839.00	0.00	3,256,839.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		48,843.00	48,843.00
Special Education - Federal	8181, 8182		54,299.00	54,299.00
Child Nutrition - Federal	8220		1,042.52	1,042.52
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	104,184.52	104,184.52
3. Other State Revenues				
Special Education - State	StateRevSE		218,002.60	218,002.60
All Other State Revenues	StateRevAO	78,672.09	75,615.20	154,287.29
Total, Other State Revenues		78,672.09	293,617.80	372,289.89
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	144,031.21		144,031.21
Total, Local Revenues		144,031.21	0.00	144,031.21
5. TOTAL REVENUES				
		3,479,542.30	397,802.32	3,877,344.62
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,014,058.75	119,815.58	1,133,874.33
Certificated Pupil Support Salaries	1200		41,325.00	41,325.00
Certificated Supervisors' and Administrators' Salaries	1300	210,597.31	36,590.27	247,187.58
Other Certificated Salaries	1900		44,343.04	44,343.04
Total, Certificated Salaries		1,224,656.06	242,073.89	1,466,729.95
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	445,322.92	81,105.23	526,428.15
Noncertificated Support Salaries	2200	43,347.45	60,944.97	104,292.42
Noncertificated Supervisors' and Administrators' Salaries	2300	73,999.92		73,999.92
Clerical, Technical and Office Salaries	2400	66,640.80	57,682.65	124,323.45
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		629,311.09	199,732.85	829,043.94

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: Innovations Academy

CDS #: 2019-20 Unaudited Actuals - Innovations (District Template)

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	212,221.39	34,156.76	246,378.15
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	65,431.40	20,953.34	86,384.74
Health and Welfare Benefits	3401-3402	212,748.04	19,830.34	232,578.38
Unemployment Insurance	3501-3502	12,224.60	3,726.65	15,951.25
Workers' Compensation Insurance	3601-3602	17,935.04	(56.04)	17,879.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		520,560.47	78,611.05	599,171.52
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	1,848.01	279.29	2,127.30
Books and Other Reference Materials	4200	1,733.13	1,170.77	2,903.90
Materials and Supplies	4300	18,269.51	18,866.81	37,136.32
Noncapitalized Equipment	4400	22,981.53	31,696.90	54,678.43
Food	4700		1,287.30	1,287.30
Total, Books and Supplies		44,832.18	53,301.07	98,133.25
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	7,786.44	18,961.41	26,747.85
Dues and Memberships	5300	2,568.00		2,568.00
Insurance	5400	28,546.74		28,546.74
Operations and Housekeeping Services	5500	9,418.05		9,418.05
Rentals, Leases, Repairs, and Noncap. Improvements	5600	120,862.59		120,862.59
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	253,861.00	57,183.40	311,044.40
Communications	5900	12,297.55	62.70	12,360.25
Total, Services and Other Operating Expenditures		435,340.37	76,207.51	511,547.88
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	16,123.60		16,123.60
Total, Capital Outlay		16,123.60	0.00	16,123.60
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(23,524.00)	23,524.00	0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		(23,524.00)	23,524.00	0.00
8. TOTAL EXPENDITURES		2,847,299.77	673,450.37	3,520,750.14

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: Innovations Academy

CDS #: 2019-20 Unaudited Actuals - Innovations (District Template)

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		632,242.53	(275,648.05)	356,594.48
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(279,136.03)	279,136.03	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(279,136.03)	279,136.03	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		353,106.50	3,487.98	356,594.48
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	2,186,490.58	11,357.75	2,197,848.33
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		2,186,490.58	11,357.75	2,197,848.33
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		2,539,597.08	14,845.73	2,554,442.81
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	197,451.67		197,451.67
b. Restricted Net Position	9797		14,845.73	14,845.73
c. Unrestricted Net Position	9790A	2,342,145.41	0.00	2,342,145.41

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: Innovations Academy

CDS #: 2019-20 Unaudited Actuals - Innovations (District Template)

