Innovations Academy Board Minutes: May 25, 2021 @ 6:00 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#

*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

Stephen Rosen	Nate Cooper	Cassidy Platt	Danielle Strachman			

Others in Attendance

Christine Kuglen	Ali Kolb	Josh Eng	Mary Anne Hawke			

Agenda

Topic	Minutes
➢ Call to order / roll call	Time / Date 6:03pm 5/25/21 roll call attendance taken; Present: Stephen Rosen, Nate Cooper, Cassidy Platt, Danielle Strachman Absent: Faraz Sharafi
➢ Approval of current agenda	**Vote to approve current agenda -** 1st motion - Stephen Rosen 2nd motion- Nate Cooper **Vote**: Ayes: 4 Nayes: 0 Abstain: 0
➢ Approval of prior month meeting minutes	**Vote to approve past minutes -** 1st motion- Stephen Rosen 2nd motion- Danielle Strachman **Vote**: Ayes: 4 Nayes: 0 Abstain: 0
➢ Public comments (3 mins per person)	Mary Ann Hawke(parent): asked when the public meeting for LCAP will be. She also stated that she knows of some parents who would like to have more interaction with the board and would like to give input for board nominations.
o Teacher briefing (Ali)	Ali spoke about testing happening as we wind down the year. Many teachers have chosen to participate in the summer learning program that will happen due to ELO funding. We are now taking field trips again.

	Cassidy spoke about projects finishing and that distance learners have been invited to our field trips. Ali mentioned the upgrades to the backyard that have happened (added foosball, air hockey and ping pong tables while we await play structures) Danielle added that she visited the school a few weeks ago. She was impressed with how it is looking.

o   Financial update (CSMC)
    ✓ Present initial 21-22 Budget and Estimated Actuals
    ✓ Discuss ELO funding
	Discussion:
	➢ Josh mentioned there are no action items on the budget this month. Josh gave his financial update mentioning that $128 surplus for the year. This is subject to change as the year plays itself out. We roll this over to the prelim budget for next year.
	➢ We are predicting a surplus of $60,863 for next year. It is very preliminary.
	➢ Josh mentioned $214,000 in ELO funding is in the budget for next year. Also stated there is a line item for these expenses at this time to help us manage them according to requirements.

➢ Action items: Financial
    ○ Approve ELO Plan
    ○ Approve 19-20 Audit
    ○ Authorize removal of old signers from Mission Federal Account
    ○ Close Mission Fed Acct
    ○ Remove old signers from Chase account
    ○ Add new signer to Chase acct.
    ○ Approve opening an account at My Point Credit Union
	Action Item -ELO
	Discussion: Christine explains the purpose of the ELO and the highlights of the plan.
	Stephen asks what happens if we don't spend it. Josh states that we lose it.
	Stephen asked what would happen if we spend over that amount on supports for students. Christine states that we are closely monitoring funds but if we went over we would use ESSER funds to support.
	    ➢ **Vote**: to approve the ELO plan
	    ➢ 1st motion - Nate Cooper
	    ➢ 2nd motion - Stephen Rosen
	Vote: Aye: 4 Naye: 0 Abstain: 0
	Action Item -Audit 19/20
	Discussion: Joshua says auditors should speak to any questions but there are no findings, no material adjustments.
	    ➢ **Vote**: to approve the Innovations Academy 19-20 audit

	➤ 1st motion - Stephen Rosen
	➤ 2nd motion - Cassidy Platt
	Vote: Ayes: 4 Nayes: 0 Abstain: 0
	<u>Action Item -Bank Actions</u>
	Discussion: Christine is asking that we move to close Mission Fed account and open an account at My Point Credit Union for our fundraising account. She also would like to remove Michelle Anderson from as a signer for the Chase account since she hasn't worked for IA for many years and add Tony Spitberg as a signer on the account.
	    ➤ **Vote**: Motion to close the Mission Federal Account, open a My Point Credit Union account for our fundraising money, remove Michelle Anderson and add Tony Spitzberg to the Chase account as a signer.
	    ➤ 1st motion - Stephen Rosen
	    ➤ 2nd motion -Nate Cooper
	Vote: Ayes: 4 Nayes: 0 Abstain: 0

Director update (Christine)
   o Review LCAP goals
	<u>Item – Director Update</u>
	Discussion:
	    ➤ Overview of LCAP state priorities and the goals. Christine reviewed the LCAP goal report in the board packet.

➤ Action item: Policies
    ○ Adoption of SELPA plan and approve the participation agreement
    ○ Board Terms: Do we extend the board terms in a staggered fashion?
	<u>Action Item -SELPA Plan/ Participation</u>
	Discussion:
	    ➤ **Vote**: to adopt the SELPA plan and approve the participation agreement
	    ➤ 1st motion - Nate Cooper
	    ➤ 2nd motion - Stephen Rosen
	Vote: Ayes: 3 Nayes: 0 Abstain: 1
	Cassidy abstains as she is partner with our SELPA advisor.
	<u>Action Item -Board Terms</u>
	Discussion: Choose staggered terms and then vote at annual meeting in the fall. At the annual meeting staggered terms will be proposed and the board will vote of them.
	    ➤ **Vote**: The board decided not to vote on board terms this meeting.

➤ Next board meeting	
o Confirm date of next meeting	June 8, 2021 for Public Hearing LCAP

	meeting June 15, 2021
o Identify agenda items for next meeting	new LCAP review
Meeting adjourned	6:48 p.m. 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.

Meeting location(s)

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MEETING LOGISTICS On March 17, 2020, Governor Newsom issued Executive Order N29-20 related to the COVID-19 pandemic. The Executive Order allows state bodies covered by the Brown Act to hold public meetings via teleconferencing.

The public is encouraged to participate in the meeting telephonically by dialing the conference line listed above and may submit written comments for prior consideration to the board. Comments can be submitted to board@innovationsacademy.org Public comment on the day of the meeting can also be given during the "Public Comment" section of the meeting agenda.

Board Attendance

Nate Cooper	Stephen Rosen	Cassidy Platt				

Others in Attendance

Christine Kuglen	Ali Kolb	MaryAnne Hawk				

Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date 6/8/21 at 6:03 Roll Call Board Attendance: Nate Cooper, Stephen Rosen, Cassidy Platt Absent Board Members: Faraz Sharafi, Danielle Strachman
➤ Approval of current agenda	**Vote to approve current agenda -** 1st motion - Stephen Rosen 2nd motion- Nate Cooper **Vote**- Ayes: Nate Cooper, Stephen Rosen, Cassidy Platt Nayes: 0 Abstain: 0
➤ Public Hearing for input on the Innovations Academy 19-20 LCAP Update 20-21 LCP 21-24 New Draft LCAP	● Christine reviewed the 5 goals and actions attached to those goals from the 19-20 school year. She shared that the actions from the LCAP were taken from August to March. Some of the data, especially the test scores, were unavailable, which hindered the school's ability to measure the impact of those actions. ● The LCP was reviewed, with highlights

	being that we were open, used funds for disinfection, partitions and other health mitigation strategies. Additionally, academic interventions included distance learning teachers, additional software and devices. ● The new draft of the LCAP was reviewed. Goals and actions were discussed. The five goals are similar though more intentional. Actions such as targeted intervention of tutoring and extra support, plus summer learning were included. A salary increase, to attract and maintain staff, was an important addition this year.
➢ Public comments (3 mins per person)	Nate asked for public comments: ● Mary Ann, parent: will email in comments in the next few days, is disappointed Faraz is not on the call, mentioned that the LCAP needs to be posted on the website under the LCAP tab. ● No comments were sent in via email. ● Christine mentioned that the LCAP draft was shared with all IA families welcoming them for comments the previous Saturday.
➢ Next board meeting	
o Confirm date of next meeting	June 15, 2021
o Identify agenda items for next meeting	➢ Preliminary Budget ➢ LCAP approval
Meeting adjourned	- Adjourned 6:32 p.m.

The foregoing minutes were approved by the Board of Directors of Innovations Academy on __6/15/21__.

_____
Secretary

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2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Innovations Academy
CDS Code:	37683380118083
LEA Contact Information:	Name: Christine Kuglen Position: Director Email: christine@innovationsacademy.org Phone: 858-271-1414
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$3886074
LCFF Supplemental & Concentration Grants	$234915
All Other State Funds	$694973
All Local Funds	$0
All federal funds	$166788
Total Projected Revenue	$4,747,835

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$4718536
Total Budgeted Expenditures in the LCAP	$3611135
Total Budgeted Expenditures for High Needs Students in the LCAP	$365700
Expenditures not in the LCAP	$1,107,401

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$177000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$348500

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$130,785
2020-21 Difference in Budgeted and Actual Expenditures	$171,500

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	general fund expenditures not included in the LCAP are some administrative staff salaries and benefits, legal and other professional service fees, audit costs, depreciation, financial services, district oversight fees, some general office supplies, some building maintenance costs, and some health and welfare benefits.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovations Academy

CDS Code: 37683380118083

School Year: 2021-22
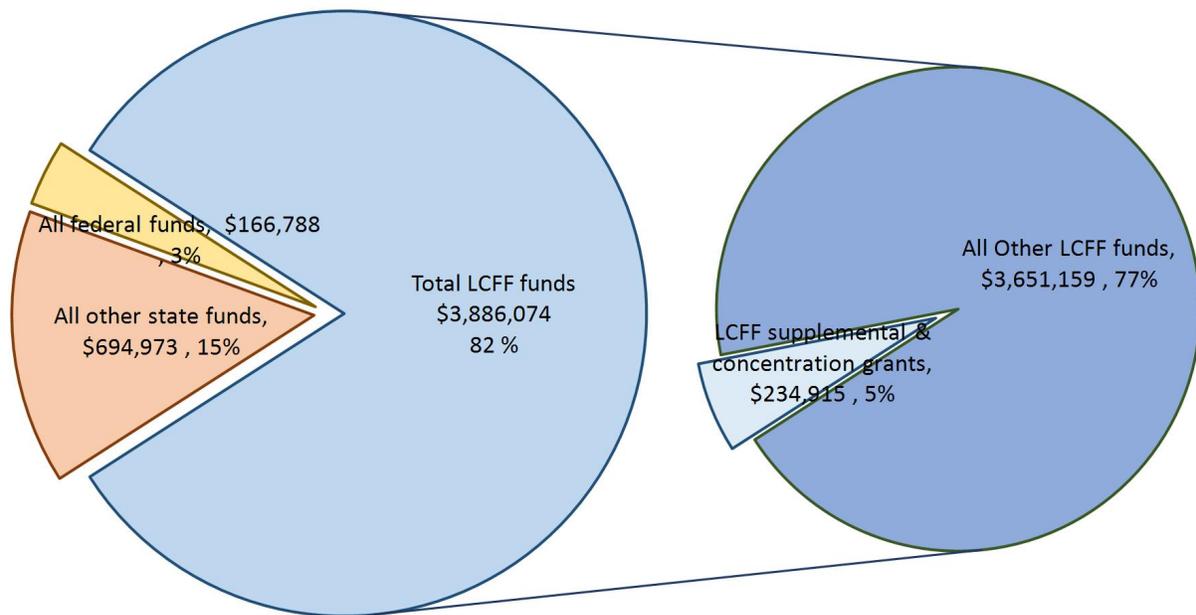
LEA contact information:

Christine Kuglen

Director

christine@innovationsacademy.org

858-271-1414

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $166,788 , 3%

All other state funds, $694,973 , 15%

Total LCFF funds $3,886,074 82 %

All Other LCFF funds, $3,651,159 , 77%

LCFF supplemental & concentration grants, $234,915 , 5%

This chart shows the total general purpose revenue Innovations Academy expects to receive in the coming year from all sources.

The total revenue projected for Innovations Academy is $4,747,835, of which $3886074 is Local Control Funding Formula (LCFF), $694973 is other state funds, $0 is local funds, and $166788 is federal funds.

Of the $3886074 in LCFF Funds, $234915 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP
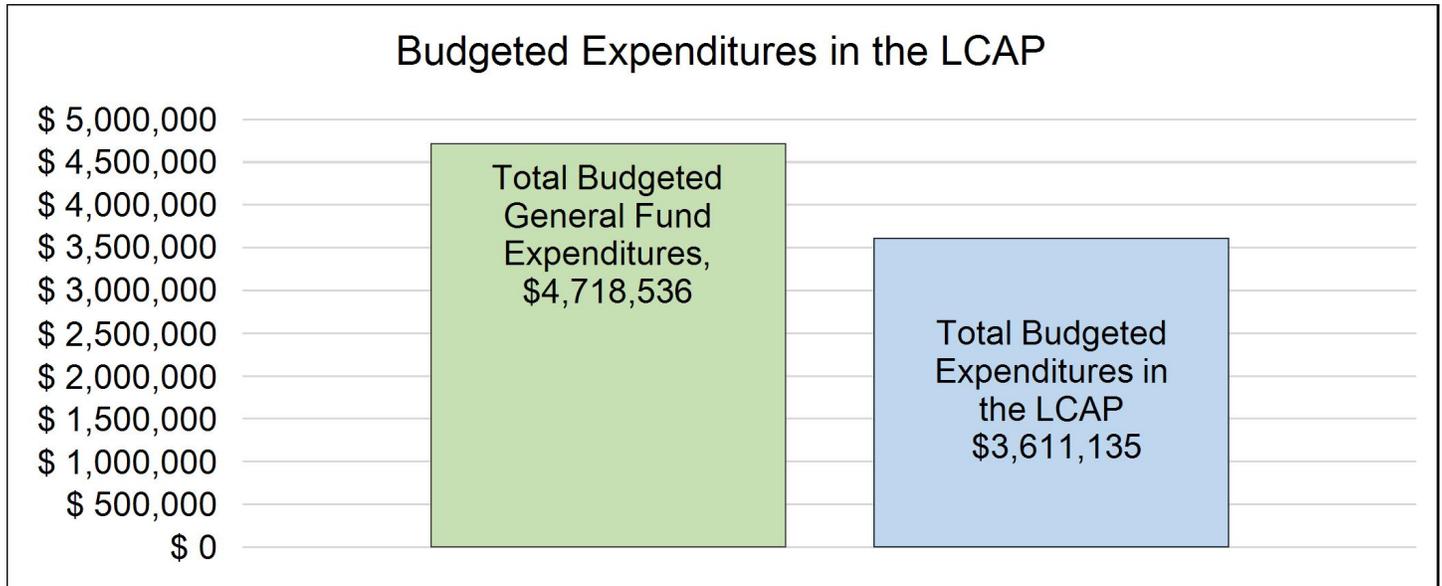
This chart provides a quick summary of how much Innovations Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Innovations Academy plans to spend $4718536 for the 2021-22 school year. Of that amount, $3611135 is tied to actions/services in the LCAP and $1,107,401 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
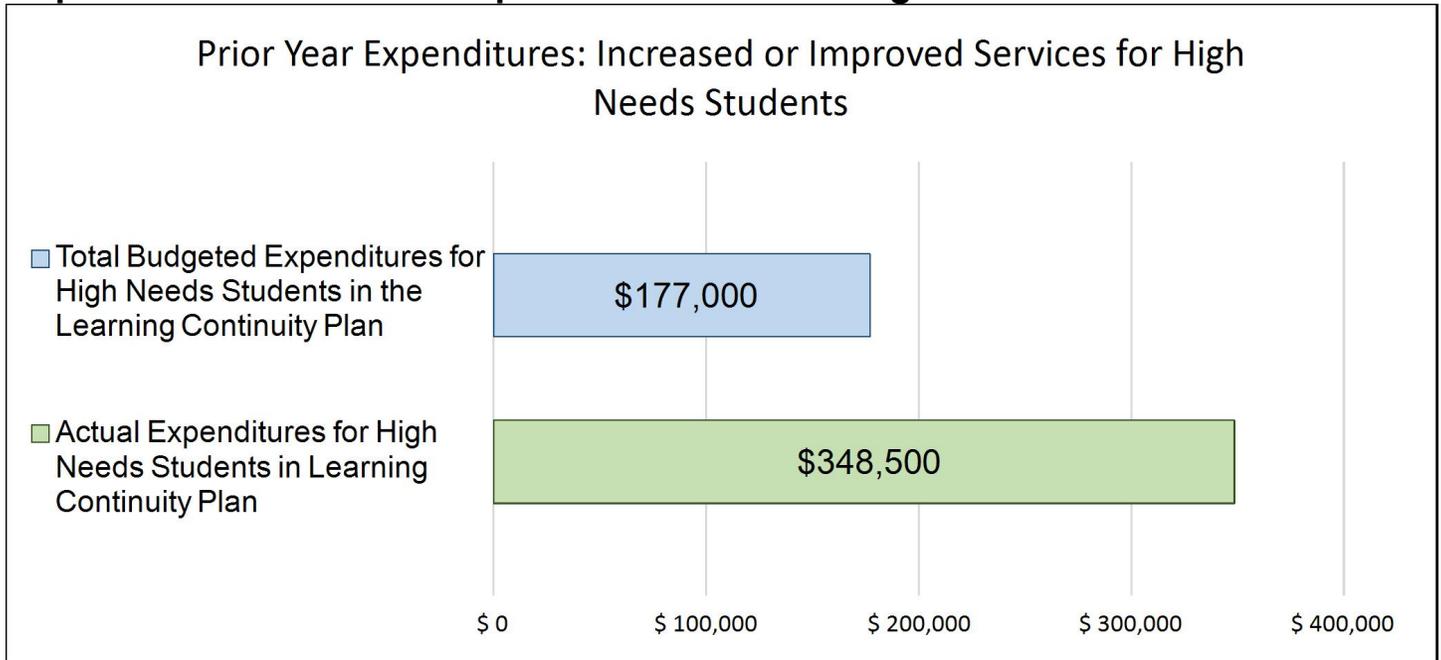
general fund expenditures not included in the LCAP are some administrative staff salaries and benefits, legal and other professional service fees, audit costs, depreciation, financial services, district oversight fees, some general office supplies, some building maintenance costs, and some health and welfare benefits.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Innovations Academy is projecting it will receive $234915 based on the enrollment of foster youth, English learner, and low-income students. Innovations Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Innovations Academy plans to spend $365700 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$177,000**

