



# Innovations Academy

## Learning Continuity and Attendance Plan (2020–21)

Adopted by Innovations Academy Board 9/15/20

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

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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 remotely.

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 throughout 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, social-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 sent to parents via Parentsquare. The link to access the public hearing was posted in writing along with the agenda at the school site as well as on the board page of the website.

[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. Parents expressed a wish to continue enrichment opportunities and to open in person as soon as possible. In surveys and emails, parents expressed satisfaction with the amount of information that was being shared and 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 reopening plan, procurement of new learning programs for students and support tools for teachers 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 health and 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 and disinfecting 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 and site based assessment whenever possible. In-person instruction will be offer four hours per day, five days per week whenever possible throughout the school year. 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. Distance learning students will be assessed remotely and offered site based assessment when possible and practicable.

Assessment	Subject	Frequency
Developmental Reading Assessment (DRA)	Reading	K-5 <sup>th</sup> , Beginning and end of the year
NWEA Measure of Academic Progress (MAP)	Reading, Language, Math, Science	2 <sup>nd</sup> -8 <sup>th</sup> , Beginning and end of the year
Lexplore	Reading	1 <sup>st</sup> -8 <sup>th</sup> , Beginning and end of the year
School Developed Social Emotional Assessment	Social-emotional	Beginning and end of the year
Grade level classroom based math assessments	Math	Beginning of the year

Teachers will also review participation metrics and coursework submitted during online instruction and site based instruction. Teachers and administrators will use this data as baseline information to develop an instructional program, intervention schedules and to address student academic needs.

Teacher assistants will be used to support supervision in cohorts and for intervention strategies developed to meet the needs of students, with a focus on at-risk students. They will support students who stay in after school camp to complete online work.

Enrichment teachers will provide modified enrichment instruction to meet the needs of students in different learning programs, including those attending on-site school provided after school camp.

## **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.]

Students in the distance learning program will be given the same assessments as students in the site-based program (see chart in section "In Person Instructional Offerings") The assessments will be given within the first 6 weeks of school either online or in person, depending on the assessment, the family situation, grade level and student. Innovations Academy's distance learning program will include a minimum of one hour of daily live interaction with their credentialed classroom teacher in an online format that includes other students for collaboration and interaction. Additional support will include: check-ins with credentialed teachers specifically assigned to distance learning, and office hours with the classroom teachers for one-on-one support. Teachers will meet one-on-one and in small groups with students as needed. Our school counselor, who is a licensed Marriage Family Therapist, will offer remote social-emotional support to students and families.

Lessons will also take place asynchronously through learning activities and lessons that are assigned and communicated via Google Classroom, SeeSaw and teacher created google sites. Students will complete these assignments through online applications or in print with materials sent home by the school. There will be opportunities to engage in reviewing lessons and receiving instructions via screencasts and teacher created videos. Students will be provided choices for extension activities in a variety of subjects. Parents will be provided learning objectives each week that they can use to extend or modify lessons to best meet their child's needs. Parents will receive support on how to modify lessons if they encounter issues and find themselves struggling to support their child. Enrichment classes taught by our art, performing arts, nature studies, physical education and engineering teachers will be offered via live remote instruction. Middle school students will receive Spanish instruction in live remote sessions with the foreign language teacher.

Teachers will continue to receive ongoing training for online implementation of learning following inquiry and constructivist pedagogy, and will be prepared to transition between in-person instruction and distance learning as needed. Teachers have been trained specific trainings in how to use Responsive Classroom, CGI Math, 21st Century Data practices and Saxon Math in online settings and been offered the use of alternative programs for a more robust set of online instructional tools. Innovations Academy uses applications such as Padlet, Peardeck, SeeSaw, and GoogleClassroom that may be used both online and in the classroom for completing and submitting their work and demonstrating their learning.

Our instructional resources are suited to both in-person and distance learning instruction. (see table below)

Subject	Curriculum	Method of Access
Math	STMath, 3 Act Math, Youcubed	online
Math	Saxon (3-8), CGI (K-2), Number Talks, Wild Math (K-5)	Printed materials
Language Arts	Newsela, RazKids (K-1), Google Read&Write, Reading Eggs (K-2), Epic, Activated Learner/Reader (3-8), Fluency Tutor, Brainpop	online
Language Arts	Non-fiction and fiction texts (guided reading sets, classroom libraries, and whole class novels), paper and writing utensils	Printed materials
Science	Zingy Science (6-8), Mystery Science (K-5), Newsela, Brainpop (K-8), Rozzy Learning	Online
Science	Teacher generated kits, hands on materials	Hands on

Social Studies	Newsela, current events websites, Brainpop, Rozzy Learning	Online
Social Studies	Debate, Question Formulation Technique, current events, Readers Theater	Hands on, interactive

## 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.

We have deployed the Securely Filter on our Chromebooks which is a highly robust tool that uses a sophisticated AI engine that, in addition to blocking inappropriate sites, sends us reports regarding what blocked sites students are attempting to access as well as what they are searching if the object of their search is inappropriate or has to do with self-harm or is inappropriate for children.

