

**Innovations Academy Board Agenda: June 28, 2022 @ 6:00 pm**

**Meeting location(s)**

***This meeting will take place telephonically. See the public call-in number below.***

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

**Board Attendance**

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**Others in Attendance**

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**Agenda**

Topic	Minutes
Call to order / roll call	Time / Date Board in Attendance: 1. Other Present: 1.
Approval of current agenda	<b>Vote to approve current agenda -</b> 1st motion - 2nd motion- <b>Vote:</b> Approved by:
Approval of prior month meeting minutes  <ul style="list-style-type: none"> <li>● March 8, 2022</li> <li>● June 14, 2022</li> </ul>	<b>Vote to approve minutes 3/8/22</b> 1st motion- 2nd motion- <b>Vote:</b> <b>Vote to approve minutes 6/14/22</b> 1st motion- 2nd motion- <b>Vote:</b>
Public comments (3 mins per person)	
Action Items: Financial Items for Approval (CSMC)  2022-23 Preliminary Budget (3 Attachments, the narrative, the prelim budget and prelim budget (district template)	<b>Vote Preliminary Budget</b> 1st motion- 2nd motion- <b>Vote:</b>

<p>2022-23 CONAPP (Consolidated Application) See narrative in packet</p> <p>Approval: 2021-22 and 2022-23 EPA Education Protection Act See narrative in packet</p>	<p><b>Vote CONAPP</b> 1st motion- 2nd motion- <b>Vote:</b></p> <p><b>Vote EPA</b> 1st motion- 2nd motion- <b>Vote:</b></p>
<p><b>Action Items: Academic</b></p> <p><b>Declaration of Need (DON)</b> The Declaration of Need (DON) is an annual document required as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency.</p> <p><b>22-23 Calendars:</b> Approve the teacher workday and student attendance calendars for the 22-23 school year.</p> <p><b>Innovations ELO-P Extended Learning Opportunities Plan</b> The Expanded Learning Opportunities Program (ELO-P) is a mandatory program providing some funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.</p> <p><b>LCAP Local Control Accountability Plan</b> The LCAP is a requirement for LCFF funding for local educational agencies in which they set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. We reviewed our LCAP at the last board meeting. This meeting is for approval.</p> <p><b>Marine Science Floating Lab Participation</b> This item is for approval to utilize the MSFL as a field trip during next school year if we so choose.</p>	<p><b>Vote Declaration of Need</b> 1st motion- 2nd motion- <b>Vote:</b></p> <p><b>Vote 22-23 School Calendar</b> 1st motion- 2nd motion- <b>Vote</b></p> <p><b>Vote ELO-P</b> 1st motion- 2nd motion- <b>Vote</b></p> <p><b>Vote LCAP</b> 1st motion- 2nd motion- <b>Vote</b></p> <p><b>Vote Floating Lab</b> 1st motion- 2nd motion- <b>Vote</b></p>

<p>➤ Discussion Items</p> <p>Presentation: Universal Pre-K Plan</p> <p>The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This program plan is required of all schools.</p>	<p>Presentation and Discussion:</p>
<p>➤ Next board meeting</p>	
<p>○ Confirm date of next meeting</p>	
<p>○ Identify agenda items for next meeting</p>	<p>Fiscal Policy Update, Handbook updates</p>
<p>Meeting adjourned</p>	

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

Signature: \_\_\_\_\_  
Secretary

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

1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

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

## Innovations Academy Board Agenda: March 8, 2022 @ 6:00 pm

### Meeting location(s)

***This meeting will take place telephonically. See the public call-in number below.***

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	5519 McMillan Street Oakland, CA 94618 10106 Lone Dove St. San Diego, CA 92127 10333 Avenida Magnifica San Diego, CA 92131 14335 Trailwind Rd. Poway, CA 92064	Public call in number 605-313-4802* Access code 151642
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### Board Attendance