Actual Expenditures for High Needs Students in Learning Continuity Plan: **$348,500**

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000

This chart compares what Innovations Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Innovations Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Innovations Academy's Learning Continuity Plan budgeted $177000 for planned actions to increase or improve services for high needs students. Innovations Academy actually spent $348500 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Innovations Academy	Christine Kuglen Director	christine@innovationsacademy.org 858-271-1414

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

#1 Develop and implement a school wide assessment plan to effectively analyze student performance data and utilize the data to improve instruction and achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Parents teachers and students are all aware of what assessments are saying about a child. • Increase the value of the tools that being used to evaluate students. • Assessments used are varied and adjusted to meet the uniqueness of the students. • Portfolios demonstrate the progress of a student and allow parents and teachers to understand a child's needs as a learner. • Growth targets are established by teachers for their students.	Improving parent awareness of student progress was very important to us for this goal. To inform parents, NWEA MAP assessment data was included with the report card (see image below of sample data that was added to our report cards to inform parents). Additionally, most parents became more aware of instruction and their child's progress from March to June due to the pandemic and the oversight of their child's education that they were thrust into involuntarily. Teachers relied on the parents of their students to support their child's learning therefore calling for an engagement with parents that was unique to this situation. Students had received a variety of assessments that were given prior to the onset of the pandemic, from which teachers drew on information as they proceeded forward. From March to June we were in remote learning 5 days per week and were unable to add

| Expected	Actual
19-20 - Students and parents receive clear feedback about their progress - Tools being used will be transparent and accessible - Students will experience a variety of assessments - All students will have a portfolio of student work with monthly samples that show a student's academic progress in each subject area. - All students will state at least one goal that relates to their assessment data during the student lead conference and will follow up at the end of the school year during their Presentation Of Learning. - Teachers will access data on a monthly basis and collaborate on student work review with other teachers. **Baseline** - Students participate in a number of assessments. Feedback is currently at report card times, student lead conferences, exhibitions, portfolio review and presentations of learning. The question remains if the progress is understood. - We are unsure if the tools are transparent. - Students experience a variety of assessments. - All students have a portfolio. We would like portfolios to make clear the progress a students is making, - We have not established our own growth targets.	additional assessment. The end of the year DRA and MAP assessment were not given, nor was the CAASPP, which left us without the follow up knowledge we had hoped for. Instead we interacted with parents who shared their observations of their child(ren)'s struggle. These observations gave us different data, but relevant nonetheless. The lack of continuity of data impacted our ability to give the value we wanted to the tools we utilized from September through March. We did have start of the year data and some data from winter. For the fall period, we were able to share data with parents during student led conferences and during the winter period, we were able to add data to the report card in January 2020 and discuss with families at portfolio reviews that took place in February 2020. Additionally, we added the following assessments to our portfolio of data measurements. Lexplore measures reading ability by tracking eye-movements and the NWEA Science MAP assessment. We added these in fall 2020. We acquired a software program for portfolio development (SeeSaw) so that parents could both assess their own child's progress as well as see work over time. We continued to hold portfolio meetings with parents in the 19-20 school year. Students set goals at the start of the year and had followed up on those goals at the portfolio reviews in February 2020, prior to the shutdown. Teachers collaborated on data until the shutdown, at which time their focus became collaborating on strategies to teach in a remote setting and to learn new software that would help them.

Expected	Actual

Actual column content:

Student ID: 10136
District: Innovations Academy
School: INNOVATIONS ACADEMY
Term Rostered: Winter 2019-2020
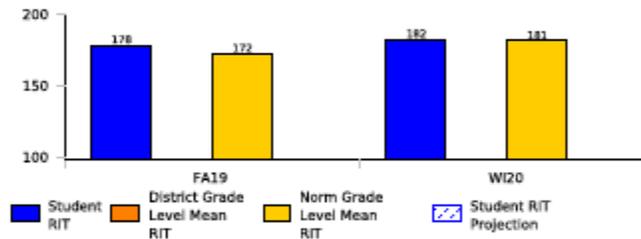
Math: Math K-12
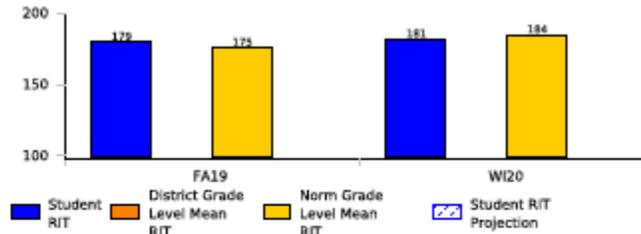
Term/ Year	Grade	RIT (+/- Std Err)
WI20	2	176-**181**-186
FA19	2	176-**179**-182

Mathematics Goals Performance - Winter 2019-2020
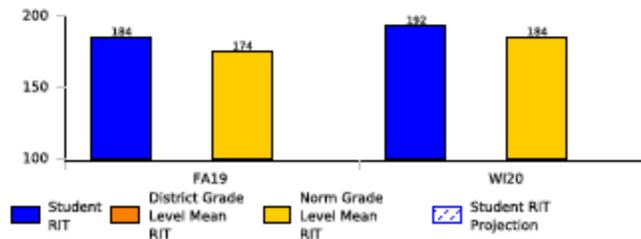Goal scores are not recorded for a survey test.

Language Arts: Reading

Term/ Year	Grade	RIT (+/- Std Err)
WI20	2	177-**182**-187
FA19	2	175-**178**-181

Reading Goals Performance - Winter 2019-2020
Goal scores are not recorded for a survey test.

Language Arts: Language Usage

Term/ Year	Grade	RIT (+/- Std Err)
WI20	2	187-**192**-197
FA19	2	181-**184**-187

Language Usage Goals Performance - Winter 2019-2020
Goal scores are not recorded for a survey test.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Administer DRA for grades K-5 at the beginning and end of the year. Use Activated Reader placement score for reading levels of 6-8 graders. Administer the MAP for grades 2-8 at the beginning and end of the year. Use the MAP tools to inform growth goals at the start of the year. Teacher meeting notes will show review of data on a monthly basis and collaboration on student work review with other teachers. Administer state mandated assessments Administer the Physical Fitness Test Administer ELPAC or other state mandated designated EL assessment All students will participate in Exhibitions twice per year. All students will participate in a student lead conference All students will create and present a Presentation of Learning Effective methods of formative assessment will be shared with teachers. Hire a new team member to be responsible for data collection and disbursement as well as targeted professional development • Establish growth targets at the beginning of the school year during the Student Lead Conference (SLC) and evaluate at end of year in a Presentation of Learning (POL)	Professional Development/Training 5000-5999: Services And Other Operating Expenditures Title II 3000 Professional Development/Training 5000-5999: Services And Other Operating Expenditures Special Education 1500 Professional Development/Training 5000-5999: Services And Other Operating Expenditures Other 1000 Teacher Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 20000 Teacher Assistant 2000-2999: Classified Personnel Salaries Special Education 20000 Teacher Assistant - Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4000 Teacher Assistant - Benefits 3000-3999: Employee Benefits Special Education 4000 DRA Kits 4000-4999: Books And Supplies LCFF Supplemental and Concentration 900 Testing/Assessment 4000-4999: Books And Supplies Special Education 1500	Teachers Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 45000.71 DRA 4000-4999: Books And Supplies Special Education 678 Activated Reader/Testing 4000-4999: Books And Supplies LCFF 10500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Assessment Coordinator/Benefits/PD/MAP Assessment/ELPAC/Printing/Supplies 1000-1999: Certificated Personnel Salaries LCFF Base 85774	Salary/Printing 1000-1999: Certificated Personnel Salaries LCFF Base 24741.05

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We administered the DRA and the MAP test and the ELPAC during the 19-20 school year. We did not administer the Physical Fitness, CAASPP or end of the year MAP assessment. We held one exhibition night in December 2019 and we had very high participation from our families. Our student led conferences and our portfolio reviews were held on schedule. The majority of our students did not do a presentation of learning at the end of the year, though a few modified the format and presented online. We did hire an administrator to become our Assessment and Accountability Coordinator. She was able to help us address the goals prior to the shutdown and then modify to support teachers to develop goals regarding distance learning once remote learning had launched. On March 13th our students were sent home with chromebooks and ipads as we determined how to manage the mandates and impacts of the pandemic. Our teachers logged on with students for classes on March 16th. Our students were remote learning every school day for the rest of the school year. Expense of the funds for this goal did not change since the cost of assessments, salaries for teachers and assistants were already in place.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were successful in hiring a staff member that was able to set up documents for data collection and support teachers to begin to look at data in ways that had not previously been used. Another success was the willingness of teachers to take deeper looks at the data and create activities and lessons that would help students understand the language of the assessments. A huge success for us was the way we were able to pivot instantly and continue to address our students remotely without missing even one day of school. We acquired software that would help and we already had chromebooks and ipads accessible to students. We also were able to have academic conversations with parents in ways not previously possible as teachers were relying on parent communication to support their students.

Our challenge was that we were unable to administer assessments at the end of the year. This was a big blow as we had dedicated much more time this year to addressing the improvement of test scores. We were unable to see the final results of our work which

disables us significantly from knowing if the work we did would have paid off. At first we thought the results would just be stalled, but with the length of the pandemic, too many other variables are in place for us to know what the outcomes would have been.

Goal 2

Teachers will use effective pedagogical strategies to engage students in high quality, vigorous inquiry based learning including the use of firm classroom management and behavioral interventions and supports.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                     Priority 3: Parental Involvement (Engagement)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Teachers will participate in a variety of professional development that aligns with charter, CCSS, NGSS, constructivist philosophy. • Parent survey responses show a sense of awareness of their child's progress. • There is accurate data on student behavior that is used by staff to determine next steps and interventions. • Suspensions will only take place after other significant interventions have taken place. • There will be a designated instructional coach available to teachers on staff. • Students will take fine arts, performing arts and media arts during the year. • Teachers have student assistants if their class is 20 students or more.	Parents and their children received clear feedback in the form of 2 conference sessions (Oct 2019 and Feb 2020) and a report card showing assessment data and progress toward goals, plus student goal setting evaluations. Parents expressed satisfaction for the input and were very satisfied with our response to the pandemic mandates of distance learning. Professional development (prior to the shut down) that gave support to teachers for improving and monitoring student progress took place on the following dates in 2019: 9/16, 10/7, 10/28, 11/4, 11/18. Teachers attended the following professional development trainings in 2019-20 11/8 ELPAC Summative Administration 10/16 - 10/18 California Assessment Conference 10/8 Everyone A Reader Program 7/18 - 7/19 Analyzing Student Work and Using the Interim and Digital Library Systems to Inform Teaching and Learning 11/19 Kids First from Day One: Creating Classooms of Empathy and Joy 8/19 Writers Workshop 9/19 - 5/19 Induction Program for new teachers support 8/19 Positive Discipline and Responsive Classroom 8/19 Mindfulness Workshop 8/19 Early Childhood STEM Conference 1- Force and Motion, Early Childhood STEM Conference 2- Form and Function, 8/19 STMath, self guided online training May 8-9, 2019 General & Special Education Conference-San Diego- Dyslexia Workshop with MTSU- Rehab Seminar 10/12 Dyslexia Conference- Dr. Maryanne Wolfe 1/13/20-2/21 Dyslexia Certification Program 8/21/19 SELPA Teacher Academy 10/19/19 CALPADS Training 12/2/19 technology training to promote access/equity in the classroom

Expected	Actual
19-20 • Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school • Student behavior is tracked and analyzed to inform decision making • 100% of teachers receive professional development on multiple academic and social emotional strategies • New teachers report feeling supported • Maintain low suspension rates • 100% of teachers will have access to instructional coaching • Teachers are given support in the classroom • 100% of students will have access to a variety of arts instruction	5/19 Children and Nature Network international conference 11/19 Natural History Museum Educator event 8/19 Integrating Service into Learning Goals course 8/19 STEM conference 7/19 Teaching Neuroscience - Backyard Brains 8/19 Writers Project 12/19 CA Charter School's Leadership Update Teachers attended the following professional development trainings in 20-21 California Assessment Conference ASCD Leadership Summit on Educator Mental Health and Wellness Strategies in Action: Reading and Writing Methods and Content YouCubed Math Training Jen Seravallo Reading & Writing Camp TPRS (Teaching Proficiency through Reading and Storytelling) SDSU CGI Math Fostering Ratio & Proportional Reasoning PD Teaching Fractions through Ratio Reasoning Super Saturday Literacy Academy Teachers sent at least one email to their entire class each week throughout the school year, they emailed 2 specific students once each week and they submitted behavioral information at every staff meeting (typically weekly) until the end of March. Support was given to teachers on social emotional strategies via a pacing template that was created by our school counselor containing designated activities and timelines. Meetings were held to give professional development in social emotional strategies on 9/9/19, 10/7/19, 12/9/19 and 12/16/19. Specific to the pandemic, teachers were given supports to share with students about isolation and managing their feelings every Monday throughout the spring at staff meetings. Instructional coaching took place from the start of the school year. All teachers observed other teachers and provided them feedback.

Expected	Actual
Baseline • Currently parents receive 2 report cards yearly and participate in student lead conferences, exhibitions, portfolio weeks and presentations of learning, but we don't know if they feel informed or how best to communicate with them or help them evaluate their own child. • Student behavior is tracked and accessible on paper but is not quickly accessed. • All teachers receive professional development on a variety of academic and social emotional areas. • New teachers are provided a variety of support, but we need to know that they feel supported. • Suspension is an important tool when absolutely necessary. We will maintain our low suspension rate. • Students receive arts instruction. • Teachers currently have peer and admin support. • Teachers have teacher assistants in their class if they have 20 students or more.	Our school instructional coach was in classrooms 80% of the time and gave written feedback for all observations. Once the pandemic hit, teachers were provided weekly supports and resources for remote instructional practice.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• 100% of teachers will receive professional development on the following topics: Positive Discipline Effective use of academic language Classroom management Project Based Learning CCSS Math	Teachers/Assistant Director (50%)/Counselor 1000-1999: Certificated Personnel Salaries LCFF Base 77500 Benefits 3000-3999: Employee Benefits LCFF Base 25500	Teachers/Assistant Director (50%)/Counselor 1000-1999: Certificated Personnel Salaries LCFF Base 61724

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
CCSS writing NGSS Differentiating for Special Education students ELA and ELD instruction Student achievement data analysis • Two weeks of summer professional development and two full non instructional days of professional development • Weekly Monday staff development • Access to weekly meetings with the director • Collaborative opportunities with a partner teacher • Observations by an instructional coach and peer teachers • Opportunities for PLC on formative assessment strategies • Student behavior data tracked • Access to an intervention flow chart aligned with school philosophy • New teachers will be provided the Responsive Classroom training • 100% of students will be provided opportunities to work with experts in a variety of arts instruction • Classes fully enrolled with be given instructional aide support • Teachers supported by a licensed MFT for guidance in implementation of social emotional and mindfulness strategies	Incident Tracker & Books 4000-4999: Books And Supplies LCFF Base 2100 Professional Development 5210-00 Title II 3595 LEA Math and Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3000 Books 4000-4999: Books And Supplies Special Education 750 Books - Low Preforming Student Block Grant 4000-4999: Books And Supplies Other 750 Professional Development 5210-00 LCFF Base 15000	Professional Development 5210-00 LCFF Base 9667.4 LEA Math and Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration 212.93 Books 4000-4999: Books And Supplies Special Education 286

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Once the pandemic hit, teachers were provided additional software which included: ZOOM, PearDeck, Rozzy, Flocabulary, Kahoot, ThinkCerca, Quill, Nicole the Math Lady and online Beast Academy to support specific students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to complete a lot of the professional development in spite of the stay-at-home order. Topics and dates of areas of professional development are:

Responsive Classroom, Positive Discipline for teachers new to IA
8/12 Expectations for 504s and SpEd
8/13 K-5 DRA Training
8/13 Administering schoolwide writing assessment
8/14 Behavior intervention systems
8/16, 10/14 Writing best practices
8/16 Social-emotional building blocks
8/20 Mindful teaching
8/21 Project feedback
8/26 Beginning a successful writing block
9/9 Student Buy-In and Class Community
9/16 Seesaw, plan for SLCs
9/23 CAASPP Performance Tasks
9/30 Google Read & Write, Newsela
10/21 CAASPP IABs
10/28 Increasing think ratio
11/4 QFT, Partner talk practices
11/18 Think/pair/share, revision strategies
12/9 Analylzing dashboard, what we need to succeed on CAASPP, exhibition rubric
12/16 Exhibition Prep
1/6 Project Development
1/13 SDAWP
1/27 portfolio review days, new site, CAASPPetball
2/10 new site, Fred Jones strategy
2/24 new site, ST Math
3/2 choose your own, helping TA plan, CAASPPetball
3/9 SDAWP
3/16 new site, COVID protocol
3/19 COVID update
3/23 new site, distance learning
3/27 new site
4/6 distance learning/ DL accountability
4/7 distance learning, discussion, planning
4/13 discussion
4/20 distance learning resources
4/27 new site, goal-setting
5/4 modified report cards, DL resources
5/11 student feedback

5/18 new site, teacher resource share
6/1 end of year, new site
Once the shutdown occurred and remote learning was in place, the challenge was staying engaged on ZOOM and keeping students engaged on ZOOM. Though we continued our professional development as planned, learning collaboratively via ZOOM as a staff vs being in person, there were definitely sacrifices and a decreased amount of staff engagement in collaboration in the spring. Teachers were able to attend a number of free webinars to help them adjust to the remote teaching/learning environment and support each other by sharing techniques.

