



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
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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.