Stephen Rosen	Danielle Strachman	Faraz Sharafi	Cassidy Platt	Nate Cooper		
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### Others in Attendance

Christine Kuglen. director	Dana Anderegg, teacher	Josh Eng, Business Manager				
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### Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date 6:01 p.m.  Roll Call Attendance  Present: Nate Cooper, Steve Rosen, Danielle Strachman, Faraz Sharafi, Cassidy Platt  Absent: 0
➤ Approval of current agenda	<b>Vote to approve current agenda -</b>  Motion to approve current agenda– SRosen  2nd motion- Danielle  <b>Roll Call Vote in order:</b> Nate, Steve, Danielle,

	<p>Cassidy, Faraz</p> <p>Aye: 5 No: 0 Abstain: 0</p>
<p>➤ Approval of prior month meeting minutes</p> <ul style="list-style-type: none"> <li>○ February Meeting Minutes</li> </ul>	<p><b>Vote to approve past minutes -</b></p> <p>Motion to approve minutes from Feb board meeting. - Steve</p> <p>2nd motion- Danielle</p> <p><b>Roll Call Vote</b> Nate, Steve, Danielle, Cassidy</p> <p>Faraz abstains as he did not attend the meeting</p> <p>Aye: 4 No: 0 Abstain; 1</p>
<p>➤ Public comments (3 mins per person)</p>	<p>Nate asked for public comments. Nate notes the time limit for any public participants.</p> <p>No comments from the public were made</p>
<p>➤ Teacher Briefing (Dana- 6th grade, 1st year at IA)</p>	<p>Cassidy introduced Dana who is in her first year at IA.</p> <p>Dana shared with the board about her students' current research about ancient civilizations. Students are working in groups. They are looking at farming structures in a variety of ancient civilizations and asking the question, "Did they have a surplus or a deficit?"</p> <p>They are then linking the information with our current Senate Bill 1383 which pertains to requirements for actions related to food surplus.</p> <p>Students will be creating Public Service Announcements (PSAs). They have been watching "The More You Know" PSAs as a template. They will also be informing about</p>

	<p>this bill by distributing information to local grocery stores.</p> <p>Cassidy followed up with other teacher information. She shared that we have seen our community come together more. We have a family game night tomorrow. Many teachers have volunteered to work at game night and 200+ families are coming. It is free for them..</p> <p>She also shared that projects in classrooms have incorporated collaboration among grade levels. It has been nice to see this collaboration grow as the COVID restrictions decrease. It is nice, as a teacher, to not be isolated.</p>
<ul style="list-style-type: none"> <li>➤ Action Item: Financial update and 2nd interim (Josh Eng- CSMC) <ul style="list-style-type: none"> <li>○ Approval of 2021-22 2<sup>nd</sup> Interim</li> </ul> </li> </ul>	<p><b>Discussion:</b> Financial update</p> <p>Josh explained the 2<sup>nd</sup> Interim. This report covers July 21-Jan.22. Actuals are compared to budget and the data is submitted to the district.</p> <p>He referred to the board packet. Josh hit on the high points of the narrative (see narrative). Regarding budget and current actuals. We are running at a deficit but that is not unusual for the time of year. Josh states that we are relatively in line with where we expect to be. Assuming all revenue is met we will be in line. Josh reviews expected end of year fund balance.</p> <p>Faraz asked about when the ADA will count and if our ADA is on track. We budgeted for 432 ADA and at P1 we were at 458.</p> <p>Faraz: How do we take inflation into account? Discussion ensued regarding costs that may be impacted by inflation.</p> <p><b>Approval of Second Interim</b> – Motion to approve the 21-22 2<sup>nd</sup> Interim for Innovations Academy made by Faraz</p> <p>2nd motion- Nate</p>

