

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

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

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

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

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

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

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

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	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

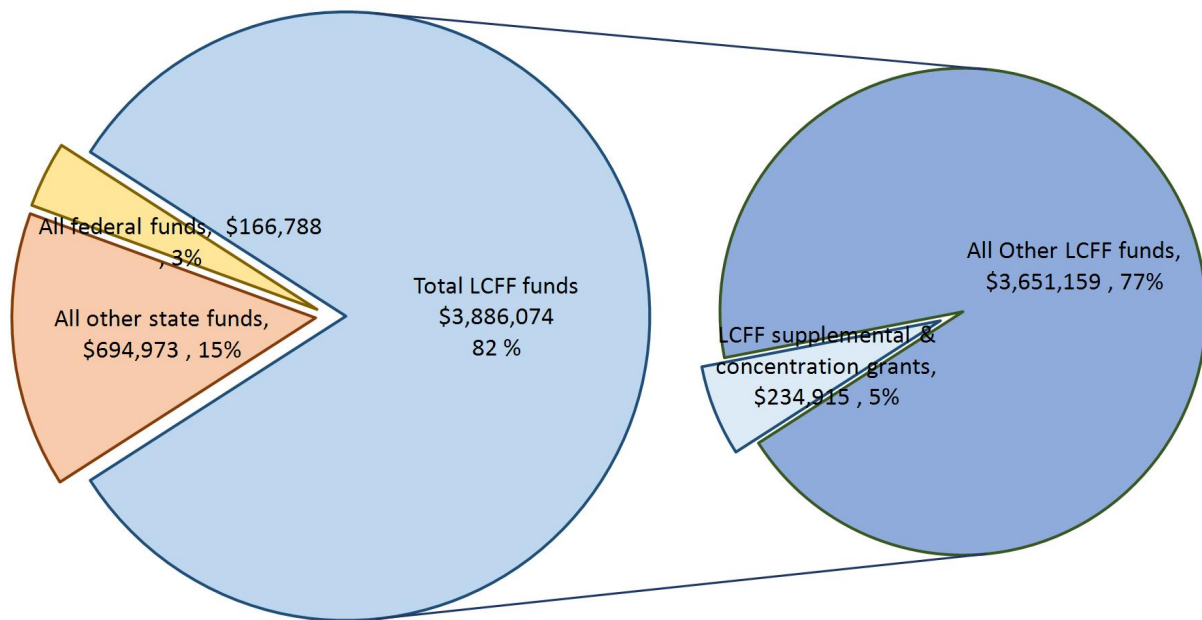
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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



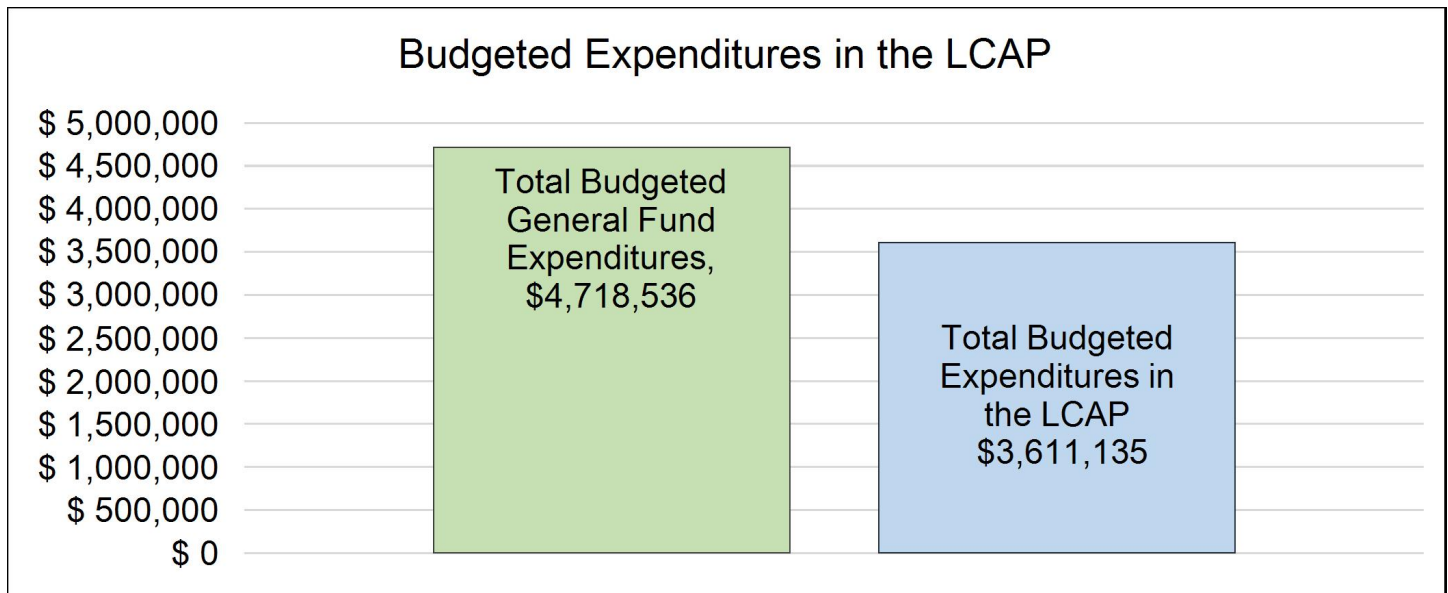
This chart shows the total general purpose revenue Innovations Academy expects to receive in the coming year from all sources.