## 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.]

For distance learning, pupil participation will be measured through both synchronous attendance in daily class lessons online via Zoom. Asynchronous participation will be measured through the completion of daily assignments given by teachers through platforms accessible on their devices, software based curriculum, hands on materials and print materials . 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.

For in-person learning, attendance will be taken each day in class. For those students leaving at 1 p.m. extension, enrichment and additional academic assignments may be given during the week using online platforms as well as take home materials.

## 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 and safety protocols and social-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. Mentoring will be provided through observations and feedback and a staff member will be accessible for curriculum design and instruction.

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. We are committed to serving all of our students, working collaboratively and engaging our community.

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. They meet with students 1:1 or in small groups as needed and communicate weekly with parents. Additionally, teachers work with site-based students 4 hours daily.

Distance learning/intervention teachers provide instruction and additional support as needed to English language learner students. They provide intervention for students at risk for learning loss and those who are academically struggling by providing assessments, online instruction, tutoring, small groups and one-on one help based on schoolwide assessments and teacher and parent referral.

Teacher Assistants support classroom teachers and site based students in the classroom. They work with small groups after school on academic software with a particular focus on those who are at risk and ELL students.

Exploration teachers provide enrichment classes live, in recorded videos and in person. They also provide outdoor supervision of students.



Special education staff work as a team to determine specific student and family needs and provide tailored support to special education students online and in person. They assess students as needed, collaborate with teachers and teacher assistants to provide accommodations and support both in and outside of classrooms. Work to ensure differentiation of learning for students with IEPs.

Other staff members contribute to online resources, provide technology support, manage tech distribution, and participate in class meetings, providing ongoing feedback to improve instruction.

The 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. She provides mental health services to students with those services in their IEPs as well as those impacted by the current epidemic.

Front office staff monitors records related to both distance and in-person learning, and regularly communicates with parents about technology/online attendance issues. They manage front office inquiries and serve as an office support for teachers and other staff members.

Administrators facilitate professional development on COVID-related procedures and conduct parent outreach and support. They provide support and guidance to teachers, parents and students and oversee the development and implementation of the school's mission.

## **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 (ELL) will receive both integrated and synchronous designated English language Development (ELD) instruction. A credentialed DL/intervention teacher will meet weekly with our ELL students to provide ELD instruction, address their specific needs and offer support with 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, based on the needs of students and their families.
- \* 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 contacted and encouraged to communicate with the school. They will be provided with focused assistance depending on their specific situation. These students may receive additional small group instruction, counseling, access to tutoring 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. Within the first six weeks of school we will assess each student using a variety of assessments. In addition to curriculum-based placement and diagnostic tests such as Lexplore and the Developmental Reading Assessment (DRA), the school will administer the NWEA MAP in Reading and Mathematics to all students in grades 2<sup>nd</sup>-8<sup>th</sup>. These assessments will determine what type of assistance a student needs. At risk students will be offered additional academic support via increased access to teacher office hours, additional small group or 1:1 instruction with our distance learning support teachers, intervention curriculum with our instructional aides or intervention teachers. English learners will be formatively assessed for progress 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:

- \* Identify students baseline academic levels via a variety of assessments (see section, "Continuity of Learning").
- \* Monitor initial participation, engagement and understanding of material in online/site-based learning activities. 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.
- \* Provide support and professional development for teachers on differentiation for online and site-based instruction.
- \* Hold office hours when students can ask questions and receive individualized support.
- \* Provide support and information 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. For these students, all classroom teachers, enrichment teachers, distance learning/intervention teachers and teacher assistants will receive the assessment data and work collaboratively to address specific needs that have been determined.

- \* 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, check in with parent educators at home, 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. The DRA or Lexlore may be used once per quarter to monitor growth in language arts and unit assessments, STMATH and problem solving activities use to assess progress in mathematics.

### 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 by our school counselor. 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.

Students will be taught the skills of self-regulation, social awareness, self-awareness, relationship skills and collaboration through our school developed social emotional curriculum taught weekly throughout the year as well as integrated into the curriculum. This will be done with both online and in-person instruction. This program is overseen by our counselor who also receives ongoing professional development opportunities with other therapists working in the field. Instructional staff 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.]

Throughout the school year it is possible that food service options change based on regulatory changes. Currently food service in San Diego has been approved to continue until December. All parents/guardians will be provided meals through the San Diego Unified “grab-and-go” meal program. Families have been provided information about pick up locations and times. Once meal programs return to the control of the school, 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.

# Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
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 these ways: Foster youth and low-income students receive priority for technology device distribution and internet hot spots. These families are checked in with regularly. 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 designed to improve the conditions of these students.

[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. This position was designed with the needs of these populations and specifically to provide targeted support. 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.

Adopted by Innovations Academy Board 9/15/20