Goal 3

Provide high quality, standards aligned materials and resources to teachers and students within facilities maintained for optimal learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 2: State Standards (Conditions of Learning)
                    Priority 4: Pupil Achievement (Pupil Outcomes)
                    Priority 5: Pupil Engagement (Engagement)
                    Priority 6: School Climate (Engagement)
                    Priority 7: Course Access (Conditions of Learning)
                    Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator High level of inquiry, cognitive demand and academic language being used by students as evidences by regular classroom observation and walk-throughs. - Students present their learning using a variety of artistic expression. - Materials and resources reflect Common Core skills and knowledge. - Students will be using technology throughout their learning as evidenced by observations. - Records demonstrate that teachers are credentialed in their area of instruction. - Facilities are in clean and safe state. - A variety of field trips are taken in each class and guest experts brought in that pertain to the academic subject matter. **19-20** - Increased inquiry, cognitive demand and academic language in instruction and quality of student work 100% of students will have access to instruction in a variety of arts 100% of students will have access to Common Core aligned instructional materials 100% of students will have access to technology that enhances their learning 100% of classroom teachers will be appropriately credentialed and assigned. 100% of students will attend multiple field trips and guest experts related to academic work during each school year. Ensure facilities are in good repair Contract with additional special education support.	100% of IA students participated in a rich visual arts program and performing arts. 100% of students also participated in a robust STEM and robotics class during the school year. 100% of students attended a minimum of 5 field trips off campus that were related to academics and recorded in our data files. All teachers had access to standards aligned materials as well as Common Core professional development (8/14, 9/16, 10/7, 10/14, 11/4, 1/27 and 3/2). All teachers received post observation feedback regarding cognitive demand, use of academic language and classroom management more than once during the school year. Our office staff ensured all staff had the credential needed for their position. We were scheduled to move into a new facility at the beginning of April 2020 but due to the shut down and construction delays, we were not able to move in until August 2020. We did not contract with special education support in addition to the previous year but our education specialists managed case loads within requirements. Our teachers received special education support via trainings that took place on 8/19, 8/20, 9/9, 9/16 and 3/2 Students used technology for their learning (by requirement March-June) We moved into a new facility.

Expected	Actual
Baseline • observations are at times documenting inquiry, cognitive demand and academic language. • Students receive arts instruction throughout the year. • Materials and resources are often aligned with common core. • 3rd-8th graders have 1:1 chromebooks. • Teachers are appropriately assigned. • Facilities are clean 80% of the time and broken things are repaired several times a year.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Mystery Science ST MATH Brain Pop Raz Kids Lexia Learning Activated Reader • Provide materials for hands on instruction: math manipulatives, FOSS kits, art materials • Provide curricular supports for mathematics. • Provide staff member that tracks teacher credentialing documents. • Provide experts to work with students in multiple areas of art expression (performing arts, media arts, fine arts, pottery, music)	Software/Science/Materials/Journals/Misc. 4000-4999: Books And Supplies LCFF Base 14200 Field Trips/Bus Expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 11000 All Items on Goal and Action covered by Low Preforming Student Grant Other 29800 Materials and Software 4000-4999: Books And Supplies Special Education 2000 Chromebooks/Robotics Program 4000-4999: Books And Supplies Title VI 5160 MISC LCFF Supplemental and Concentration 9830	Software/Science/Materials/Journals/Misc. 4000-4999: Books And Supplies LCFF Base 4000 Field Trips/Bus Expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 47183 Low Preforming Student Grant Other 43823 Materials and Software 4000-4999: Books And Supplies Special Education 771 Chromebooks/Robotics Program 4000-4999: Books And Supplies Title IV 5640

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Maintain internet access for teacher and student use of web and app based learning supports • Provide app based application for behavior tracking and interventions • Provide application for portfolio building • Maintain school facility in clean and optimal conditions • Provide field trip funds and guest expert experiences for students • Provide additional support to education specialists/students in special education	Art Teacher 1000-1999: Certificated Personnel Salaries LCFF Base 12000 Art Teacher Benefits 3000-3999: Employee Benefits LCFF Base 5000 Performing Art Instructor 5000-5999: Services And Other Operating Expenditures LCFF Base 30000 Other Misc: Credentialing/Record Keeping 5000-5999: Services And Other Operating Expenditures LCFF Base 26850	Art Teacher 1000-1999: Certificated Personnel Salaries LCFF Base 59571.85 Performing Art Instructor 5000-5999: Services And Other Operating Expenditures LCFF Base 30268 Other Misc: Credentialing/Record Keeping 2000-2999: Classified Personnel Salaries LCFF Base 24372.92

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Our students were not able to attend as many field trips or experience as many guest expert support services due to the shutdown. Some additional software was purchased to support instruction. Chromebooks and ipads needed constant replacement due to the addition of distance learning. For the first semester of the 2020-21 school year, enrichment classes decreased but we did keep the teachers on staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes involved the fact that we continued a strong hands on curriculum for the 19-20 year from September to March. Our students developed portfolios and shared those with their parents so that parents could see their progress. We continued to refine the use of software for learning and add a vocabulary development software, experimenting with it throughout the school year.
Our students were not able to attend as many field trips or experience as many guest expert support services due to the shutdown. Though we did not miss a day of school, instruction styles shifted significantly and it took teachers time to adjust to the new methods and programs that needed to be used. Students and teachers were exposed to a variety of technological tools for learning remotely that they wouldn't have known about. A few of those continued to be used after starting the school year in person. Enrichment decreased from March 2020-December 2020, due to regulations for social distancing and cohorts and/or online learning.

Goal 4

Develop a structure for ongoing analysis and intervention of student absences and tardies.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 6: School Climate (Engagement)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Absences/tardies will be recorded in a unique document that allows for yearly comparisons. • Cumulative absences will decrease each year. • Parents of chronic absence/tardy students will have scheduled meetings. • Independent study contracts will be selected by more families when they are out. **19-20** Set a baseline for absences over the past year and tardies. Decreased number of absences. Increased intervention throughout the year. Decreased number of tardies Decreased number of students who are absent or tardy repeatedly. Increased work while home for absent students.	Absences from August to March Innovations Academy kept data about interventions with parents. Between the months of October to March, the director initiated intervention conversations with 19 families which impacted attendance for 23 students. These interventions included phone calls and in person meetings. Attendance improved after each of the interventions. Once the pandemic required remote learning launched and attendance waivers were instituted, attendance issues became about who was showing up online and amount of work being produced. Whereas, prior to the pandemic attendance issues were handled by office staff, teachers were communicating directly with parents about situations at home and reporting to administration. Absences decreased significantly because children were attending from home. The director offered parent support via ZOOM on multiple occasions to offer support, ideas and create a collaborative effort to help students adjust to the new way of attending school.

Expected	Actual
Baseline Absences and tardies are kept in Powerschool. • Students have less than 15 absences per school year. • Repeat offenders are called infrequently. • Some students complete independent study short term when absent.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Use the baseline to gauge status on absences or tardies. Maintain or improved P1 Provide early on intervention for absences and tardies, especially for chronically absent students from the previous year. Increase communication with families of chronically absent students. Increase support of families with chronically absent students. Develop a method of improved work at home when student must be absent. Increased communication with families of repeated tardy students	Low Preforming Grant Plan: Powerschool/Director Salary (%) Other 3750 Enrollment and Attendance Coordinator 2000-2999: Classified Personnel Salaries LCFF Base 18000 Benefits 3000-3999: Employee Benefits LCFF Base 11000 Director Salary (%) 1000-1999: Certificated Personnel Salaries LCFF Base 5000 Powerschool/Communication/Website 5000-5999: Services And Other Operating Expenditures LCFF Base 8200	Enrollment and Attendance Coordinator 2000-2999: Classified Personnel Salaries LCFF Base 47204.99 Director Salary (%) 1000-1999: Certificated Personnel Salaries LCFF Base 7190.52 Powerschool/Communication/Website 5000-5999: Services And Other Operating Expenditures LCFF Base 12378

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Our intervention program was thwarted by the pandemic and supported by the pandemic in the following ways. The use of funds was not impacted, but the focus changed. Prior to the pandemic we were calling and meeting with parents whose students were late, absent or leaving school for appointments at a higher than normal rate. After the pandemic more students were attending and attendance waivers were in place. Our focus because supporting students social-emotionally who were challenged with showing their faces on ZOOM. The time our counselor spent providing interventions and education for parents increased.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As mentioned already, a success was that attendance changed for students once the pandemic took hold. Students attendance rates increased as their own parents were now in charge of their learning in a new way since the students were at home. This did not allow us to see if our attendance interventions were successful but it did increase student attendance. It did allow our teachers to view attendance through the eyes of work completion. Teachers were able to keep track of completed assignments and use them as a gauge for progress.

Goal 5

Develop stronger parent partnerships through effective communication tools, increased means of input and parent education.(modified from previous goal 15)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parents know exactly how to access their child's academic standing. Parents have several options for parent education during the school year. • There will be school based activities that exhibit student work, engage parents in experiencing their child's work and participate in the process. • All parents will attend a student led conference, one exhibition and a portfolio review each year. • 80% or more of parents will respond to a survey. • Parents will approach their child's mistakes with understanding based on the child's stage of development.	100% of parents received 2 report cards that had academic grades, student MAP assessment performance and a social emotional rating in these areas: sense of belonging, self-regulation, focus, problem-solving, managing stress and overall positivity and perseverance. Parents were provided education for supporting academics through a stargazing night in October, Coffee Connections monthly on the topics of getting your child to school, writing and reading, extending academics at home and siblings helping siblings. Parents were provided social emotional education through two positive discipline class offerings (October and February), human sexuality education with an expert, the importance of free play, mindfulness and self-regulation techniques. Parents were also provided materials in writing through weekly parent communications from the director on topics such as supporting your child academically at home, developmental learning and thoughts on parenting and discipline. During the pandemic, parents were provided ongoing support throughout April and May from our MFT as well as information on acquiring food and techniques for schooling at home.

Expected	Actual
19-20 100% of parents will receive specific information pertaining to their child's academic and social emotional learning. 100% of parents will be given parent education regarding ways to extend academic learning at home. 100% of parents will be provided multiple opportunities to participate in school based activities. 100% of parents will participate in at least one school event. Parents will respond to a parent survey. Parents will be provided parent educational opportunities and information about child developmental needs. **Baseline** 100% of parents receive a weekly email from the school and a weekly email/call from the teacher. • Parent educational resources are offered to parents. • 100% Parents receive a phone invitation to our school events. • 100% of parents will sign in at any parent event. • Less than 30% of parents typically respond to our surveys. • Parents will grow in their understanding about why we do not punish or reward/bribe children.	School based activities were numerous, beginning with a back to school night, an exhibition night, student led conferences and portfolio reviews in person of student work.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Weekly Parent communication through a multi pronged (email/text/voice) approach. Students will write in the school to home journal weekly. Weekly school emails will include parent education materials.	Low Preforming Student Grant Funds Plan Other 1200 Survey Monkey & Materials 4000-4999: Books And Supplies Special Education 200	Survey Monkey & Materials 4000-4999: Books And Supplies LCFF Base 388

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Open House will provide information about project based learning, school policies and our social emotional program. Student Lead Conferences will be scheduled to accommodate parent schedules. Administer parent surveys for feedback Parent education seminar provided to parents. Coffee Connections held monthly for parents. Support Parent Association events. Share student achievement information at least twice yearly. Recognize parent volunteers at an appreciation ceremony Volunteer Coordinator on staff Parents are invited to participate on field trips, in the classroom and on campus in a variety of capacities.	Events 5000-5999: Services And Other Operating Expenditures Special Education 250 Parent Square/Printing/Misc. 4000-4999: Books And Supplies LCFF Base 5650	Parent Square/Printing/Misc. 4000-4999: Books And Supplies LCFF Base 2000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For this goal, the use of funds was not impacted and actions and services to parents continued to be implemented. The change was in redirection to topics of need for parents, learning to support remotely and providing parent support remotely. Parents became even more intimately involved in their child(ren)'s education as communication was critical to success.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our success throughout the changes that took place in the 2019-20 school year continues to be the fact that we did not miss a day of instruction. For the March to June segment of 2019-20, our staff continued to provide all of the services that were planned remotely. We directed our energy into learning technology and platforms for best providing support and shifted to making sure parents had the connection with us that they needed and the support from us to create a collaborative effort to support their children.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase health/safety equipment and materials $7000 Purchases of additional sanitizer and sanitizing wipes	15000	18000	No
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	30000	72000	Yes
Hire additional teachers to support academic programming	75000	150000	Yes
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	45000	125000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We are proud to have worked as a community to involve teachers, teacher assistants and parents in creating a program with options for the different scenarios families were encountering. Changes that we experienced were that we added two teachers who were focused on supporting the most challenged students (academically), first mainly distance learners and as our on site population

increased, they moved towards a hybrid support approach. We had many broken electronic devices as they traveled back and forth with our site based learners, we needed to build partitions to separate students in the classrooms, we purchased merv-13 filters to improve air quality and we purchased disinfecting machines and disinfectant to sanitize our classrooms regularly and we bought some cameras to facilitate learning at home. We added a staff member, as well, to our custodial team to help with the disinfecting.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Innovations Academy staff went above and beyond when confronted with the challenges of the pandemic, changing regulations and facility changes. When told to close on March 13th, devices were sent home with all children that needed them and started the following Monday providing online instruction. We completed the 2019-20 school year without having to miss a day of school.
When the 2020-21 school year commenced we were prepared to meet with students in person We spent the first week in full distance learning while we structured a plan. We surveyed all of our parents. Those students that were able to come to school, were invited to attend for a shortened day (8:30 a.m. - 1:00 p.m. Monday -Friday) for the first semester. After school care was provided for those families whose parents were essential workers and could not pick them up until later. All students were offered enrichment classes online. Special education services as well as counseling continued to be provided as planned.
The second semester, as more students were wishing to return, we changed our plan. Site based learners attended full days Tuesday-Friday (8:30-3:00 Monday- Friday). Teachers worked with all of their students online on Mondays, which is typically our minimum day. Site based students attended enrichment classes (performing arts, nature studies, STEM, Spanish).
Both semesters students attended classes in their own classrooms with their assigned self contained classroom teacher. All students had access to a teacher assistant.
The biggest challenge was for teachers who were providing both distance and site based instruction. It created extra work, decreased their planning time, collaboration time with other teachers and professional development was cut way back. Only so much can fit into a busy school week with dual instruction in place.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Develop and implement a professional development plan to support online instruction trainings for new software, teacher training and assessment training	13000	0	No
Purchase technology devices and hotspots if needed chromebooks, ipads, doc cams, cameras, headphones	7000	0	Yes
Research and purchase educational technology tools and software purchases of chromebooks, doc cameras, Libib, Lexplore, Rozzy, ShowMe, Padlet	12000	0	No
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)	12000	2000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The biggest difference in planned actions was the need to repair and replace so many chromebooks and ipads that were broken by students in transit home (for those site based learners doing distance learning during quarantine periods and for our full DL Mondays) as well as our full distance learners. Another large impact was the addition of two teachers who primarily focused on support of distance learners.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

In the spring of 2020, 100% of our students were offered distance learning instruction 5 days per week beginning March 16th. 100% of students had access to school devices for learning and connectivity. Innovations Academy staff went above and beyond when confronted with the challenges of the pandemic, changing regulations and facility changes. When told to close on March 13th, devices were sent home with all children that needed them and started the following Monday providing online instruction. We completed the 2019-20 school year without having to miss a day of school.