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.



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 \$4,718,536 for the 2021-22 school year. Of that amount, \$3,611,135 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:

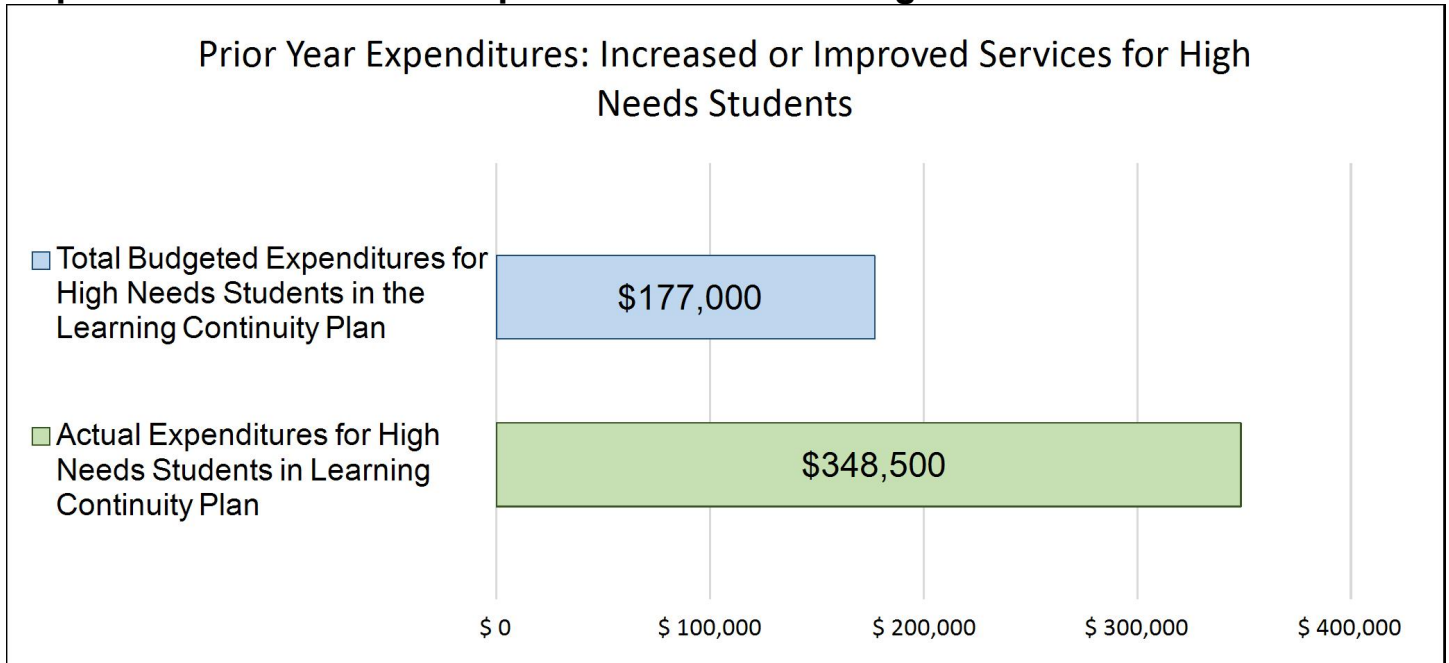
general fund expenditures not included in the LCAP are some administrative staff salaries and benefits, legal and other professional service fees, audit costs, depreciation, financial services, district oversight fees, some general office supplies, some building maintenance costs, and some health and 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 \$234,915 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 \$365,700 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