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	1,365,804.58		1,365,804.58
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	695,997.23	14,845.73	710,842.96
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	588.22		588.22
4. Due from Grantor Governments	9290	364,101.13		364,101.13
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	26,410.46		26,410.46
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489	197,451.67		197,451.67
9. TOTAL ASSETS		2,650,353.29	14,845.73	2,665,199.02
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	34,504.78		34,504.78
2. Due to Grantor Governments	9590	76,251.43		76,251.43
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		110,756.21	0.00	110,756.21
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		2,539,597.08	14,845.73	2,554,442.81

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: Innovations Academy

CDS #: 2019-20 Unaudited Actuals - Innovations (District Template)

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits except 3801-	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: Innovations Academy

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3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a. Total Expenditures (B8)	3,520,750.14
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	104,184.52
c. Subtotal of State & Local Expenditures [a minus b]	3,416,565.62
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	16,123.60
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 3,400,442.02



Learning Continuity and Attendance Plan Template (2020–21)

Draft for PUBLIC HEARING on 9/8/20

The instructions for completing the Learning Continuity and Attendance Plan are 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
Innovations Academy	Director Christine Kuglen	christine@innovationsacademy.org (858) 271-1414

General Information

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

The COVID-19 pandemic impacted how Innovations Academy (IA) delivered instruction. However, the school was able to adapt quickly. Students who did not have access to technology outside of school were given a school device to take home before leaving school on 3/13. We were able to resume academic programming the following Monday.

Despite the closing of the facility, IA maintained regular communication with members of our school community. The Director sent weekly updates to parents and held a Zoom webinar available to all families. Classroom teachers contacted their students and parents/guardians to assess the need for individualized support. Staff made phone calls to families whose children were not attending regularly or completing work, as well as upon teacher request. Education specialists continued to work with students with disabilities.

A major impact of the pandemic was the delay to the relocation of our campus. The move was originally scheduled for late April, but construction continued through the summer. The transition is nearly complete and we will be ready for the 2020-2021 school year.

The Innovations Academy Learning Continuity and Attendance Plan outlines our academic program, both in-person and via distance learning. We also describe our actions to meet the needs of students, families, and staff. These include access to technology, socio-emotional supports, meals, and other services.

Stakeholder Engagement

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

Innovations Academy solicited recommendations and comments from our stakeholders via email, surveys, phone calls, and video conferences. Stakeholders without internet access were notified via ParentSquare as well as via written notices posted on the campus. All families were provided the Director’s contact information so they could reach out with input or questions. Stakeholders provided feedback via surveys, document annotations, and teleconferences, as well as direct contacts with administrators. A COVID Reopening Committee was formed and open to all IA parents. The COVID Reopening Committee met multiple times to discuss issues related to the pandemic and its impact on the school. Communications were translated for the benefit of those speaking languages other than English.

We convened Parent Connection, all staff, and Board meetings at the beginning of the 2020-2021 school year to discuss the proposed actions and expenditures. All stakeholders had the opportunity to review the Learning Continuity and Attendance Plan and submit written comments.

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

Stakeholders were provided an opportunity to join public meetings via the Zoom teleconferencing service. These meetings were also accessible by telephone to all members of the public. The link to access the meetings was posted in writing at the school site, along with the agenda.

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

Students and families: Surveys indicate a need for a consistent daily schedule when the campus reopens for in-person instruction. Many parents expressed a desire for half-days on site in order to reduce viral load, as well as a Distance Learning only option throughout the year. Other parents, in turn, expressed a need for support if we were to implement a shortened school day when reopening with an in-person option. In surveys and emails, parents also approved of the consistent communication from teachers and administrators.

Teachers and other school personnel: Teachers and instructional staff requested access to specific technology applications, such as G Suite extensions. This group also indicated a need for access to technology support.

Principals and administrators: The leadership team monitored evolving guidance from the state while collecting quantitative and qualitative feedback from staff and families. This in turn informed the professional development calendar and master schedule.