When the 2020-21 school year commenced we were prepared to meet with students in person and provide distance learning for those that could or would not attend in person. We spent the first week with 100% of full distance learning while we structured a plan. We surveyed all of our parents. Those students who were not able to attend school in person were placed in our distance learning program. They received synchronous instruction for a minimum of 1 hour daily with additional 1:1 time with a teacher or teacher assistant. Those that were experiencing excessive difficulties were also assigned an additional distance learning teacher to provide specific support. Distance learning students also received asynchronous assignments and instruction.

All students were offered enrichment classes online.

The second semester, as more students were wishing to return, we changed our plan. Site based learners attended full day Tuesday-Friday (8:30-3:00 Monday- Friday). Teachers worked with all of their students online on Mondays, which is typically our minimum day. Teachers were relieved to provide online instruction to their distance learning students while their site based students attended enrichment classes (performing arts, nature studies, STEM, Spanish). Distance learners were provided a minimum of 1 hour of synchronous learning in addition to their asynchronous assignments each day. By spring of 2021, 80% of our students were attending school in person.

One of the biggest challenges was the increased stress level for teachers who were providing both distance and site based instruction. Their planning time, collaboration time with other teachers and professional development was cut way back. Only so much can fit into a busy school week with dual instruction in place.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Implement assessment cycle using additional program	6000	5000	No
Schedule and staff additional intervention programming to mitigate learning losses for identified pupils/subgroups	5000	1500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We purchased Lexplore, a device that supports measuring the reading ability of students very quickly by tracking their eye movements. This was to help us support their learning best, in the short time we had with them first semester. The Lexplore test sessions were also recorded, allowing teachers and parents to access the recording and discuss plans for improvement together. We were also working with limited data, since CAASPP and MAP tests had not been given at the end of the previous year. Additionally, we moved to a new location so our population of students had shifted. Since we were one of the only schools opening in person, we were bombarded with new students. This could also have been the location change. It was hard to gauge in such an unstable pandemic climate. Another impact was that when students had any symptom of COVID-19, they needed to get tested and quarantine for different lengths of time. This caused some students to be moving back and forth throughout the year from distance to site-based learning. It created changing groups of learners and created issues for teachers trying to create continuity of learning. We also experienced a higher than normal teacher absence rate due to the time teachers had to take to get tested and quarantine. Luckily we did not have any transmission of COVID on our campus. Our teachers had decreased observations in order to maintain stable cohorts of learners and avoid the introduction of anything into their classroom environment.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

I think that the most profound thing we did to address learning loss in the 20-21 school year was to be open to students on site for the whole school year. This allowed families to choose their learning approach for the year: either distance or in person. Many of our most challenged students come from the families of essential workers who could not be working from home. This meant that prior to the start of our school year (during the summer of 2020) these students were being shuffled around to family and friends while their

parents went out of the home to work. We were able to provide a stable routine and learning in person with after care for them for the whole school year. The biggest challenge we faced was that our teachers were teaching online and in person at the same time. This was above and beyond what other schools in our area were doing.

Other successes were experienced by a minority of students. There were some students who discovered that remote/distance learning via computer helped them focus and gave them the freedom to address their learning in a less structured format and successfully. The time at home this year allowed some students to connect with their parents and/or siblings in positive ways. These students may not face any significant learning loss and may actually have learning gains.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The following were challenges in the area of social emotional (SE) learning for distance learning (DL) and site based learning (SB):
Difficulty connecting with DL students to be confident about their social emotional well being
Zoom Staff meetings were challenging
Overwhelmed parents especially for DL learners
SB students getting on Zoom on Mondays
Live groups were not as connected with partitions and social distancing
Counselor did not get to go into classrooms regularly to do SE building blocks
Less time for SE learning because of hybrid offerings to students
Difficult to do SE survey and follow up

The following were successes for us in the area of social emotional (SE) learning and mental health:

Administration attended the ASCD Leadership Summit on Educator Mental Health and Wellness
We were able to shift to live meetings by 1/21/21
Implementing connection & mindfulness in our staff meetings
Taking Monday as a DL day to allow for collaboration and connection (success)
Isolated DL students were bored and seeking connection and were forthcoming and honest with counselor
Isolated DL students were not posturing for other students in their groups and were authentic in meetings with counselor
Counselor offered much more support to parents including, a mental health overview to start the year, Positive Discipline, ADHD and SPACE trainings
Counselor created a lot more electronic resources, presentations, videos etc. and worked diligently and successfully at delivering different services on ZOOM.
Counselor offered more structured support for staff
SPACE (Supporting Parents with Anxious Childhood Emotions) training and implementation- all IA parents were invited to participate.
The director offered DL parent support groups to answer questions, connect distance learning parents and offer alternatives when things weren't working at home.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

In the 19-20 school year, parents engaged in a variety of options for engagement and outreach. With COVID restrictions in the 2020-2021 school year, we were not able to have parents on campus, but our staff still found many ways to involve them in their child(ren)'s learning. Many in-person events, like Open House, High School Information Night, and parent-teacher conferences, were held on Zoom while staff worked to maintain the essence of these events in a new format. Our Parent Connection team continued to meet monthly and host fundraisers for the school. Staff continued to track absences and offer support to families that were struggling due to constraints of the pandemic. Teachers continued sending detailed weekly e-mails home to parents, informing them of what was happening in their child(ren)'s classroom. The director also continued sending weekly e-mails with information and parent support. The director and our on-site therapist held several seminars to support parents participating in distance learning. By the end of the year, as restrictions were loosening and more people were vaccinated, many teachers were able to invite families on-campus for after school presentations of learning.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

For meal distribution, Innovations Academy partnered with the SDUSD. For distance learning students, free meals were accessible through pick up locations in the SDUSD. This was communicated with parents in the school communications to parents. For students who were site based, Innovations Academy provided one free meal offering daily to all site based learners. On full distance learning days, all students were invited to utilize the district "grab-and-go" meal distribution sites.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	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.	12000	10000	No
School Nutrition	Offer free breakfast and reduced price meals for qualified students	15000	0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We feel our students have been overloaded with learning tied to a device, therefore our goals are mainly non-device based learning goals.
We feel our students learn best through collaboration, something that was less feasible during quarantine, distance learning and site based with physical spacing requirements, therefore we plan to connect our students to each other as much as possible.
We have re-discovered the power of observation and feedback for improving instruction, therefore we will promote teachers learning from each other and mentorship through observation.
We watched our teachers burn out as they provided two types of instruction throughout the year, therefore we will not allow teachers to do both types of instruction next year.
We learned that constructivist education is what we do and is nearly impossible to do online with children.
We learned that children are negatively impacted by learning in isolation on a camera screen, therefore we will fight to stay open and meet the needs of our students and their families.
We learned that it is possible to learn in person and NOT transmit the virus to others.

We feel the distance from this year made it challenging to know where our students are in their learning, so we will need to do heavy assessments to commence the year and make goals for underachieving students.
We feel that attendance is going to be more important than ever this coming year so that we can assess, support and encourage our students to attain academic success.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We are completing our end of the year assessments which include the MAP test and the CAASPP. We are also surveying teachers to identify the most challenged students. We will create balanced classrooms for next year to that heterogeneous grouping can support learning. We will provide focused professional development so that our teachers launch the new year with strong academics early on supported by mentoring, observations and collaboration. We will review our social emotional program so that classroom teachers provide the tools in the classroom for students to be able to self-regulate, reflect and focus on their learning while feeling supported and cared for. We will make sure all of our academic projects are dynamic and maximize learning potential.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

We are going to have to take the summer of 2021 to sort through our broken and damaged devices, repair those that we can and to make sure we have enough devices in working condition to begin the new year. We are going to identify all of our academically and social-emotionally struggling students to start the year with effective interventions additional tutoring support and facility preparedness. We are going to make sure that our teachers are prepared to address learning loss and gaps in learning as well as social emotional challenges.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

We set out at the 19-20 school year with an almost singular focus that kept us determined to achieve higher test scores during the 2019-20 year. Though our philosophy does not recognize test scores as the best measurement of a child's success in life or in school, it is the metric that the state has decided that we must use. Our actions were developed to create increases in test scores and committed to finding ways to get higher test scores. Unfortunately, the pandemic did not allow us to see if those actions would give us test score improvement outcome. But the pandemic also showed us all that test scores were the last thing on anyone's mind. What became the focus for all schools was the well being of children and keeping their interest in learning and growing at a high. We wonder when the bureaucracy will truly recognize what makes a successful student.

In the meantime, the shutdown and remote learning from March-June 2020 took away the opportunity to get some very helpful data. The information we did gather from March - June 2020 was that students do not learn effectively and more importantly teachers struggle to teach and gather data via formative and summative assessments when students are distance learning. Another data point that was made clear by our parents was that many of them were not working from the home, they were essential workers and were leaving their children at home alone or leaving them with neighbors, family and friends in order to continue to work. There were no summer camps or daycare to help them. The stay-at-home remote learning plan would not work for them. This important information gave us the drive to open our doors as soon as possible to as many students as possible. We created a program that offered both distance and in person learning. Parents selected the program their child would attend. Distance learners were at home all of the time, site based learners attended school 5 days per week for 4 hours a day with an optional after school program. This plan gave support to our students and their parents that needed an open, in-person school in order to be safe and learning. This gave our distance learners the opportunity to attend school without any risk of exposure to the virus. We opened with this plan early in September 2020. Our LCP was written and developed with all of the interventions in mind that needed to be in place (along with the costs to put them in place and maintain them indefinitely). At the same time as the pandemic was a move to a new building that had been in the works for years.

The 2019-20 LCAP informed our 21-22 LCAP by giving us a second chance to work with students on test taking skills and individualized intervention for increasing skills and scores. Our five goals are very similar. They were re-worked to take into consideration that we have already hired, received some professional development and we have the structure in place to commit again to raising test scores. Additionally, we are not located in a new facility and will be directing funds towards optimizing the facility for student learning.

The 2020-21 LCP was a document that helped us get through the storm or the pandemic. It informed the development of our 21-22 LCAP by bringing awareness to our need for replacement technology as students broke many of the devices we had in place prior to

the shutdown. The LCP also heightened awareness of the information the assessments we had in place, the amount of time to give them,, record the data and disperse the data to those who use it to make decisions as well as an awareness of the large scope of online learning platforms that exist. To be honest, the information about online learning caused us to set the goal of cutting back on the use of technology because it highlighted how much our students need collaboration, interaction, conversation and connection for learning.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	468,959.00	437,601.37
LCFF	0.00	10,500.00
LCFF Base	352,774.00	330,689.73
LCFF Supplemental and Concentration	37,730.00	45,213.64
Other	36,500.00	43,823.00
Special Education	30,200.00	1,735.00
Title II	6,595.00	0.00
Title IV	0.00	5,640.00
Title VI	5,160.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	468,959.00	437,601.37
	44,580.00	43,823.00
1000-1999: Certificated Personnel Salaries	180,274.00	153,227.42
2000-2999: Classified Personnel Salaries	58,000.00	116,578.62
3000-3999: Employee Benefits	49,500.00	0.00
4000-4999: Books And Supplies	36,210.00	24,475.93
5000-5999: Services And Other Operating Expenditures	81,800.00	89,829.00
5210-00	18,595.00	9,667.40

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	468,959.00	437,601.37
	LCFF Supplemental and Concentration	9,830.00	0.00
	Other	34,750.00	43,823.00
1000-1999: Certificated Personnel Salaries	LCFF Base	180,274.00	153,227.42
2000-2999: Classified Personnel Salaries	LCFF Base	18,000.00	71,577.91
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	20,000.00	45,000.71
2000-2999: Classified Personnel Salaries	Special Education	20,000.00	0.00
3000-3999: Employee Benefits	LCFF Base	41,500.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	4,000.00	0.00
3000-3999: Employee Benefits	Special Education	4,000.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	10,500.00
4000-4999: Books And Supplies	LCFF Base	21,950.00	6,388.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	3,900.00	212.93
4000-4999: Books And Supplies	Other	750.00	0.00
4000-4999: Books And Supplies	Special Education	4,450.00	1,735.00
4000-4999: Books And Supplies	Title IV	0.00	5,640.00
4000-4999: Books And Supplies	Title VI	5,160.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	76,050.00	89,829.00
5000-5999: Services And Other Operating Expenditures	Other	1,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Special Education	1,750.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	3,000.00	0.00
5210-00	LCFF Base	15,000.00	9,667.40
5210-00	Title II	3,595.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	141,674.00	80,919.76
Goal 2	128,195.00	71,890.33
Goal 3	145,840.00	215,629.77
Goal 4	45,950.00	66,773.51
Goal 5	7,300.00	2,388.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$165,000.00	$365,000.00
Distance Learning Program	$44,000.00	$2,000.00
Pupil Learning Loss	$11,000.00	$6,500.00
Additional Actions and Plan Requirements	$27,000.00	$10,000.00
All Expenditures in Learning Continuity and Attendance Plan	$247,000.00	$383,500.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$15,000.00	$18,000.00
Distance Learning Program	$37,000.00	$2,000.00
Pupil Learning Loss	$6,000.00	$5,000.00
Additional Actions and Plan Requirements	$12,000.00	$10,000.00
All Expenditures in Learning Continuity and Attendance Plan	$70,000.00	$35,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$150,000.00	$347,000.00
Distance Learning Program	$7,000.00	
Pupil Learning Loss	$5,000.00	$1,500.00
Additional Actions and Plan Requirements	$15,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$177,000.00	$348,500.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Innovations Academy	Christine Kuglen Director	christine@innovationsacademy.org 858-271-1414

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Innovations Academy opened our doors in September 2008 and located in four different locations in our first five years. After one more relocation and renewing our charter in 2018, we finally moved into our forever home this school year (2020-21). We have a brand new facility in Kearny Mesa built according to our needs and goals. This year the students of Innovations Academy came from 106 different neighborhood schools in 5 different school districts of our county. At the time of writing, we have 413 students enrolled and 55 staff members employed at Innovations. The student population is comprised of approximately 20% special education students, 28% FRL, and many working class families of all races that are facing increasing economic hardship due to the high cost of living in San Diego. Many rely heavily on the support of extended family even when they don't qualify as low income.

Following a constructivist philosophy, our community is comprised of families that see value in both interactive learning and a strong social emotional curriculum. The diversity of religions, family cultures and practices, world views and ethnicities creates an environment in which we experience a rich mix of viewpoints daily. As progressive constructivist educators, we believe that every student brings background, context, skills and knowledge to their education and the learning environment. Additionally, our job is to help students construct their learning by providing experiences that provoke thought and invite action for learning. We believe that each person's journey is unique to them and is practically immeasurable. Our goal is to facilitate learning along that journey.

The testing and data culture that has been created over the past 25 years has been destructive to both schools and children. Children are not data points, they are individuals, each with unique variables (such as unique timelines, readiness and life factors) contributing to their learning, their decisions and their educational experiences. What have recently been called 21st century skills, are truly skills for the education of all people, no matter the century, in order to be civic minded, highly functioning learners. The skills of collaboration and

teamwork, creativity and imagination, critical thinking and problem solving are deeply rooted in our program. How we teach is profoundly different than the typical public school.

How we interact is also different. Our behavior management is community centered and designed to promote doing the right thing when no one is looking. Our social emotional program is based on Adlerian theory and is the antithesis of what you would find in a traditional school environment, which is typically designed from a behaviorist based philosophy. How we assess whether or not our school has achieved its goals is crucial to determining the overall effectiveness of our program components and structure. Frequent and varied assessments, both summative and formative, provide insight to teachers when planning instruction and serve as relevant data for use by school leadership when making decisions leading to program evaluation and improvement. Regular assessment and reporting of student outcomes also allows parents, students and teachers the information needed to guide and decide the paths to take on the educational journey.

Innovations Academy utilizes both traditional assessments, teacher-designed assessments and observation of students to continually review current levels and progress. Traditional assessments such as the DRA and NWEA MAP assessment, writing rubrics, published curriculum and online resources are utilized alongside student inquiry-based learning and project work and peer evaluation. We have been able to modify much of the hands-on, experiential learning for the online classroom during this year of distance learning. We are very aware that no single assessment can define the skills, knowledge or academic level of a student and that there are many very different ways that a demonstration of learning can and should look. Most important is that a student knows their strengths and challenges and builds fortitude for their own long educational journey.

Innovations Academy students learn the same content, standards and skills as all other students but how we do it is wonderful. At Innovations Academy we are dedicated to inquiry, deep project work and hands-on exploration. Our students wonder, build, discuss, debate, perform, create, interact, research, defend, cut, color, draw, paint, challenge, diagnose, interview, speak, determine and explore in collaboration with each other and the real world. We have stayed true to these values throughout the COVID-19 pandemic and done our best to maintain the safety of our community while staying true to what we know is best for students. We provide the resources, guidance and expertise as adults who are further along in the journey.

Innovations Academy is dedicated to our mission of supporting students to powerfully create their lives through self-expression, compassionate connection and purposeful learning.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In the midst of a global pandemic, Innovations Academy worked hard to consistently provide what we know is best for our students. Innovations Academy teachers and students did not miss even a single day of classes, switching from site based learning on March 13th(Friday) to distance learning on March 16th(Monday) After 3 months of distance learning in the 2019-2020 school year, we were able to run a high-quality hybrid program for the 2020-2021 school year in accordance with state and local guidelines. We opened to site based learning within two weeks of the first day of school. We supported our distance learning families in their work at home, supported our site-based students (4 days per week) to learn in a safe environment, and supported our staff through an unusually taxing school year. Throughout all of this, we have remained committed to our mission & values and continued to improve as a school.