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 \$177,000 for planned actions to increase or improve services for high needs students. Innovations Academy actually spent \$348,500 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
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"><li>• Parents teachers and students are all aware of what assessments are saying about a child.</li><li>• Increase the value of the tools that being used to evaluate students.</li><li>• Assessments used are varied and adjusted to meet the uniqueness of the students.</li><li>• Portfolios demonstrate the progress of a student and allow parents and teachers to understand a child's needs as a learner.</li><li>• Growth targets are established by teachers for their students.</li></ul>	<p>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).</p> <p>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.</p> <p>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</p>

Expected	Actual
<p><b>19-20</b></p> <ul style="list-style-type: none"> <li>• Students and parents receive clear feedback about their progress</li> <li>• Tools being used will be transparent and accessible</li> <li>• Students will experience a variety of assessments</li> <li>• All students will have a portfolio of student work with monthly samples that show a student's academic progress in each subject area.</li> <li>• 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.</li> <li>• Teachers will access data on a monthly basis and collaborate on student work review with other teachers.</li> </ul> <p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• We are unsure if the tools are transparent.</li> <li>• Students experience a variety of assessments.</li> <li>• All students have a portfolio. We would like portfolios to make clear the progress a students is making,</li> <li>• We have not established our own growth targets.</li> </ul>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>



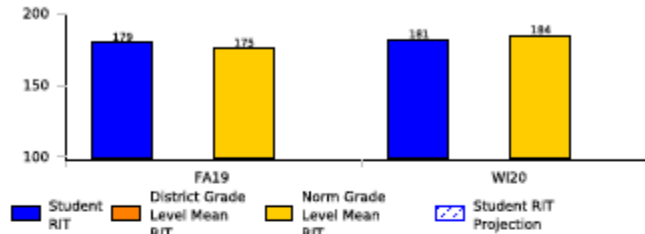
## Expected

## Actual

Student ID: 10188  
 District:  
 School:  
 Term Rostered:

Innovations Academy  
 INNOVATIONS ACADEMY  
 Winter 2019-2020

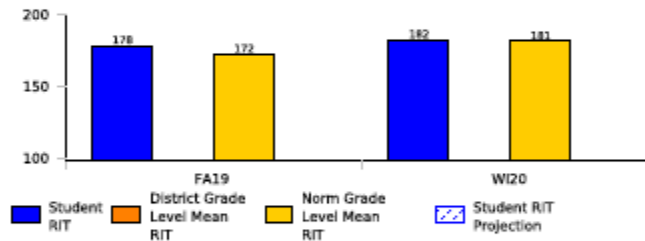
### Math: Math K-12



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.