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

Specific stakeholder input influenced expectations for online instruction, scheduling options, support provided due to the shortened day, and supports available for staff and students.

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.]

Innovations Academy will reopen for in-person learning following the guidance of health officials. We have developed plans and protocols to promote the safety of staff and students. These include sufficient social distancing, use of partitions in classrooms, use of personal protective equipment, efficient screening procedures, and increased cleaning frequency. The school will also continue to offer a distance learning only option for families concerned about health and safety and for those most vulnerable to the disease.

IA will offer classroom-based instruction whenever possible. At-risk students and pupils who have been significantly affected by school closures will be identified via a systematic cycle of assessments, teacher and family input. Teachers will also review participation metrics and coursework submitted during online instruction. Teachers and administrators will use this data to develop an instructional intervention schedule to address student academic needs. Innovations Academy has two additional credentialed teachers on staff to provide additional academic support.

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

Description	Total Funds	Contributing
Purchase health/safety equipment and materials \$7000 Purchases of additional sanitizer and sanitizing wipes	\$15,000	N
Analyze student data and implement intervention programming for at-risk students -Additional purchase of quick assessment equipment and application to assess student learning loss -Purchases of additional chromebooks to replace those lost and broken from home use -Purchase of software for distance learning support	\$30,000	Y
Hire additional teachers to support academic programming	\$75,000	Y
Offer on-site after school childcare, with extended hours available in partnership with other community organizations - 5 Teachers Assistants and Enrichment Teachers to implement; additional sanitization required	\$45,000	Y

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.]

Innovations Academy's distance learning program will include daily live interaction with their credentialed classroom teacher, check-ins and office hours for one-on-one support, formative/summative assessments, and social-emotional learning support. Families will be offered both teacher assigned lessons and daily live sessions, with choices for extension activities and reviewing lessons via screencasts of past lessons as well as enrichment classes taught by our enrichment teachers.

Teachers will continue to receive ongoing training for online pedagogy, and will be prepared to transition between in-person instruction and distance learning as needed. Teachers have been trained to use CGI Math, 21st Century Data practices and Saxon Math in online settings and been offered the use of alternative programs for online instruction. Innovations Academy uses applications such as Padlet, Peardeck, SeeSaw, and GoogleClassroom that may be used both online and in the classroom.

Our instructional resources are suited to both in-person and distance learning instruction. Innovations Academy uses a variety of resources that enable teachers to create a hands-on, interactive, inquiry centered approach to learning. Mathematics student materials include ST MATH, Youcubed, Math Solutions, 3-Act Math, and teacher-created workbooks. Reading/language arts uses nonfiction and fiction texts, RazKids, Newsela, Google Read and Write, Activated Reader, Epic, and Reading Eggs. These programs can all be fully accessed in-person as well as online, ensuring continuity for pupils.

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.]

Innovations Academy has prioritized access to devices and connectivity for all pupils. All students will be able to pick up new devices (Chromebooks or iPads) before school starts. IA used surveys, ParentSquare communications, and teacher feedback to ascertain the needs of students. We will make repeated efforts to contact families with unique circumstances, or who struggled to immediately access devices and connectivity following school closure in the 2019-20 school year. A staff member is available to provide technology support to ensure access to devices and connectivity. Families may make appointments and/or communicate their needs via their classroom teacher. IA will also provide materials for hands-on learning where 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.]

Synchronous participation will be measured by student attendance in teleconferences or other communication technology, as well as contacts with school employees. Asynchronous participation will be measured through the completion of assignments. The time value of pupil work, including both synchronous and asynchronous assignments, will be calculated and certified by a certificated school employee and recorded in a weekly engagement record.

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.]

Staff will continue to participate in regular professional development to support the distance learning program. Training will include information related to the COVID-19 pandemic, including the instruction of health/safety protocols and socio-emotional supports. Teachers and instructional staff will also receive training around online pedagogy and the use of education technology tools. A team member is available to provide technological support for all staff members.