Despite the challenges of administering a standardized assessment in a hybrid learning model, 99% of all grade 2-8 students, both distance and site-based, took the NWEA MAP Reading, Language Usage, and Math tests in both fall 2020 and winter 2021. In analyzing our data from fall to winter 2021, our strongest area was reading. The mean RIT score for every single grade level was above the nation's norms in both fall and winter test sessions. Our MAP scores were also strong in math, with the mean RIT scores above the nation's norm for grade levels 2, 4, 5, 6, 7 and 8 and in language usage, with above norm mean RIT scores for grades 2, 3, 5, 6, 7 and 8. The outlier grade levels had a mean RIT this winter, only one point below the national norm. We also recognized the stellar improvement in our 8th grade scores, that, by winter, showed 100% of students at or above grade level.

We have been working to integrate more conscious test preparation in our classes' academic routines, with the goal of improving our CAASPP scores that will be reflected on the California School Dashboard. 82% of grade 3-8 students took one or more Smarter Balanced Interim Assessment Blocks in Spring 2021 to acclimate students to the test format, designated supports, and stimulus styles. We also continued delivering one-on-one instruction to all English-language learners throughout distance learning and our hybrid model. We enabled 100% of our students to access distance learning through lending out Chromebooks and providing access to hotspots as needed for our low-income students to use if they did not have reliable internet access.

When reflecting on our school Dashboard, we were proud to see all local indicators met and our suspension rate as blue. This data is a reflection of the important effort we put into supporting our students and their families in social emotional development. Although we still need to improve our chronic absentee rates, we were happy to see that our students with disabilities and Hispanic student groups' rates have declined in this area.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need to bring our CAASPP scores up. Through teacher observation and student formative and summative assessment, we have come to understand that the CAASPP scores do not reflect the quality of instruction nor the level of academic achievement of our students. They simply reflect how well prepped to take the CAASPP test students are. Our challenge is now to prep students to take a specifically designed test without altering the mission of our charter and without assigning the majority of our instructional minutes to test preparation. We continually seek techniques for incorporating the test taking skills needed to succeed in CAASPP testing into our inquiry-based, real-world model, social-emotionally rich curriculum. We see this as an area of survival for our charter school since we are assessed now mainly on these scores. Our students need more practice and intense exposure to the format and specific types of tricky questions as well as the language used to ask the questions of the CAASPP.

Our school dashboard placed us in the orange area school-wide for both English Language Arts and Mathematics. Both tests showed that our students with disabilities and Hispanic students were groups that need extra support to raise their scores. Luckily, as previously mentioned, these two student groups are improving in chronic absenteeism which will facilitate us to continue to offer more support to them at school. Our data has shown that our teachers need more training on the test preparation, language used and content of the CAASPP and its delivery, especially in mathematics. Although we were not able to administer the CAASPP tests last year during the pandemic, we have historically seen that our English Language Arts and Mathematics are areas that need improvement on our dashboard. We created a staff position to learn more about these tests and help with staff professional development.

We also noticed that we were in the orange section for chronic absenteeism on our 2019 dashboard. We know that this is an area to work on together with parents, so we increased and tracked our parent communication to problem-solve issues with absent students. With the practice of distance learning this year, we were also able to have many of our site-based students log on to Zoom sessions with their classmates in times when they would have otherwise been absent. We struggle to hold parents accountable and alter their behavior to change student absences, so we will continue to experiment with ways to improve in this area.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

We have five main goals for this LCAP, which do not differ significantly from previous years because they are broad goals that address the needs of all learners, teachers, parents and guardians. Our main theme for these goals is to improve test scores, focusing on low income, foster youth, and English learners, so that our community is not threatened with closure of our charter at any point. We seek to improve the test scores of our students through a variety of ways that hold true to our hands-on, constructivist philosophy. We will do this by analyzing various data, supporting our teachers, offering targeted academic support (outside of the classroom) to struggling students, and making sure we are setting classrooms up for success by purchasing necessary materials. We know that good teachers are of the utmost importance to a school, so we will continue to support teachers and will adopt a new salary scale to attract and retain strong teachers. We will continue to emphasize the importance of collaborating with students' families to engage parents and collaborate on issues affecting our students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Innovations Academy solicited recommendations and comments from our stakeholders via email, surveys, phone calls, and video conferences. Additionally, all families were provided the Director's contact information so they could reach out with input or questions. Our staff members (teachers, principals, admin, and other school personnel) brainstormed action items that they would like to see at a staff meeting on March 15, 2021 and completed a follow-up survey to fine-tune our goals on April 5, 2021. All stakeholders had the opportunity to submit feedback in a survey sent out to parents on 3/7/21, in meetings (open to any interested stakeholders) held 2/10/21, 2/24/21, 2/28/21, 3/10/21, 3/17/21, and 4/21/21. In an attempt to involve more stakeholders, we also discussed the LCAP at the standard Parent Connection Meeting held 3/17/21. A special section of our website was created for parents to interact with the LCAP and to answer their questions such as "what is the LCAP?" and "What happened to the LCAP during the pandemic?". We created a Google folder with all documents relevant to the LCAP and gave access to all interested stakeholders. Many staff members and parents reached out directly to the director to give their feedback. After revising our goals based on the initial round of feedback, we held a meeting with parents on 4/28/21 and with staff on 4/26/21 to get input about how these goals can be measured. We received written feedback from our SELPA on 5/27/21. The public hearing was held 6/8/21. All stakeholders had the opportunity to review the Local Control and Accountability Plan and submit written comments and/or participate by sharing comments at the meeting. No changes to the draft were suggested.

A summary of the feedback provided by specific stakeholder groups.

Across all feedback avenues, it became clear that some stakeholder inquiry could easily be addressed by more detailed communication. For example, parents wanted more information on how many of our staff hold correct teaching credentials, which can easily be taken care of through communicating information in our weekly e-mails. We have decided to use our weekly informational communication to address these details throughout the year. In the initial stages of developing goals with staff, it became clear that teachers valued an increase in salary and support in delivering strong academics. Together we worked on and developed a salary scale and a plan for implementation. It is important to our stakeholders for our students to have a playground that is complete with adequate playground equipment. Since we moved into the facility immediately before commencing the school year, we did not have time to complete the project and that will be a main focus in the next few years. Our SELPA's feedback helped us clarify some areas and add more specific details to goals that affect our SpEd population.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a result of parent feedback, we included more parent communication measures and parent education in goal 5. We also made improving our playground an action item in goal 4. This is a student priority. We responded to teacher feedback through a teacher salary increase in goal 2 while being transparent about budget constraints and that with a salary increase, teachers may have to take on additional roles in our community such as managing our school plants or coordinating the SST process.

Goals and Actions

Goal

Goal #	Description
1	Use social emotional and academic assessment data to improve instruction for all students and provide targeted intervention for struggling students. State Priority 2: State Standards (Conditions of Learning) State Priority 4: Pupil Achievement (Pupil Outcomes) State Priority 6: School Climate (Engagement) State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As mentioned in the introductory sections, English Language Arts and Mathematics CAASPP tests are often areas that need improvement. We were in the orange section in both subjects on our 2019 dashboard. This is an important area for us to take on and although we have certainly improved since our last LCAP, it is an area that we will continue to work to grow in. We know that our students are bright and capable, use academic vocabulary during class, can explain their thinking and have strong presentation skills. We want to help them express their intelligence on the state standardized assessments. We will continue improving the schoolwide assessment plan already established with additional assessments like SBAC IABs, spelling inventories, schoolwide writing assessments, and the NWEA MAP. Additionally, we realize that we can improve on identification, early in the year, of students needing targeted support and finding the right support mechanism to help them improve test scores.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of grade 3-8 students meeting/ exceeding standards on the Math SBAC	Schoolwide: 35.86% Hispanic: 26.78% SED: 16.98% SWD: 16.00% White: 40.44%				Schoolwide: 50% Hispanic: 40% SED: 30% SWD: 30% White: 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Mathematics assessment	Schoolwide: 60.4% Hispanic: 54.0% White: 65.7%				Schoolwide: 70% Hispanic: 65% White: 75%
% of grade 3-8 students meeting/ exceeding standards on the ELA SBAC	Schoolwide: 43.43% Hispanic: 35.72% SED: 33.97% SWD: 25.49% White: 47.45%				Schoolwide: 53% Hispanic: 42% SED: 40% SWD: 30% White: 55%
% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Reading assessment	Schoolwide: 57.5% Hispanic: 45.6% White: 61.5%				Schoolwide: 65% Hispanic: 55% White: 70%

Actions

Action #	Title	Description	Total Funds	Contributing
1	K-1 assessments	We will collaborate with our K-1 teachers and education specialists to create a cohesive assessment plan, including the NWEA MAP test, in each subject area to track progress and increase student exposure and data from standardized assessments. We will continue to assess phonemic awareness, letter recognition, and reading skills regularly throughout the year and analyze data to identify at-risk students. The cost associated with this may include additional NWEA fees.	$6,000.00	Yes
2	Instruction improvement	We will analyze our CAASPP and MAP data for any trends in October and January of each school year. Teachers with strong areas will	$25,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		share their practices while teachers with struggling areas will create a plan for improvement. Teachers will also look at IAB data a minimum of 4 times throughout the year to identify class areas of strength and weakness. The cost associated with this may include outside training on data and assessment analysis.		
3	Targeted support	We will look at end of the year CAASPP scores and beginning of the year MAP & DRA scores within the first two months of school to identify the academic needs of struggling students. Classroom formative and summative assessments, as well as teachers' professional judgment, will be used to determine needs for extra support. Teachers, SST staff, admin, and parents will create a plan to address these needs, including targeted 1:1 support such as after school tutoring. The cost associated with this may include paying IA staff a stipend for after school tutoring and/or additional salaries to hire support staff.	$60,000.00	Yes
4	Data analysis	We will hold one collaborative meeting/month designated to analyze student work and assessment, in addition to creating a plan for improvement. The cost associated with this may include outside training on data and assessment analysis.	$43,000.00	Yes
5	Summer intervention	We will offer free summer school and intervention to low-performing/ under-achieving students, especially those in target populations as determined by NWEA MAP tests. We know that many of our low-performing students have gaps in knowledge that won't be covered in their grade-level content. With such differing gaps, we feel that 1:1 or small group tutoring based on identified needs is the best way to address these areas. The cost associated with this may include paying staff for summer school participation and paying staff to provide tutoring.	$150,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students will be engaged in academically challenging, inquiry-based learning within classrooms effectively managed by highly qualified teachers using intentionally designed behavioral interventions and supports. State Priority 6: School Climate (Engagement) State Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This is at the core of our approach at our school. We are committed to supporting teachers to continually improve their practice. We pride ourselves on offering our students high quality and engaging academic instruction through interactive, hands-on learning within connected and supportive classroom communities. We believe this is the reason we are all here. We apply research on best practices and child development to our instructional practices. We know that students need a safe environment with clear expectations and support in order to thrive and learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers that are appropriately credentialed for the students they are assigned to teach.	100% of classroom teachers hold a multiple subject teaching credential				100% of classroom teachers will hold a multiple subject teaching credential
Percentage of Students with Disabilities who are in the general education program at least 80% of the instructional day.	100% of students with disabilities are in the general education program over 80% if the instructional day				100% of students with disabilities are in the general education program over 80% if the instructional day

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of suspension and expulsion rate	0.2% schoolwide suspension rate				0% suspension rate
Expulsion rate	0% schoolwide expulsion rate				0% schoolwide expulsion rate
Percentage of students who feel connected/part of their school	According to April 2021 survey, 81% of students (grades 3-8) responding 4 or 5 on a 5-point scale to the question "I feel like I belong and am accepted at IA"				90 % of students (grades 3-8) will respond 4 or 5 on a 5-point scale to the question "I feel like I belong and am accepted at IA"
Teacher retention rate	75% of credentialed staff are staying at IA following the 2020-2021 school year				90% of credentialed staff will stay at IA following the 2023-2024 school year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional development for new hires	IA will pay for all incoming teachers to attend Responsive Classroom and Positive Discipline training, which both offer skills that are at the core of our practice. Ensuring all of our teachers receive this training builds consistency within our school.	$12,000.00	No
2	Admin teacher coaching	Teachers will be observed at least once per month, set monthly goals with a mentor, receive coaching and follow up both in areas of struggle and areas of growth. The cost associated with this may include salaries for administrative staff and further professional development for teachers.	$71,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Teacher peer observation	We seek to foster a collaborative environment drawing on the rich resources we already have. We will set a schedule and format for observations, including follow-up conversations to debrief. The cost associated with this may include paying for substitute teachers to cover classes while teachers observe each other.	$23,000.00	No
4	Salary increases	We see a need to implement a higher salary scale to attract and retain high quality teachers.	$2,295,935.00	No
5	Professional development	Professional development provided by the school will be aimed at increasing test scores for low-income, low-performing students.	$8,200.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being. State Priority 1: Basic (Conditions of Learning) State Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We know that in order to provide our students with rich inquiry-based instruction, we must provide them with high-quality materials and a safe space for them to learn. Our teachers are given the autonomy and supported in deciding what materials and standards-based curriculum will best serve their students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students and teachers with access to standards-based instructional materials.	100% of students and teachers have access to instructional materials that support high academic instruction				100% of students and teachers have access to instructional materials
All students will access field trips, guest experts and quality enrichment classes	In the 2020-2021 school year, due to COVID, classes averaged one field trip/year and three virtual meetings with guest experts/year				100% of classes will go on a minimum of one field trip/month and four guests experts/year
Number of core subject areas with	5/5 subject areas curricula aligns with				5/5 subject areas curricula aligns with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS, NGSS, ELD, Social Science standards-aligned curricula	CCSS, NGSS, ELD, and Social Science standards				CCSS, NGSS, ELD, and Social Science standards
Percentage of facilities that are in "good repair"	100% of facilities are in good repair				100% of facilities are in good repair
Play structures put in place	0 climbing structures on site				2 climbing structures on site

Actions

Action #	Title	Description	Total Funds	Contributing
1	Educational Software	We will continue to use ST Math, Reading Eggs, Reflex Math, and Mystery Science software to align with our school goals & state standards. Students and teachers will respond to a survey at the end of the year to determine the efficacy of our current software and analyze our needs to plan for software purchases the following year.	$7,000.00	No
2	Curriculum & materials	For the 20201-2022 school year, IA will purchase a new math curriculum for all grade levels K-8, Illustrative Math. Teachers will have the ability to request curriculum resources as well as materials for hands-on learning and student inquiry projects, lessons and activities.	$20,000.00	No
3	Facility Costs	Cost of facility maintenance: Gas and electric, HVAC services, filter changes, Cox telephone service, landscaping, building lease, oversight fee	$300,000.00	No
4	Facility Improvements	We will install playground structures on both kindergarten and upper grade playgrounds and will supply our gym with a variety of athletic materials.	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Field study	IA will continue to supplement payment from parents to allow all students access to field trips and guest speakers.	$27,800.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families. State Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

We know that our students succeed when they are at school. Considering the flexibility introduced in distance learning, we want to ensure that our students are attending every day and maximizing their time at school. We want to partner with families to troubleshoot any issues that prevent their children from arriving at school on time every day (physically).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students attending 96% of school days	60% of our students attended 96% or more of school days				75% of our students attended 96% or more of school days
Percentage of staff attending 96% of school days	100% of our staff attended 96% or more school days				100% of our staff attended 96% or more school days
Percentage of students who are chronically absent (defined as missing 10%)	5 of our 355 students (1.4%) were chronically absent in the 2019-2020 school year				We will have less than 3 students chronically absent

Actions

Action #	Title	Description	Total Funds	Contributing
1	Absence Phone Calls	We will contact the family of any absent student on a daily basis. This was a practice developed to check for COVID symptoms that would be beneficial to continue. These calls help us understand why students are absent, that they can log online for instruction, and engage in quick troubleshooting if any problems are present. The cost associated with this may include salaries for additional office staff needed to track the data and implement this plan.	$4,500.00	No
2	Family Meetings	The school director will set up problem-solving meetings with any student that reaches 5 absences in the first semester; 7 absences in the second semester to provide education about impacts of absences on students. We will especially focus on EL students, foster youth, those eligible for free and reduced lunch, and those with low academic performance. The cost associated with this may include salaries for staff needed to track this data and for the director to hold additional meetings.	$10,000.00	Yes
3	Schedule reminders	Weekly parent communications from the director will remind families that vacations should be taken during designated breaks & the overall value of children being present in school. The cost associated with this may include our subscription to Parent Square which enables the director to send weekly communications efficiently.	$2,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education. State Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Our school traditionally welcomes our parents into their child(ren)'s education in a variety of ways. These include having an open door campus policy, chaperoning field trips, working with classes as expert speakers, helping with schoolwide or classroom events and fundraising. We do this because we recognize that parents are the most important people with the largest influence in their child(ren)'s lives. We also recognize that the parents of our most challenged students are also experiencing the largest obstacles to be with them and support them. With COVID-19 protocol, many of the ways we have involved parents in the past have not been possible. We are constantly trying to be efficient in our communication so that parents are informed but not overwhelmed by information. Involving parents in the educational and social-emotional development of their children is extremely important to us and it will always be at the forefront of our goals. As our population has changed with our physical relocation, we want to make sure that we are aware of all parents' needs and wants and that they are aware of what the school is doing to support learning and social-emotional growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of parents/guardians participating in our social-emotional survey	84.8% of students' parents completed our fall social-emotional survey				95% of students' parents will complete our fall social-emotional survey
Number of school trainings for parents on academic and social emotional initiatives	Due to distance learning and the impact of COVID, all parents had the opportunity to attend 8				Provide a minimum of 15 workshops annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	academic trainings and 7 social emotional trainings in the 2020-2021 school year.				
Parent connection meetings	8 parent connection meetings were held in 2021				10 parent connection meetings held per year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent communication	In the director's weekly e-mails to families, she will include a monthly update on spending and information related to the LCAP. Director will hold monthly parent meetings on a variety of topics to gather input and/or educate our families. We will make our website easy for parents to navigate and access any information they may be looking for. The cost associated with this may include continuing to purchase a Parent Square subscription to quickly and effectively communicate with parents.	$10,000.00	No
2	Parent education opportunities	School will hold parent education seminars during the school year. Special invitations will go to families eligible for free and reduced lunch, those with EL students, and those with low academic performance. The cost associated with this may include extra time spent by IA staff as well as paying for guest experts.	$35,000.00	Yes

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.43%	$234,915

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action 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 goals for these students.