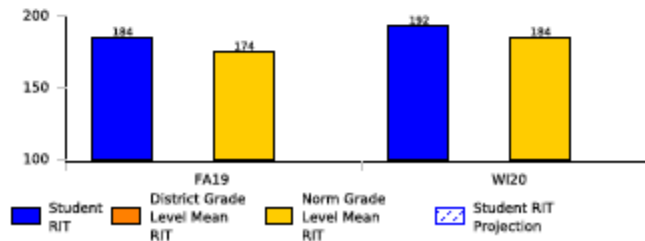
### Language Arts: Reading



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
<p>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</p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<p>Professional Development/Training 5000-5999: Services And Other Operating Expenditures Title II 3000</p> <p>Professional Development/Training 5000-5999: Services And Other Operating Expenditures Special Education 1500</p> <p>Professional Development/Training 5000-5999: Services And Other Operating Expenditures Other 1000</p> <p>Teacher Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 20000</p> <p>Teacher Assistant 2000-2999: Classified Personnel Salaries Special Education 20000</p> <p>Teacher Assistant - Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4000</p> <p>Teacher Assistant - Benefits 3000-3999: Employee Benefits Special Education 4000</p> <p>DRA Kits 4000-4999: Books And Supplies LCFF Supplemental and Concentration 900</p> <p>Testing/Assessment 4000-4999: Books And Supplies Special Education 1500</p>	<p>Teachers Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 45000.71</p> <p>DRA 4000-4999: Books And Supplies Special Education 678</p> <p>Activated Reader/Testing 4000-4999: Books And Supplies LCFF 10500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Assessment Coordinator/Benefits/PD/MAP Assessment/ELPAC/Printing/Supp lies 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
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>Teachers will participate in a variety of professional development that aligns with charter, CCSS, NGSS, constructivist philosophy.</li> <li>Parent survey responses show a sense of awareness of their child's progress.</li> <li>There is accurate data on student behavior that is used by staff to determine next steps and interventions.</li> <li>Suspensions will only take place after other significant interventions have taken place.</li> <li>There will be a designated instructional coach available to teachers on staff.</li> <li>Students will take fine arts, performing arts and media arts during the year.</li> <li>Teachers have student assistants if their class is 20 students or more.</li> </ul>	<p>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.</p> <p>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.</p> <p>Teachers attended the following professional development trainings in 2019-20</p> <ul style="list-style-type: none"> <li>11/8 ELPAC Summative Administration</li> <li>10/16 - 10/18 California Assessment Conference</li> <li>10/8 Everyone A Reader Program</li> <li>7/18 - 7/19 Analyzing Student Work and Using the Interim and Digital Library Systems to Inform Teaching and Learning</li> <li>11/19 Kids First from Day One: Creating Classrooms of Empathy and Joy</li> <li>8/19 Writers Workshop</li> <li>9/19 - 5/19 Induction Program for new teachers support</li> <li>8/19 Positive Discipline and Responsive Classroom</li> <li>8/19 Mindfulness Workshop</li> <li>8/19 Early Childhood STEM Conference 1- Force and Motion, Early Childhood STEM Conference 2- Form and Function,</li> <li>8/19 STMath, self guided online training</li> <li>May 8-9, 2019 General &amp; Special Education Conference-San Diego- Dyslexia Workshop with MTSU- Rehab Seminar</li> <li>10/12 Dyslexia Conference- Dr. Maryanne Wolfe</li> <li>1/13/20-2/21 Dyslexia Certification Program</li> <li>8/21/19 SELPA Teacher Academy</li> <li>10/19/19 CALPADS Training</li> <li>12/2/19 technology training to promote access/equity in the classroom</li> </ul>

Expected	Actual
<p><b>19-20</b></p> <ul style="list-style-type: none"> <li>• Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school</li> <li>• Student behavior is tracked and analyzed to inform decision making</li> <li>• 100% of teachers receive professional development on multiple academic and social emotional strategies</li> <li>• New teachers report feeling supported</li> <li>• Maintain low suspension rates</li> <li>• 100% of teachers will have access to instructional coaching</li> <li>• Teachers are given support in the classroom</li> <li>• 100% of students will have access to a variety of arts instruction</li> </ul>	<p>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</p> <p>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 &amp; Writing Camp  TPRS (Teaching Proficiency through Reading and Storytelling)  SDSU CGI Math  Fostering Ratio &amp; Proportional Reasoning PD  Teaching Fractions through Ratio Reasoning  Super Saturday Literacy Academy</p> <p>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.</p>

Expected	Actual
<p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Student behavior is tracked and accessible on paper but is not quickly accessed.</li> <li>• All teachers receive professional development on a variety of academic and social emotional areas.</li> <li>• New teachers are provided a variety of support, but we need to know that they feel supported.</li> <li>• Suspension is an important tool when absolutely necessary. We will maintain our low suspension rate.</li> <li>• Students receive arts instruction.</li> <li>• Teachers currently have peer and admin support.</li> <li>• Teachers have teacher assistants in their class if they have 20 students or more.</li> </ul>	<p>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.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Teachers/Assistant Director (50%)/Counselor 1000-1999: Certificated Personnel Salaries LCFF Base 77500</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 25500</p>	<p>Teachers/Assistant Director (50%)/Counselor 1000-1999: Certificated Personnel Salaries LCFF Base 61724</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CCSS writing NGSS Differentiating for Special Education students ELA and ELD instruction Student achievement data analysis</p> <ul style="list-style-type: none"> <li>• Two weeks of summer professional development and two full non instructional days of professional development</li> <li>• Weekly Monday staff development</li> <li>• Access to weekly meetings with the director</li> <li>• Collaborative opportunities with a partner teacher</li> <li>• Observations by an instructional coach and peer teachers</li> <li>• Opportunities for PLC on formative assessment strategies</li> <li>• Student behavior data tracked</li> <li>• Access to an intervention flow chart aligned with school philosophy</li> <li>• New teachers will be provided the Responsive Classroom training</li> <li>• 100% of students will be provided opportunities to work with experts in a variety of arts instruction</li> <li>• Classes fully enrolled with be given instructional aide support</li> <li>• Teachers supported by a licensed MFT for guidance in implementation of social emotional and mindfulness strategies</li> </ul>	<p>Incident Tracker &amp; Books 4000-4999: Books And Supplies LCFF Base 2100</p> <p>Professional Development 5210-00 Title II 3595</p> <p>LEA Math and Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3000</p> <p>Books 4000-4999: Books And Supplies Special Education 750</p> <p>Books - Low Performing Student Block Grant 4000-4999: Books And Supplies Other 750</p> <p>Professional Development 5210-00 LCFF Base 15000</p>	<p>Professional Development 5210-00 LCFF Base 9667.4</p> <p>LEA Math and Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration 212.93</p> <p>Books 4000-4999: Books And Supplies Special Education 286</p>