2020-2021 professional development to support the distance learning program includes Responsive Classroom Training for new teachers, training on specific technology tools and applications, and online classroom management strategies. Teachers will share promising practices through a train-the-trainer approach.

Staff Roles and Responsibilities

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

COVID-19 impacts the responsibilities and routines of all staff. Classroom teachers hold daily live online meetings with their students and post regular assignments in the core academic content areas, as well as monitor assignment completion. Teacher Assistants support teachers and students via tutoring and virtual office hours. Exploration teachers create video lessons and offer live instructional sessions. Special education staff work as a team to determine specific family needs and provide tailored support to special education students. Other staff members contribute to online resources, provide technology support, manage tech distribution, and participate in class meetings, providing ongoing feedback to improve instruction. Our school counselor (a licensed Marriage, Family Therapist) provides live support webinars and reaches out to families to discuss and mitigate the negative impact of the pandemic on mental health. Front office staff monitors records related to both

distance and in-person learning, and regularly communicates with parents about technology/online attendance issues. Administrators facilitate professional development on COVID-related procedures and conduct parent outreach.

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.]

Innovations Academy will provide the following supports to our students with unique needs:

- * English language learners will receive both integrated and synchronous designated English language Development (ELD) instruction. A staff member will meet with our ELL students to address their specific needs and offer support in assignments. Classroom teachers integrate ELD support in their live Zoom sessions by offering visual/text supports and meeting with small groups to better address their needs.
- * Special education students across the full continuum of placements will receive required services, in accordance with each Individual Education Plan (IEP) or 504 plan. The school will continue to hold IEP and 504 meetings in both distance and in-person learning environments.
- * The school’s Family Liaison will ensure that personalized support is available to homeless/foster students who qualify under the McKinney-Vento Act. Any families experiencing housing instability, homelessness, or other socioeconomic stresses will be encouraged to communicate with the school and will be provided with focused assistance if they experience difficulties accessing online learning. These students may receive additional small group instruction, as well as referrals to community assistance programs.
- * Open office hours are available for all students needing additional support

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Develop and implement a professional development plan to support online instruction trainings for new software, teacher training and assessment training	\$13,000	N
Purchase technology devices and hotspots if needed chromebooks, ipads, doc cams, cameras, headphones	\$7,000	Y
Research and purchase educational technology tools and software purchases of chromebooks, doc cameras, Libib, Lexplore, Rozzy, ShowMe, Padlet	\$12,000	N
Offer technology troubleshooting and assistance to staff, students, and parents Contract with IT person so support school with technology troubleshooting and purchase program to monitor chromebook use (Securely)	\$12,000	N

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.]

Students' learning status will be measured via a range of assessments. In addition to curriculum-based placement and diagnostic tests such as Lexoplore and the Developmental Reading Assessment (DRA), the school will administer the NWEA MAP in Reading and Mathematics to all students. English learners will be formatively assessed during designated ELD instructional time. Newly identified English learners will take the Initial ELPAC, while students who may be eligible for reclassification will take the summative ELPAC.

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.]

The school will take the following steps to address learning loss and accelerate learning progress for pupils:

- * Monitor progress and embed formative assessments throughout each lesson. Use data and information collected to inform instruction and academic interventions
- * Provide academic support via small, differentiated groups based on assessment data, social dynamics, parent request, and teacher recommendation
- * Hold “office hours” when students can ask questions and receive individualized support
- * Provide support to parents who are the academic guides to their children during distance learning

The following subgroups may benefit from additional, targeted actions and strategies being implemented such as one-on-one and small group sessions with specifically designated credentialed (non-classroom) teachers.