Through improving the validity and analysis of our student assessments (Goal 1, Actions 1, 2, and 4), we will be able to easily identify and provide intervention to English learners and low-income students that need extra support in the classroom. Similarly, we will provide specific times to build missing skills with these students outside of the support already occurring within their classrooms. After improving our data analysis and increasing our assessments, we will be able to look at the data and practices together as a team to collaborate and problem-solve together, first and foremost focusing on English learners and low-income students.

Better quality teaching (Goal 2 Actions 1-5) will lead to success for all learners, but especially in providing intervention and clear instruction to our English learners and low-income students. Professionals collaborating can help share strategies that have proven successful for members of these populations at our school.

Giving our students access to high quality, standards-aligned materials (Goal 3 Actions 1-5) will allow us to support all students, especially those from low-income families and English learners. Many of our software programs (Goal 3 Action 1) help English learners be able to pause, rewind, slow down, and translate academic resources. Continuing to update our curricular resources (Goal 3 Action 2) ensures that we are offering our students culturally and socio-economically diverse resources that represent them supported by current research in best practices. Ensuring we have a quality facility (Goal 3 Actions 3-4) helps our students and families feel safe here at school. Field study (Goal 3 Action 5) is also crucial for students struggling with English to connect the real world to their classroom, and for low income students that may not otherwise have access to these experiences.

Contacting families of absent students (Goal 4 Actions 1-3) often has a positive impact on our low-income students whose families may struggle getting their kids to school. We are able to problem-solve together, connect families to carpool, or offer service recommendations for these families.

Finally, effective communication (Goal 5 Action 1) and education (Goal 5 Action 2) will serve all of our families. Our parent communication platform, Parent Square, offers easy translation to other languages which improves levels of communication with families of various backgrounds. Parent education serves many low-income families who are not able to afford parenting help/conferences on their own.

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

Providing free summer learning (Goal 1 Action 5) and after-school academic support (Goal 1 Action 3) will have a large impact on our low-income students who traditionally cannot afford after school enrichment programs. When enrolling students in summer learning and tutoring, first priority for enrollment is given to foster youth, EL students and financially challenged families. This explicit and individualized academic support will help our low-income and English learner students make progress on their assessments as stated in Goal 1. Encouraging all students to participate in field trips and ensuring low income families understand that there is no mandatory cost for participation will benefit those students academically and by increasing engagement. Providing a bus supports access to field trips for all students equally.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$3,372,035.00	$210,000.00		$29,100.00	$3,611,135.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,703,235.00	$907,900.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	K-1 assessments	$3,000.00			$3,000.00	$6,000.00
1	2	English Learners Foster Youth Low Income	Instruction improvement	$3,600.00			$22,100.00	$25,700.00
1	3	English Learners Foster Youth Low Income	Targeted support		$60,000.00			$60,000.00
1	4	English Learners Foster Youth Low Income	Data analysis	$39,000.00			$4,000.00	$43,000.00
1	5	English Learners Foster Youth Low Income	Summer intervention		$150,000.00			$150,000.00
2	1	All Students with Disabilities	Professional development for new hires	$12,000.00				$12,000.00
2	2	All	Admin teacher coaching	$71,000.00				$71,000.00
2	3	All	Teacher peer observation	$23,000.00				$23,000.00
2	4	All	Salary increases	$2,295,935.00				$2,295,935.00
2	5	English Learners Foster Youth Low Income	Professional development	$8,200.00				$8,200.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	Educational Software	$7,000.00				$7,000.00
3	2	All	Curriculum & materials	$20,000.00				$20,000.00
3	3	All	Facility Costs	$300,000.00				$300,000.00
3	4	All	Facility Improvements	$500,000.00				$500,000.00
3	5	Low Income	Field study	$27,800.00				$27,800.00
4	1	All	Absence Phone Calls	$4,500.00				$4,500.00
4	2	English Learners Foster Youth Low Income	Family Meetings	$10,000.00				$10,000.00
4	3	All	Schedule reminders	$2,000.00				$2,000.00
5	1	All	Parent communication	$10,000.00				$10,000.00
5	2	English Learners Foster Youth Low Income	Parent education opportunities	$35,000.00				$35,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$126,600.00	$365,700.00
LEA-wide Total:	$126,600.00	$365,700.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	K-1 assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$6,000.00
1	2	Instruction improvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,600.00	$25,700.00
1	3	Targeted support	LEA-wide	English Learners Foster Youth Low Income	All Schools		$60,000.00
1	4	Data analysis	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,000.00	$43,000.00
1	5	Summer intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools		$150,000.00
2	5	Professional development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,200.00	$8,200.00
3	5	Field study	LEA-wide	Low Income	All Schools	$27,800.00	$27,800.00
4	2	Family Meetings	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	2	Parent education opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	$35,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action 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 goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name

Innovations Academy

CDS Code:

37683380118083

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

(note: *This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Our ongoing goal at Innovations Academy is to help students learn to create their lives through self-expression, compassionate connection and purposeful learning. This primary goal is addressed in a variety of ways through our five LCAP goals. The three pronged mission leads us to support students social-emotionally and academically. We first assess students academically using multiple measures: CAASPP scores (state assessment), the Developmental Reading Assessment (DRA) and the NWEA Measure of Academic Progress (MAP) as well as a writing sample assessment and a social emotional assessment. The DRA and MAP are given in the first month of school, providing data for teachers who need it immediately. Teachers also review assessment data from previous years of continuing students. We assess students' social emotional health through observations, a school designed survey, data from previous years for continuing students and a social emotional observations and formative assessments. Once assessed we determine who is in need of academic support and who is in need of social-emotional support. Then we engage the following programs.

For social emotional support we train all of our teachers on teambuilding, conflict resolution, solution-seeking strategies for children, self-regulation and mindfulness. We also have a full time MFT intern who provides support to staff, parents and students. We also provide training for our MFT as needed. Additionally we hire teacher assistants and train them in Positive Discipline strategies for conflict resolution, self-regulation, problem solving with students and minimally invasive classroom strategies. Intervention groups are designed to address specific social -emotional needs.

For academic intervention, our teachers are provided access to MAP specific interventions based on student assessments and use DRA to place children in their zone of proximal development, supporting growth in reading skills. Teachers are also provided coaching on a weekly basis through our assistant director who has received training in ways to direct instructional shifts for teachers, teaching strategies, providing quality feedback and accountability. Throughout the year our teachers are observed and given feedback and participate in a variety of staff development designed to improve instruction.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Innovations Academy, a single charter school site, works with integrity to align all of our program goals with ESSA provisions, integrating our funds into our LCAP goals We also create alignment with our charter and WASC goals. We achieve that by maintaining our dual focus of supporting students to grow social emotionally and academically through the actions listed above.

The use of federal funds through Title I A, Title II A and Title IV A will support the funding of these programs to meet our five LCAP goals which all support academic and social emotional improvement:
LCAP Goal #1 Use social emotional and academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.
LCAP Goal #2 All students will be engaged in academically challenging, inquiry-based learning within classrooms effectively managed by highly qualified teachers using intentionally designed behavioral interventions and supports.
LCAP Goal #3 Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being.
LCAP Goal #4 Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families.
LCAP Goal #5 Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education.

We carefully select materials that meet the parameters of funding so there is alignment and connection throughout our funding. Our school team, which includes our business manager, administration, special education and general education teachers and our SELPA, discuss ESSA and LCAP goals to find these connections develop continuity in our collaboration and continuously strive to improve instruction for children.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (as applicable)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

As a charter school, our attendance boundaries are set in our charter. We accept all students equally from San Diego County. Additonally, we check the housing status of all of our students in order to provide any necessary supports for homeless students. We stay in close contact with all parents and guardians regarding attendance.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a single charter school we are only managing a small number of teachers and we ensure that all our teachers are credentialed or currently enrolled in an intern credentialing program. All intern credentialed teachers in self-contained classrooms work within the classroom of a mentor teacher. We have 21 classroom teachers on our staff. Teachers do not select their students as to avoid bias. We balance all of our classes for gender, special education needs and academic levels so that all classes are heterogeneous. All of our teachers are given ongoing support throughout the school year to work with a diverse group of children. A teaching coach is assigned to spend a larger percentage of his time with newer and less experienced teachers. Teachers will also have support from an Assessment and Accountability Coordinator who will assist them with using assessment to inform classroom instructional practices for all students equitably. We do not use tracked classrooms thereby creating a full integration of our diverse student population.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Parents are included through surveys, parent meetings and the review of drafts of documents pertaining to school improvement. The director speaks both Spanish and English fluently and is able to communicate directly with parents.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent engagement is central to our mission and our practices. Family, extended family and guardians are encouraged to participate in a variety of ways on campus. Innovations Academy LCAP goal 5 addresses continued encouragement of parent engagement strategies including the following ways: Engagement through awareness of academic and social-emotional progress Engagement through a variety of volunteer opportunities Engagement through attendance in parent education workshops Engagement through whole school events Direct outreach from school based MFT to parents of the most challenging students to offer family support and education.

- Families are provided a variety of means to volunteer and participate actively in school events and daily school life. Some examples include volunteering in classrooms, in support of school and classroom events, as guest speakers in class, driving on field trips and participating in the Parent Association.
- We purchase a parent communication platform (Parent Square) to facilitate seamless communication with our families in their preferred format. Communication goes out from teachers about class topics of study and other class events on a weekly basis. Communication from the director also occurs on a weekly basis in both English and Spanish and all ParentSquare communications are easily received in a variety of preferred translations for parents.
- We provide opportunities for parent education that involve Coffee Connections with our director, online Zoom meetings in person or to be viewed at a time convenient for parents, sessions with our counselor, articles shared monthly with parents and meetings with teachers.
- We invite parent input via an open door policy with the director, various surveys throughout the year, LCAP meetings offered at a variety of times and feedback forms after school events.
- We believe that parents, as primary educators of their children and the most important people in a child's life, need to be informed of progress. All parents receive assessment information in writing at least twice per year in addition to the report card.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Innovations Academy has a permanent full time staff member that is a Marriage, Family Therapist intern (MFT). This position is in addition to our school counselor. Our MFT intern provides additional support to those in need, including any students who may be placed in living situations out-of-home. In addition, teachers are trained to observe and take note of student behaviors that may be indicative of the need for intervention and support. Families may also reach out to us and request services. Our non-punitive, relationship based learning program teaches communication skills, conflict resolution skills and self-regulation skills. These supports create relationships that encourage communication to support students in crisis.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Eligible students are identified through the enrollment process and through close connection and relationships with families througout the year. In accordance with the federal McKinney-Vento Act, Innoations Academy has a policy for homeless children and youth and a school liaison is designated each year to ensure that homeless students are identified and receive appropriate opportunities to enroll and participate fully in their education at our school.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a K-8 school we encounter two different types of transitions. The first is from elementary to middle school and the second is from middle to high school (as they leave our school). The transition within our school is seamless as the program stays very similar. We provide the opportunity for our 6th graders to speak with our 7th and 8th graders about what to expect. Each year, we celebrate our 8th grade students by providing learning opportunities about the upcoming transition they will encounter moving on to high school. Their teachers hold instructional time to discuss fears and typical differences between middle and high school. Our students are currently coming from a variety of neighborhoods in multiple school districts and their choices include both charter and a variety of high schools in those different districts. We hold a "high school night" during which our graduated students who have attended a variety of high schools return to talk about those schools and the challenges they faced. We invite a variety of high schools to share about their schools with our students and their parents. We provide parents with a list of options for high school. We take students on tours of high schools. We invite transition teams for our special needs students at a final IEP meeting, so they can be connected with their new team moving forward.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Innovations Academy inquiry instruction is the primary method utilized by teachers and is one of the most recommended strategies for work in GATE programs. Inquiry instruction involves project and hands on learning and collaborative explorations and is accessible to the entire student population. This pedagogy lends itself to naturally differentiated instruction allowing students who are seeking more challenge to take on a project in a deeper or distinct way, allowing them to address academic material in their own way. Teachers receive training in this type of instruction and learn to differentiate within classrooms to meet the needs of all students. When students are assessed, academic plans specific to a students' need are made for those who are excelling in any area.

We have and will continue to have one-to-one chromebooks in our 2nd through 8th grade classrooms, ipads for students in grades K-1 and to promote digital literacy in our classrooms. We also teach robotics and coding to all grade levels as an enrichment class with a specific teacher who is training in STEM, robotics and coding. Our students access and produce multimedia content and have access to leveled libraries within classrooms, digital text via software and literacy sites such as Newsela. They are allowed to check books out from school to take home. Every class is required to be reading novels as a whole class in addition to the books they read individually and as research for their projects.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

  (A) LEA; and
  (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to Innovations Academy Charter School. Innovations Academy Charter School does not receive Title I, Part D funds

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Innovations Academy provides a variety of professional development opportunities for teachers and school leaders.
Teacher Coaching: All teachers are provided a coach who observes, provides feedback, support and information throughout the year.
School Based Professional Development: All teachers participate in professional development related to the current goals as stated in our accountability plans. These opportunities are often with experts in specific fields that provide training. All teachers meet weekly on teacher teams of various configurations including: staff meetings, grade level partner teachers, team level meetings, analyzing student work.
Teacher Observations: All teachers leave campus to observe at other schools of their choice during the school year. All teachers observe a peer within the school setting at least 4x per year.
External Professional Development: Innovations Academy provides funding for teachers and school staff to attend external professional development opportunities. All teachers new to our program are provided trainings to support their implementation of pedagogical strategies aligned with our charter and LCAP.
Induction: Innovations Academy provides financial support to teachers enrolled in multiple induction programs. Innovations Academy provides mentors to teachers as needed.
School leaders participate in collaboration on campus at least one time each month during which they evaluate observation techniques and feedback, discuss areas of particular interest for professional growth and analyze input.
School leaders participate in external professional development at least 1x per semester.
School leaders collaborate with other school leaders at least 1x per semester.
We recognize the skills of our current employees by encouraging leadership from within as evidenced by current employee positions. We have multiple teachers who have started as teacher assistants, then became intern teachers and were ultimately hired as full time teachers. Our current director is the founder of our school. Our current assistant director taught at Innovations Academy for 7 years before taking on an administrative role and has since returned to the classroom to refresh his skills as a classroom educator. Our current office manager started as a front office clerk, our Accountability and Assessment Coordinator position was filled by a former teacher and our current Nature Studies teacher started as a teacher assistant. Current staff take on roles during the school year that include 504 coordinator, intern placement coordinator, staff activities coordinator, Board Secretary, mentor teachers.
Additionally, we continually evaluate our professional development opportunities by seeking input from staff through surveys and meeting discussions. We look at programs that have grown due to teacher learning that has made a contribution. We ask teachers to evaluate external PD so that we can send more teachers or change directions.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a single school, our funds are utilized and targeted to support growth in the areas of literacy, mathematics and social emotional skills.

We are focused on improving math instruction by increasing the amount of time for math instruction and providing a variety of access points to math understanding. We have integrated conceptual math (through STMATH, Math Solutions activities and Jo Boaler activities) with algorithm practice using a spiral approach and we utilize student talk aloud problem solving approaches. A large committee of teachers has recently adopted a new curriculum for all grade levels.

We are focused on improving literacy through the use of Readers and Writers Workshop which involves mini-lessons, conferring with students individually and in small groups, both guided and shared reading, the use of close reading strategies in non-fiction and primary source texts and explicit vocabulary instruction (via Activated Reader). For struggling students we use interventions such as Signs for Sounds, Lindamood-Bell programs (Seeing Stars, Lips) and one-on-one support. In our K-1 we use explicit phonics instruction in small groups and class lessons.