## 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 Analyzing 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
<p><b>Metric/Indicator</b> High level of inquiry, cognitive demand and academic language being used by students as evidences by regular classroom observation and walk-throughs.</p> <ul style="list-style-type: none"> <li>• Students present their learning using a variety of artistic expression.</li> <li>• Materials and resources reflect Common Core skills and knowledge.</li> <li>• Students will be using technology throughout their learning as evidenced by observations.</li> <li>• Records demonstrate that teachers are credentialed in their area of instruction.</li> <li>• Facilities are in clean and safe state.</li> <li>• A variety of field trips are taken in each class and guest experts brought in that pertain to the academic subject matter.</li> </ul> <p><b>19-20</b></p> <ul style="list-style-type: none"> <li>• Increased inquiry, cognitive demand and academic language in instruction and quality of student work</li> </ul> <p>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.</p>	<p>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.</p> <p>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).</p> <p>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</p> <p>Students used technology for their learning (by requirement March-June)            We moved into a new facility.</p>

Expected	Actual
<p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>• observations are at times documenting inquiry, cognitive demand and academic language.</li> <li>• Students receive arts instruction throughout the year.</li> <li>• Materials and resources are often aligned with common core.</li> <li>• 3rd-8th graders have 1:1 chromebooks.</li> <li>• Teachers are appropriately assigned.</li> <li>• Facilities are clean 80% of the time and broken things are repaired several times a year.</li> </ul>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>• Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment</li> <li>• Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as:</li> </ul> <p>Mystery Science ST MATH Brain Pop Raz Kids Lexia Learning Activated Reader</p> <ul style="list-style-type: none"> <li>• Provide materials for hands on instruction: math manipulatives, FOSS kits, art materials</li> <li>• Provide curricular supports for mathematics.</li> <li>• Provide staff member that tracks teacher credentialing documents.</li> <li>• Provide experts to work with students in multiple areas of art expression (performing arts, media arts, fine arts, pottery, music)</li> </ul>	<p>Software/Science/Materials/Journals/Misc. 4000-4999: Books And Supplies LCFF Base 14200</p> <p>Field Trips/Bus Expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 11000</p> <p>All Items on Goal and Action covered by Low Performing Student Grant Other 29800</p> <p>Materials and Software 4000-4999: Books And Supplies Special Education 2000</p> <p>Chromebooks/Robotics Program 4000-4999: Books And Supplies Title VI 5160</p> <p>MISC LCFF Supplemental and Concentration 9830</p>	<p>Software/Science/Materials/Journals/Misc. 4000-4999: Books And Supplies LCFF Base 4000</p> <p>Field Trips/Bus Expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 47183</p> <p>Low Performing Student Grant Other 43823</p> <p>Materials and Software 4000-4999: Books And Supplies Special Education 771</p> <p>Chromebooks/Robotics Program 4000-4999: Books And Supplies Title IV 5640</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>• Maintain internet access for teacher and student use of web and app based learning supports</li> <li>• Provide app based application for behavior tracking and interventions</li> <li>• Provide application for portfolio building</li> <li>• Maintain school facility in clean and optimal conditions</li> <li>• Provide field trip funds and guest expert experiences for students</li> <li>• Provide additional support to education specialists/students in special education</li> </ul>	<p>Art Teacher 1000-1999: Certificated Personnel Salaries LCFF Base 12000</p> <p>Art Teacher Benefits 3000-3999: Employee Benefits LCFF Base 5000</p> <p>Performing Art Instructor 5000- 5999: Services And Other Operating Expenditures LCFF Base 30000</p> <p>Other Misc: Credentialing/Record Keeping 5000-5999: Services And Other Operating Expenditures LCFF Base 26850</p>	<p>Art Teacher 1000-1999: Certificated Personnel Salaries LCFF Base 59571.85</p> <p>Performing Art Instructor 5000- 5999: Services And Other Operating Expenditures LCFF Base 30268</p> <p>Other Misc: Credentialing/Record Keeping 2000-2999: Classified Personnel Salaries LCFF Base 24372.92</p>