- * English Learners: integrated and designated ELD teacher, regular opportunities for discussion using academic language
- * Low-income pupils: priority for device distribution/ internet hotspots, additional counseling and tutoring hours when needed
- * Pupils with exceptional needs: accommodations and supports specified by their IEP or 504 plans, specific plans and adjustments to support their program choice.
- * Foster youth and pupils who are experiencing homelessness: The school designates a staff person as the liaison for homeless students, who also assists foster youth. The liaison helps monitor progress and provides referrals to appropriate services.

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 services and supports will be measured on an ongoing basis via progress monitoring towards learning targets. This will be accomplished via a quality review of completed student work, progression through the curriculum map, and daily checks for understanding during live instruction. Twice yearly, the school will administer normed, formative assessments (e.g. NWEA MAPs) to measure each student’s individual progress from their baseline.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Implement assessment cycle using additional program	\$6,000	N
Schedule and staff additional intervention programming to mitigate learning losses for identified pupils/subgroups	\$5,000	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.]

Staff will receive both professional development and support in the areas of social and emotional well being. They will be trained in social-emotional learning, mindfulness, and the implementation of strategies to build healthy classroom communities. The school will provide regular opportunities for employees to interact with peers via teleconference and through activities coordinated by the IA Social Committee. All employees may contact our Counselor if needed, and full-time employees have access to professional mental health services via our primary health care provider.

Instructional staff will be encouraged to build community in their classes during daily synchronous time via routines, emotional check-ins, and structured conversations. The counselor will play an important role in supporting and monitoring the mental health of all pupils. Students who

appear to be struggling emotionally as identified by staff or parents, or who request help directly, will be referred for more targeted mental health support. When necessary, the school may connect the student or family with other community resources.

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.]

Any pupil who does not participate in distance learning on a school day shall be documented as absent and the family will be contacted in a language they understand. Additional or make-up work may be assigned at that time.

If the school determines a student is not engaging in instruction and is at risk of learning loss, the following steps will be taken:

1. After three absences in a given week, school personnel will verify current contact information and provide daily notification of absences.
2. If a student is absent from distance for a second series of 3 days in a week, the school will reach out to families to determine pupil needs, including connection with health and social services as necessary.
3. The school team will work with the parents/guardians to remove obstacles to learning, and offer additional support and interventions. When feasible, the plan may include transitioning the pupil to full-time in-person instruction.

These procedures will be translated and distributed to all parents.

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.]

Innovations Academy students that are eligible to receive free or reduced meals from the San Diego Unified School District will be provided a cold breakfast option. Families will be provided information about the District's Food and Nutrition Services locations and hours of operation. The school will also provide breakfast to eligible pupils until site-based learning commences or changes are made based on the regulations.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
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Mental Health and Social and Emotional Well-Being	Implement social-emotional learning both online and in person and supports for parents and students. Schedule additional staff hours.	\$12,000	N
School Nutrition	Offer free breakfast and reduced price meals for qualified students	\$15,000	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
5.81%	\$172,157

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.]

There is also a need to provide systemic, prioritized, and targeted supports and services for foster youth, English learners, and low-income students. Their needs were considered first in a number of ways. Foster youth and low-income students receive priority for technology device distribution and internet hot spots. We will also distribute instructional supplies and materials to low-income students and families, and provide counseling/SEL support to students disproportionately impacted by the pandemic. The instructional needs of English Learners were considered first, as Designated ELD support and integrated pedagogy drive scheduling and training decisions.

These actions are effective in meeting the needs of these students since they provide specific and targeted materials, access, and academic/emotional supports.

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

We have used LCFF and Learning Loss Mitigation funds for a number of actions directed towards increasing/improving services for pupils with unique needs. This represents a targeted investment in staffing, training, and resources. For example, we hired a designated credentialed teacher to provide instruction for ELL students (in addition to their classroom instruction) in small groups or one-to-one as

needed by the child. Non-classroom attached teachers are being provided to support both students and teachers who remain in the distance learning track while their teachers are teaching site-based students. The school provides free and reduced priced breakfast daily for low income students who qualify without reimbursement and works closely with the school district for updates on emergency food service for our families that qualify.