Our social emotional program involves training all of our teachers in Positive Discipline (by Jane Nelsen) strategies. We use collaborative problem solving and teach children how our brain works, communication skills, conflict resolution skills, mindfulness and other self-regulation techniques and we actively institute positive culture and relationship building through the Responsive Classroom program. We also have the goal of decreasing absences and tardies specifically focusing on students that have chronic situations by offering support and connecting with them more often. Increasing their attendance will improve their learning.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a single small school, continuous improvement methodology is continually in practice. We continually evaluate using data from our beginning and end of year assessments (NWEA MAP, DRA, CAASPP, writing assessment). The MAP specifically allows us to break down skill areas for specific instructional improvement based on individual or subgroups. The CAASPP now provides mini assessments that can be used during the school year to gauge student progress. We utilize formative assessments such as our Exhibitions, student lead conferences and portfolio review of student work samples as well as ongoing observation and notes.

Throughout the year we engage with experts who consult with us on the data. These include MAP training designed to help us analyze data, a reading and math coordinator, our own parents and students through surveys at least one time per semester. Teachers during scheduled collaborative times review student work and give their own input about program design and progress. Paraprofessionals are consulted during monthly meetings after school on our minimum days.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

    (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
    (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
    (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
    (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
    (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Innovations Academy utilizes Title IV, Part A funds to support STEAM instruction as part of a well-rounded education program for its students. The STEAM program was developed and the objectives and student outcomes are reviewed and revised on a regular basis through staff meetings, monthly special education meetings, parent meetings, and governance board meetings.

Innovations Academy provides a well-rounded education program for its students. Innovations Academy employs a full-time Engineering teacher who teaches robotics, coding and engineering, a full time Environmental Science teacher, a full time performing arts teacher and two full-time art teachers to support the school's STEAM program. The STEAM program offers each student in grades K-8 one semester of instruction in robotics, fine arts, performing arts, and nature studies/gardening on a weekly basis. For the second semester, students receive additional instruction in these areas. Students in grades K-2 rotate through each area while students in grades 3-8 select one as an elective for more in-depth instruction.

The objectives of our STEAM program are to provide students the opportunity to be exposed to a variety of subjects (media arts, performing arts, robotics and programming, fine arts and life science through outdoor experience) and be able to express their learning in science, math, art and engineering through a variety of mediums (art, coding, media, performance). One of our charter goals is "100% of students will demonstrate an understanding of specific concepts at the closing of each project on a project rubric." In our STEAM program, students demonstrate learning through a variety of assessments including class created rubrics, presentations of learning, portfolios and two exhibitions. We expect that students will be able to write and speak about the STEAM concepts that they have demonstrated as an outcome of their work.

Innovations Academy partners with many nonprofit organizations for the implementation of our program. Through these partnerships, our students are provided guidance, information and mentors while they explore academic content through an applied approach. Our students interacted with 105 guest speakers representing community organizations and nonprofits during the 2018-19 school year. Innovations Academy also utilizes nonprofits and community groups to bring in a variety of instruction such as dance, music and media arts. Each class has the assignment of participation in field study experience monthly, often to State and National Parks, museums, community based/non profits (such as the food bank, homeless shelter) where they practice academic skills or participate in service learning. Technology is one way to connect with outside organizations. Students send emails, Skype, make podcasts and listen to them, research etc. Funds that are designated for technology and platforms that allow students to safely access the internet are important to our program. Students at Innovations Academy also utilize multiple online curricular resources for their learning.

All of these resources mentioned are effective in meeting our charter goals and LCAP goals as well as the objectives required in Title IV and they all provide high quality, well-rounded educational experiences for students.

Innovations Academy
Board Narrative
June 15, 2021

Approval of 2021-22 Preliminary Budget

There are two reports, the one labeled "2021-22 Preliminary Budget – Innovations" is for presentation purposes, is more detailed, and thus more reader friendly. The one labeled "2021-22 Preliminary Budget – Innovations (District Template)" contains the same data, just is on a template that will be submitted to the district.

Purpose if this report and presentation is to get board approval on where the school projects to end the year fiscally and to approve the school's initial preliminary budget for the 2021-22 year.

For 2020-21, the school currently projects to end with a positive balance of ~$129K and thus a net fund balance for the year of ~$2.6M. This is an initial estimate and will be subject to change as the rest of the years actuals is completed. The current estimate is that the school will end the year with a favorable net income.

The 2021-22 Preliminary Budget is based off enrollment of 450 with an ADA of 432. This increase in revenue along with the Governor's increased budget proposal, increases the schools estimated LCFF revenue for next year by ~$532K.

Federal revenue decreases due to a decrease in COVID related funds; while state revenue is projected to increase due to various COVID, in person learning, and extended learning opportunity, funds.

Total expenses increase to account for salary increases and their respective benefits, and additional expenses to account for use of those additional funds mentioned in the paragraph prior.

Net Income is currently budget for 2021-22 of ~$29K, thus increase estimated fund balance to ~$2.7M.

Approval of 2020-21 and 2021-22 EPA Expenditures

Attachment will have details on action item.

Approval of 2021-22 Consolidated Application

Attachment will have details on action item.

Charter School Preliminary Budget
FY 2021-2022

Charter School Name: **Innovations Academy**
CDS #: 37-68338-0118083
Charter Approving Entity: San Diego Unified School District 37-68338
County: San Diego
SBE Charter #: 1024

Projected Enrollment
ADA Rate
Projected ADA
Projected Unduplicated Pupil Count

Description	Object Code	Unrestricted Budget	Restricted Budget
A. REVENUES (8000-8799)			
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)			
LCFF State Aid - Current Year (CY) *(Res 0000)*	8011	856,694	
Education Protection Account State Aid (EPA) - CY *(Res 1400)*	8012	86,400	
State Aid - Prior Years (*LCFF State Aid and EPA*) *(Res 0000 and Res 1400)*	8019		
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	3,004,417	
Other LCFF Transfers	8091, 8097		
Total, LCFF Sources		3,947,511	-
2. Federal Revenues (8100-8299)			
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290		33,392
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290		7,432
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290		
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290		
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290		
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290		10,000
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290		
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181		51,250
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182		
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220		2,474
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110		
Other Federal Revenues *(All other resources not reported separately)*	8100-8299		62,240
Total - Federal Revenues		-	166,788
3. Other State Revenues (8300-8599)			
State Special Education (Res 6500)	8792		264,293
State Special Education Mental Health Services (Res 6512)	8590		17,738
Mandate Block Grant (Res 0000)	8550	6,734	
After School Education and Safety (ASES) (Res 6010)	8677, 8590		
Common Core Standards Implementation (Res 7405)	8590		
Charter School Facility Grant Program (SB 740) (Res 6030)	8590		
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590		
Lottery, Unrestricted (Res 1100)	8560	64,800	
Lottery, Restricted - Prop 20 (Res 6300)	8560		21,168
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590		
Other State Revenues *(All other resources not reported separately)*	8300-8599		325,712
Total - Other State Revenues		71,534	628,911
4. Local Revenue (8600-8799)			
All Local Revenues	8600-8799	-	
Total - Local Revenues		-	-
5. TOTAL REVENUES		**4,019,045**	**795,699**
B. EXPENDITURES AND OTHER OUTGO (1000-7499)			
1. Certificated Salaries			
Teachers' Salaries	1100	1,735,836	60,099
Pupil Support Salaries	1200	99,080	
Supervisors' and Administrators' Salaries	1300	118,000	156,223
Other Certificated Salaries	1900		54,756
Total, Certificated Salaries		1,952,916	271,078
2. Classified Salaries			
Instructional Salaries	2100	388,872	35,872
Support Salaries	2200	99,550	
Supervisors' and Administrators' Salaries	2300	42,900	
Clerical and Office Salaries	2400	117,143	
Other Classified Salaries	2900		
Total, Classified Salaries		648,465	35,872
3. Employee Benefits			
STRS	3101-3102	337,603	36,602
PERS	3201-3202		
OASDI/Medicare (Social Security)	3301-3302	79,486	5,881
Health and Welfare Benefits	3401-3402	217,925	58,287
Unemployment Insurance	3501-3502	18,900	2,100
Workers' Compensation Insurance	3601-3602	29,218	2,774
OPEB, Allocated	3701-3702		
OPEB, Active Employees	3751-3752		
Other Employee Benefits	3901-3902		
Total, Employee Benefits		683,132	105,644

Charter School Preliminary Budget
FY 2021-2022

Charter School Name:	**Innovations Academy**
CDS #:	37-68338-0118083
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
SBE Charter #:	1024

Projected Enrollment
ADA Rate
Projected ADA
Projected Unduplicated Pupil Count

Description	Object Code	Unrestricted Budget	Restricted Budget
4. Books and Supplies			
Approved Textbooks and Core Curricula Materials	4100	4,206	2,500
Books and Other Reference Materials	4200	6,500	5,500
Materials and Supplies	4300	75,500	34,000
Non-capitalized Equipment	4400	135,302	57,000
Food (Food used in food-service activities for which the purpose is nutrition)	4700	3,700	
Total, Books and Supplies		225,208	99,000
5. Services and Other Operating Expenditures			
Subagreements for Services	5100		
Travel and Conferences	5200	8,813	19,000
Dues and Memberships	5300	3,500	
Insurance	5400	33,205	
Operations and Housekeeping Services	5500	81,836	60,000
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	61,420	1,200
Transfer of Direct Costs **(MUST** *net to zero)*	5700		
Prof/Consulting Svcs and Operating Expend *(**Include District Oversight**)*	5800	321,732	50,000
Communications	5900	33,696	500
Total, Services and Other Operating Expenditures		544,202	130,700
6. Capital Outlay			
Depreciation Expense (See Sections G.9 & F.2.a)	6900	90,000	
Total, Capital Outlay		90,000	-
7. Other Outgo			
Tuition to Other Schools *(Include contribution to unfunded cost of Sp Ed.)*	7110-7143		
Transfers of Pass-Through Revenues to Other LEAs	7211-7213		
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223		
All Other Transfers	7280-7299		
Transfers of Indirect Costs *(**MUST** net to zero)*	7300-7399		
Debt Service - Interest	7430-7439		
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439		
Total, Other Outgo		-	-
8. TOTAL EXPENDITURES		**4,143,923**	**642,294**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.			
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(124,878)	153,405
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)			
1. All Other Financing Sources	8930-8979		
2. Other Uses	7630-7699		
3. Contributions between unrestricted and restricted accounts *(**MUST** net to zero)*	8980-8999	153,405	(153,405)
(Include contribution to the unfunded cost of Special Education)			
4. TOTAL OTHER FINANCING SOURCES/USES		153,405	(153,405)
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		28,527	-
F. FUND BALANCE/NET POSITION *(Budget and Actuals **MUST** match) (F.1.a-b)*			
1. Beginning Fund Balance/Net Position			
a. July 1 (**MUST** match *EFB/Net Position of PY Unaudited Actuals, Section F.2)*	9791	2,670,685	
b. Adjustments/Restatements	9793, 9795		
c. Adjusted Beginning Fund Balance/Net Position		2,670,685	-
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)		2,699,212	-
Components of Ending Net Position			
a. Net Investment in Capital Assets *(See Sections B.6 and G.9)*	9796	709,234	
b. Restricted Net Position	9797		-
c. Unrestricted Net Position	9791	2,699,212	

443
96.00%
425.28
138.00

Total Budget
856,694
86,400
-
3,004,417
-
3,947,511
33,392
7,432
-
-
-
10,000
-
51,250
-
2,474
-
62,240
166,788
264,293
17,738
6,734
-
-
-
-
64,800
21,168
-
325,712
700,445
-
-
4,814,744
1,795,935
99,080
274,223
54,756
2,223,994
424,744
99,550
42,900
117,143
-
684,337
374,205
-
85,367
276,212
21,000
31,992
-
-
-
788,776

	443
	96.00%
	425.28
	138.00

Total Budget	
	6,706
	12,000
	109,500
	192,302
	3,700
	324,208
	-
	27,813
	3,500
	33,205
	141,836
	62,620
	-
	371,732
	34,196
	674,902
	90,000
	90,000
	-
	-
	-
	-
	-
	-
	-
	-
	4,786,217
	28,527
	-
	-
	-
	-
	28,527
	2,670,685
	-
	2,670,685
	2,699,212
	709,234
	-
	2,699,212

PY ESTIMATED ACTUALS vs CY BUDGET

Charter School Name: **Innovations Academy**
CDS #: 37-68338-0118083
Charter Approving Entity: San Diego Unified School District 37-68338
County: San Diego
SBE Charter #: 1024

Description	Object Code	Estimated Actual for FY Ending 6/30/21 (A)	Preliminary Budget (B)	$ Change (B - A) (C)	% Change (C / A) (D)	Explanation *(e.g. enrollment increase; one-time purchase of 100 chrome books, etc.)* =>10% and =>(-10%) change
A. REVENUES (8000-8799)						
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)						
LCFF State Aid - Current Year (CY) *(Res 0000)*	8011	600,073	856,694	$ 256,621	43%	Increase in ADA.
Education Protection Account State Aid (EPA) - CY *(Res 1400)*	8012	78,700	86,400	$ 7,700	10%	
State Aid - Prior Years *(LCFF State Aid and EPA) (Res 0000 and Res 1400)*	8019	-	-	$ -	0%	
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	2,736,663	3,004,417	$ 267,754	10%	
Other LCFF Transfers	8091, 8097	-	-	$ -	0%	
Total, LCFF Sources		3,415,436	3,947,511	$ 532,075	16%	
2. Federal Revenues (8100-8299)						
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290	33,392	33,392	$ -	0%	
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290	7,432	7,432	$ -	0%	
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290	-	-	$ -	0%	
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290	-	-	$ -	0%	
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290	-	-	$ -	0%	
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290	10,000	10,000	$ -	0%	
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290	-	-	$ -	0%	
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181	48,125	51,250	$ 3,125	6%	
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182	-	-	$ -	0%	
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220	2,474	2,474	$ -	0%	
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110	-	-	$ -	0%	
Other Federal Revenues *(All other resources not reported separately)*	8100-8299	294,957	62,240	$ (232,717)	-79%	Corona Relief funds.
Total - Federal Revenues		396,380	166,788	$ (229,592)	-58%	
3. Other State Revenues (8300-8599)						
State Special Education (Res 6500)	8792		264,293	$ 264,293	0%	
State Special Education Mental Health Services (Res 6512)	8590	17,738	17,738	$ -	0%	
Mandate Block Grant (Res 0000)	8550	6,343	6,734	$ 391	6%	
After School Education and Safety (ASES) (Res 6010)	8677, 8590	-	-	$ -	0%	
Common Core Standards Implementation (Res 7405)	8590	-	-	$ -	0%	
Charter School Facility Grant Program (SB 740) (Res 6030)	8590	-	-	$ -	0%	
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590	-	-	$ -	0%	
Lottery, Unrestricted (Res 1100)	8560	51,188	64,800	$ 13,612	27%	Increase in ADA.
Lottery, Restricted - Prop 20 (Res 6300)	8560	18,066	21,168	$ 3,102	17%	Increase in ADA.
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590	-	-	$ -	0%	
Other State Revenues *(All other resources not reported separately)*	8300-8599	48,666	325,712	$ 277,046	569%	IPI and ELO funds.
Total - Other State Revenues		142,001	700,445	$ 558,444	393%	
4. Local Revenue (8600-8799)						
All Local Revenues	8600-8799	271,697	-	$ (271,697)	-100%	
Total - Local Revenues		271,697	-	$ (271,697)	-100%	
5. TOTAL REVENUES		4,225,514	4,814,744	$ 589,230	14%	
B. EXPENDITURES AND OTHER OUTGO (1000-7499)						
1. Certificated Salaries						
Teachers' Salaries	1100	1,380,046	1,795,935	$ 415,889	30%	New positions added and accounting for salary increases.
Pupil Support Salaries	1200	55,680	99,080	$ 43,400	78%	Position is now accounted for from 1900 in 2020-21.
Supervisors' and Administrators' Salaries	1300	256,000	274,223	$ 18,223	7%	
Other Certificated Salaries	1900	54,756	54,756	$ -	0%	
Total, Certificated Salaries		1,746,482	2,223,994	$ 477,512	27%	

PY ESTIMATED ACTUALS vs CY BUDGET

Charter School Name: **Innovations Academy**
CDS #: 37-68338-0118083
Charter Approving Entity: San Diego Unified School District 37-68338
County: San Diego
SBE Charter #: 1024