## 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
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>• Absences/tardies will be recorded in a unique document that allows for yearly comparisons.</li> <li>• Cumulative absences will decrease each year.</li> <li>• Parents of chronic absence/tardy students will have scheduled meetings.</li> <li>• Independent study contracts will be selected by more families when they are out.</li> </ul> <p><b>19-20</b>            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.</p>	<p>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.</p> <p>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.</p>

Expected	Actual
<p><b>Baseline</b> Absences and tardies are kept in Powerschool.</p> <ul style="list-style-type: none"> <li>• Students have less than 15 absences per school year.</li> <li>• Repeat offenders are called infrequently.</li> <li>• Some students complete independent study short term when absent.</li> </ul>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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</p>	<p>Low Performing 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/Web site 5000-5999: Services And Other Operating Expenditures LCFF Base 8200</p>	<p>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/Web site 5000-5999: Services And Other Operating Expenditures LCFF Base 12378</p>

## 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 became 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
<p><b>Metric/Indicator</b>            Parents know exactly how to access their child's academic standing.            Parents have several options for parent education during the school year.</p> <ul style="list-style-type: none"> <li>• There will be school based activities that exhibit student work, engage parents in experiencing their child's work and participate in the process.</li> <li>• All parents will attend a student led conference, one exhibition and a portfolio review each year.</li> <li>• 80% or more of parents will respond to a survey.</li> <li>• Parents will approach their child's mistakes with understanding based on the child's stage of development.</li> </ul>	<p>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.</p> <p>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.</p>

Expected	Actual
<p><b>19-20</b>            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.</p> <p><b>Baseline</b>            100% of parents receive a weekly email from the school and a weekly email/call from the teacher.</p> <ul style="list-style-type: none"> <li>• Parent educational resources are offered to parents.</li> <li>• 100% Parents receive a phone invitation to our school events.</li> <li>• 100% of parents will sign in at any parent event.</li> <li>• Less than 30% of parents typically respond to our surveys.</li> <li>• Parents will grow in their understanding about why we do not punish or reward/bribe children.</li> </ul>	<p>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.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>Low Performing Student Grant            Funds Plan Other 1200             Survey Monkey &amp; Materials 4000-4999: Books And Supplies Special Education 200</p>	<p>Survey Monkey &amp; Materials 4000-4999: Books And Supplies LCFF Base 388</p>

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

## 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 <ul style="list-style-type: none"> <li>• Additional purchase of quick assessment equipment and application to assess student learning loss</li> <li>• Purchases of additional chromebooks to replace those lost and broken from home use</li> <li>• Purchase of software for distance learning support</li> </ul>	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 <ul style="list-style-type: none"> <li>• 5 Teachers Assistants and Enrichment Teachers to implement; additional sanitization required</li> </ul>	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 so 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](mailto: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:
  - Continuity of Instruction,
  - 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.



<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	141,674.00	80,919.76
<b>Goal 2</b>	128,195.00	71,890.33
<b>Goal 3</b>	145,840.00	215,629.77
<b>Goal 4</b>	45,950.00	66,773.51
<b>Goal 5</b>	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
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$247,000.00</b>	<b>\$383,500.00</b>

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
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$70,000.00</b>	<b>\$35,000.00</b>

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	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$177,000.00</b>	<b>\$348,500.00</b>



## 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.

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. 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.

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# Goals and Actions

## Goal

Goal #	Description
1	<p>Use social emotional and academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.</p> <p>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)</p>

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	<p>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.</p> <p>State Priority 6: School Climate (Engagement) State Priority 7: Course Access (Conditions of Learning)</p>

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	<p>Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education.</p> <p>State Priority 3: Parental Involvement (Engagement)</p>

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
<b>Total:</b>	\$126,600.00	\$365,700.00
<b>LEA-wide Total:</b>	\$126,600.00	\$365,700.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		