Description	Object Code	Estimated Actual for FY Ending 6/30/21 (A)	Preliminary Budget (B)	$ Change (B - A) (C)	% Change (C / A) (D)	Explanation *(e.g. enrollment increase; one-time purchase of 100 chrome books, etc.)* =>10% and =>(-10%) change
2. Classified Salaries						
Instructional Salaries	2100	331,637	424,744	$ 93,107	28%	Account for restricted revenue expenditures
Support Salaries	2200	191,420	99,550	$ (91,870)	-48%	Removal of position covered by other positions noted above.
Supervisors' and Administrators' Salaries	2300	55,500	42,900	$ (12,600)	-23%	Decrease due new position at lower rate.
Clerical and Office Salaries	2400	120,693	117,143	$ (3,550)	-3%	
Other Classified Salaries	2900	-	-	$ -	0%	
Total, Classified Salaries		699,250	684,337	$ (14,913)	-2%	
3. Employee Benefits						
STRS	3101-3102	267,037	374,205	$ 107,168	40%	Account for adjustment in salaries.
PERS	3201-3202	-	-	$ -	0%	
OASDI/Medicare (Social Security)	3301-3302	82,165	85,367	$ 3,202	4%	
Health and Welfare Benefits	3401-3402	276,940	276,212	$ (728)	0%	
Unemployment Insurance	3501-3502	23,100	21,000	$ (2,100)	-9%	Account for adjustment in salaries.
Workers' Compensation Insurance	3601-3602	26,903	31,992	$ 5,089	19%	Account for adjustment in salaries.
OPEB, Allocated	3701-3702	-	-	$ -	0%	
OPEB, Active Employees	3751-3752	-	-	$ -	0%	
Other Employee Benefits	3901-3902	-	-	$ -	0%	
Total, Employee Benefits		676,145	788,776	$ 112,631	17%	
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	6,706	6,706	$ -	0%	
Books and Other Reference Materials	4200	12,000	12,000	$ -	0%	
Materials and Supplies	4300	109,500	109,500	$ -	0%	
Non-capitalized Equipment	4400	192,302	192,302	$ -	0%	
Food (Food used in food-service activities for which the purpose is nutrition)	4700	3,700	3,700	$ -	0%	
Total, Books and Supplies		324,208	324,208	$ -	0%	
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	$ -	0%	
Travel and Conferences	5200	27,813	27,813	$ -	0%	
Dues and Memberships	5300	3,500	3,500	$ -	0%	
Insurance	5400	33,205	33,205	$ -	0%	
Operations and Housekeeping Services	5500	111,836	141,836	$ 30,000	27%	Increase in budget needs.
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	62,620	62,620	$ -	0%	
Transfer of Direct Costs *(MUST net to zero)*	5700	-	-	$ -	0%	
Prof/Consulting Svcs and Operating Expend *(Include District Oversight)*	5800	360,016	371,732	$ 11,716	3%	
Communications	5900	34,196	34,196	$ -	0%	
Total, Services and Other Operating Expenditures		633,186	674,902	$ 41,716	7%	
6. Capital Outlay						
Depreciation Expense (See Sections G.9 & F.2.a)	6900	30,000	90,000	$ 60,000	200%	Increase due to purchase in capital expenditure.
Total, Capital Outlay		30,000	90,000	$ 60,000	200%	
7. Other Outgo						
Tuition to Other Schools *(Include contribution to unfunded cost of Sp Ed.)*	7110-7143		-	$ -	0%	
Transfers of Pass-Through Revenues to Other LEAs	7211-7213		-	$ -	0%	
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223		-	$ -	0%	
All Other Transfers	7280-7299		-	$ -	0%	
Transfers of Indirect Costs *(MUST net to zero)*	7300-7399		-	$ -	0%	
Debt Service - Interest	7430-7439		-	$ -	0%	
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439		-	$ -	0%	
Total, Other Outgo		-	-	$ -	0%	
8. TOTAL EXPENDITURES		4,109,271	4,786,217	$ 676,946	16%	

PY ESTIMATED ACTUALS vs CY BUDGET

Charter School Name: **Innovations Academy**
CDS #: 37-68338-0118083
Charter Approving Entity: San Diego Unified School District 37-68338
County: San Diego
SBE Charter #: 1024

Description	Object Code	Estimated Actual for FY Ending 6/30/21 (A)	Preliminary Budget (B)	$ Change (B - A) (C)	% Change (C / A) (D)	Explanation (e.g. enrollment increase; one-time purchase of 100 chrome books, etc.) =>10% and =>(-10%) change
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		116,243	28,527	$ (87,716)	-75%	
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)						
1. All Other Financing Sources	8930-8979		-	$ -	0%	
2. Other Uses	7630-7699		-	$ -	0%	
3. Contributions between unrestricted and restricted accounts (*MUST* net to zero)	8980-8999		-	$ -	0%	
(Include contribution to the unfunded cost of Special Education)						
4. TOTAL OTHER FINANCING SOURCES/USES		-	-	$ -	0%	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		116,243	28,527	$ (87,716)	-75%	
F. FUND BALANCE/NET POSITION *(Budget and Actuals MUST match) (F.1.a-b)*						
1. Beginning Fund Balance/Net Position						
a. July 1 (**MUST** match *EFB/Net Position of PY Unaudited Actuals, Section F.2*)	9791	2,554,442	2,670,685	$ 116,243	5%	
b. Adjustments/Restatements	9793, 9795	-		$ -	0%	
c. Adjusted Beginning Fund Balance/Net Position		2,554,442	2,670,685	$ 116,243	5%	
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)		2,670,685	2,699,212	$ 28,527	1%	
Components of Ending Net Position						
a. Net Investment in Capital Assets *(See Sections B.6 and G.9)*	9796	199,234	709,234	$ 510,000	256%	
b. Restricted Net Position	9797		-	$ -	0%	
c. Unrestricted Net Position	9791		2,699,212	$ 2,699,212	0%	

Net Operating Profit (Revenue > Expenses)	MET	MET
Required Unrestricted Fund Balance (3% of expenses)	123,278	143,587
Reserve for Economic Uncertainty	MET	MET

Innovations Academy

CSMC

	NAME	2020-21 REFORCASTED	2021-22 PRELIMINARY	VARIANCE
	TOTAL ENROLLMENT	410	450	40
	AVERAGE DAILY ATTENDANCE	393.60	432.00	38.4
REVENUE	State LCFF Revenue	$ 3,415,436	$ 3,947,511	$ 532,075
	Federal Revenue	$ 396,380	$ 166,788	$ (229,592)
	Other State Revenue	$ 142,001	$ 436,152	$ 294,152
	Local Revenue	$ 271,697	$ 264,293	$ (7,404)
	TOTAL REVENUE	**$ 4,225,513**	**$ 4,814,744**	**$ 589,231**
EXPENSES	Certificated Salaries	$ 1,746,482	$ 2,223,994	$ 477,512
	Classified Salaries	$ 699,250	$ 684,337	$ (14,913)
	Benefits	$ 676,145	$ 788,776	$ 112,630
	TOTAL PERSONNEL EXPENSES	*$ 3,121,877*	*$ 3,697,107*	*$ 575,229*
	Books and Supplies	$ 324,208	$ 324,208	$ -
	Services and Other Operating Expenses	$ 620,565	$ 674,902	$ 54,336
	Capital Outlay	$ 30,000	$ 90,000	$ 60,000
	Other Outgoing	$ -	$ -	$ -
	TOTAL OTHER EXPENSES	*$ 974,774*	*$ 1,089,110*	*$ 114,336*
	TOTAL EXPENSES	**$ 4,096,651**	**$ 4,786,217**	**$ 689,566**
FUND BALANCE	SURPLUS\(DEFICIT)	$ 128,862	$ 28,527	$ (100,335)
	% of LCFF Revenue	*3.8%*	*0.7%*	
	BEGINNING FUND BALANCE	$ 2,541,823	$ 2,670,685	
	ENDING BALANCE	**$ 2,670,685**	**$ 2,699,212**	
	% of Expenses	*66%*	*65%*	*0.0%*

REVENUE INPUT

ACCT	ACCOUNT NAME	2020-21 REFORCASTED	2021-22 PRELIMINARY	VARIANCE
	LCFF			
8011	LCFF; state aid	600,073	856,694	256,621
8012	LCFF; EPA	78,700	86,400	7,700
8096	In-Lieu of Property Taxes	2,736,663	3,004,417	267,754
8019	Prior Year Income/Adjustments	-	-	-
	TOTAL LCFF REVENUE	$ 3,415,436	$ 3,947,511	$ 532,075
	FEDERAL			
8181	Special Education - Federal	48,125	51,250	3,125
8220	Federal Child Nutrition	2,474	2,474	-
8290	All Other Federal Revenue	36	-	(36)
8290-3210	ESSER I	25,958	-	(25,958)
8290-3212	ESSER II	66,000	62,240	(3,760)
8290-72	LLMF - CARES Act Governor's Emergency Education Relie	173,062	-	(173,062)
8290-71	LLMF - CARES Act Coronavirus Relief	29,901	-	(29,901)
8291	Title I	33,392	33,392	-
8292	Title II	7,432	7,432	-
8293	Title III	-	-	-
8294	Title IV	10,000	10,000	-
	TOTAL FEDERAL REVENUE	$ 396,380	$ 166,788	$ (229,592)
	OTHER STATE			
8520	State Child Nutrition Program	323	323	-
8550	MANDATE BLOCK GRANT K-8	6,343	6,734	391
8560-12	RESTRICTED LOTTERY	18,066	21,168	3,102
8560-22	LOTTERY	51,188	64,800	13,612
8590-00	OTHER STATE REVENUE	-	-	-
8590-66	MENTAL HEALTH	17,738	17,738	-
8590-61	ASES	-	-	-
8590-74	LLMF - General Fund	27,769	-	(27,769)
8590-7422	IPI	-	112,370	112,370
8590-7425	ELO	-	213,019	213,019
8590-75	LOW PREFORMING BLOCK GRANT	-	-	-
8591	SB740	-	-	-
8599	Prior Year State Income/Adjustments	20,574	-	(20,574)
	TOTAL OTHER STATE REVENUE	$ 142,001	$ 436,152	$ 294,152
	LOCAL			
8639	Student Lunch Revenue	-	-	-
8650	Rental Income	-	-	-
8660	Interest Income	12,237	-	(12,237)
8682	Foundation Grants/Donations	388	-	(388)
8685	School Site Fundraising	20,637	-	(20,637)
8698	E-rate Revenue	-	-	-
8699	All Other Local Revenue	1,259	-	(1,259)
8792	SPED State/Other Transfers of Apportionments from Cou	237,176	264,293	27,117
8982	Foundation Grants/Donations	-	-	-
8983	All Other Local Revenue	-	-	-
	TOTAL LOCAL REVENUE	$ 271,697	$ 264,293	$ (7,404)
	TOTAL REVENUE	$ 4,225,513	$ 4,814,744	$ 589,231

EXPENSES INPUT

ACCT	ACCOUNT NAME	2020-21 REFORCASTED	2021-22 PRELIMINARY	VARIANCE
1000 - CERTIFICATED				
1100	Teacher Salaries	1,373,546	1,795,935	422,389
1105	Teach Stipends	6,500	-	(6,500)
1120	Substitute Expense	-	-	-
1200	Certificated Pupil Support Salaries	55,680	99,080	43,400
1300	Certificated Supervisor and Administrator Salaries	256,000	274,223	18,223
1900	Other Certificated Salaries	54,756	54,756	-
	Totals	$ 1,746,482	$ 2,223,994	$ 477,512
2000 - CLASSIFIED				
2100	Instructional Aide Salaries	331,637	424,744	93,107
2200	Classified Support Salaries (Maintenance, Food)	191,420	99,550	(91,870)
2300	Classified Supervisor and Administrator Salaries	55,500	42,900	(12,600)
2400	Clerical, Technical and Office Staff Salaries	120,693	117,143	(3,550)
2900	Other Classified Salaries	-	-	-
	Totals	$ 699,250	$ 684,337	$ (14,913)
3000 - BENEFITS				
3101	State Teachers' Retirement System, certificated positions	267,037	374,205	107,168
3202	Public Employees Retirement System	-	-	-
3313	OASDI	46,701	43,196	(3,505)
3323	Medicare	35,463	42,171	6,708
3403	Health & Welfare Benefits	276,940	276,212	(729)
3503	State Unemployment Insurance	23,100	21,000	(2,100)
3603	Worker Compensation Insurance	26,903	31,992	5,089
3703	Other Post Employment Benefits	-	-	-
3903	Other Employee Benefits	-	-	-
	Totals	$ 676,145	$ 788,776	$ 112,630
	TOTAL PERSONEL EXPENSE	$ 3,121,877	$ 3,697,107	$ 575,229
4000 - BOOKS AND SUPPLIES				
4100	Approved Textbooks and Core Curricula Materials	6,706	6,706	-
4200	Books and Other Reference Materials	12,000	12,000	-
4300	Materials and Supplies	27,000	27,000	-
4309	Sales and Use Tax Expenses	500	500	-
4315	Classroom Materials and Supplies	22,000	22,000	-
4342	Materials for School Sponsored Athletics	-	-	-
4381	Plant/Facilities Maintenance	60,000	60,000	-
4400	Noncapitalized Equipment	40,467	40,467	-
4407	Student Educational Software	25,055	25,055	-
4410	Software & Software Licensing	26,779	26,779	-
4430	Noncapitalized Student Equipment	100,000	100,000	-
4700	Food and Food Supplies	3,700	3,700	-
	TOTAL BOOKS AND SUPPLIES	$ 324,208	$ 324,208	$ -
5000 - SERVICES AND OTHER OPEX				
5200	Travel and Conferences	6,000	6,000	-
5210	Training and Development Expense	21,813	21,813	-
5300	Dues and Memberships	3,500	3,500	-
5400	Insurance	33,205	33,205	-
5500	Operation and Housekeeping Services	11,836	11,836	-
5501	Utilities	100,000	130,000	30,000
5600	Space Rental/Leases Expense	120	120	-
5601	Building Maintenance	40,000	40,000	-
5602	Other Space Rental	1,500	1,500	-
5605	Equipment Rental/Lease Expense	17,000	17,000	-
5610	Equipment Repair	4,000	4,000	-
5800	Professional/Consulting Services and Operating Expenditures	19,000	19,000	-
5803	Banking and Payroll Service Fees	14,500	14,500	-
5805	Legal Services and Audit	18,735	18,735	-
5806	Audit Services	10,500	10,500	-
5807	Legal Settlements	12,000	12,000	-
5809	Employee Tuition Reimbursement	389	389	-
5810	Educational Consultants	63,000	63,000	-
5811	Student Transportation and Field Trips	5,000	5,000	-
5812	Other Student Activities	580	580	-
5815	Advertising/Recruiting	2,000	2,000	-
5820	Fundraising Expense	545	545	-
5830	Field Trips	10,000	10,000	-
5836	Transportation Services	-	-	-
5842	Services Student Athletics	-	-	-
5850	Scholarships Awarded	-	-	-
5873	Financial Services	65,000	65,000	-
5874	Personnel Services	1,000	1,000	-
5875	District Oversight Fee	94,089	118,425	24,336
5877	IT Services	30,000	30,000	-
5890	Interest Expenses/Fees	1,058	1,058	-
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	34,000	34,000	-
5998	Unallocated Credit Card Expense	196	196	-
	TOTAL SERVICES AND OTHER OPEX	$ 620,565	$ 674,902	$ 54,336
6000 - CAPITAL OUTLAY				
6900	Depreciation Expense	30,000	90,000	$ 60,000
	TOTAL DEPRECIATION	$ 30,000	$ 90,000	$ 60,000
7000 - OTHER OUTGOING				
7438	Debt Service Interest	-	-	$ -
	TOTAL OTHER OUTGOING	$ -	$ -	$ -
	TOTAL EXPENSES	$ 4,096,651	$ 4,786,217	$ 689,566

2020-21 and 2021-22 Education Protection Account (EPA)

RESOLUTION OF THE GOVERNING BOARD OF

INNOVATIONS ACADEMY

BACKGROUND:

The voter's approved Proposition 30, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, the charter is required to annually report on their website an accounting of the EPA funds received and how those funds were spent. The budget implication is additional revenue that cannot be spent on administrative expense.

ACTION:

BE IT RESOLVED that the Education Protection Account funds to be received by Innovations Academy FY 2021-22 in the amount of

approximately $85,060 will be used on Certificated Teacher Salaries, thus solely for instructional, non-administrative expenses.

PASSED AND ADOPTED at a meeting of the Board of Directors of The Innovations Academy.

In 2020-21, the school received approximately $78,700 in Education Protection Account (EPA) Funding. These funds were spent exclusively on certificated teacher salaries.

INNOVATIONS ACADEMY
BOARD OF DIRECTORS AGENDA ITEM
Action Item

RECOMMENDATION: Approve application for the 2021-22 Consolidated Application Funds.

BACKGROUND INFORMATION:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. Due to the current events caused by COVID-19, a 2021-22 ConApp is not yet available for completion. Therefore, the action on this document is being taken as a preemptive measure to apply for those funds.

Part II of the application is submitted in the fall of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

CURRENT INFORMATION:

Title I, Part A Basic Grant- ESSA
Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Title I-funded schools are either Targeted Assistance Schools (TAS) or Schoolwide Program (SWP) schools

Title II, Part A, Teacher Quality
Funds are designated to ensure compliance with professional development activities and to support teachers meeting state and ESSA credentialing requirements.

Title IV. Part A, Student Support

This program provides funding to improve students' academic achievement by increasing school district capacity to:
1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.