	<p><b>Roll Call Vote Nate, Danielle, Steve, Cass, Faraz</b></p> <p><b>Aye: 5 No: 0 Abstain: 0</b></p>
<ul style="list-style-type: none"> <li>➤ Director update (Christine) Discussion <ul style="list-style-type: none"> <li>○ District Site Visit: <ul style="list-style-type: none"> <li>■ Decide representatives</li> <li>■ Discuss last year report</li> </ul> </li> <li>○ Mask Update <ul style="list-style-type: none"> <li>■ Updated regulations</li> <li>■ Innovations Academy changes</li> </ul> </li> <li>○ Form 700 Statement of Interest <ul style="list-style-type: none"> <li>■ Check in on completion</li> <li>■ Due date reminder</li> </ul> </li> </ul> </li> </ul>	<p><u>Item – Director Update</u></p> <p><b>Discussion:</b></p> <p>Christine asked for two representatives from the board for the district site visit. Faraz and Cassidy volunteered. Stephen will be back up.</p> <p>Christine referred to the mask update for schools that is in the board packet. This will be another opportunity to support students to accept different choices and to be comfortable with their own.</p> <p>Christine reminded the board that the SOI is due by April 1<sup>st</sup>.</p>
<ul style="list-style-type: none"> <li>➤ <del>Action item: Policies</del></li> </ul>	<p>Danielle brought up to the board a need for taking a look at director compensation. She offered to take the lead on research and structure. Nate asked Christine to get the information on closed meetings and procedures for this type of discussion. Steve, Faraz and Cassidy shared that he would be willing to participate if Danielle wants assistance.</p>
<ul style="list-style-type: none"> <li>➤ Next board meeting</li> </ul>	<p>Christine will get information about next two meeting dates</p>
<ul style="list-style-type: none"> <li>➤ Confirm date of next meeting</li> </ul>	<p>TBD</p>
<ul style="list-style-type: none"> <li>➤ Identify agenda items for next meeting</li> </ul>	



Meeting adjourned

6:36 p.m.

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

6/28/22 Signature:

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

1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
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**Innovations Academy Board Minutes: June 14, 2022@ 6:00 pm**

**Meeting location(s)**

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**Board Attendance**

Nate Cooper	Danielle Strachman	Faraz Sharafi	Stephen Rosen	Cassidy Platt		
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**Others in Attendance**

Christine Kuglen						
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**Agenda**

Topic	Minutes
➤ Call to order / roll call	Time / Date 6/14/22 at 6:04 Board Roll Call Attendance: 1. Nate Cooper 2. Steve Rosen 3. Danielle Strachman 4. Cassidy Platt Not in attendance: Faraz Sharafi
➤ Approval of current agenda	<b>Vote to approve current agenda -</b> 1st motion - Steve 2nd motion- Danielle <b>Roll Call Vote:</b> Nate, Steve, Danielle, Cassidy Ayes: 4 Noes: 0 Abstain: 0
➤ Public comments (3 mins per person)	no public comments
○ Preliminary Review of 2022-23 LCAP and 2021-22 LCAP annual update  The director will review the 2021-22 goals and actions and discuss updates to the LCAP for the 22-23 school year.	Christine reviewed the board documents highlighting the comparison between the 2021-22 and the draft 22-23 LCAP. Christine covered how educational partner input has influenced the development of goals and/or actions for each goal. Christine asked for questions. There were no questions from the board.
➤ Next board meeting	June 28, 2022 6 p.m.
○ Identify agenda items for next meeting	Declaration of Need, Policy updates,

	Handbook updates, LCAP approval, Estimated Actuals and Preliminary Budget approval, EPA spending approval, Con App approval  For future approval
Meeting adjourned	6:22 p.m.

The foregoing minutes were approved by the Board of Directors of Innovations Academy on 6/28/22. Signature

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**Innovations Academy**  
**Board Narrative**  
**June 28, 2022**

**Approval of 2022-23 Preliminary Budget**

There are two reports, the one labeled “2021-22 Estimated Actuals and 2022-23 Preliminary Budget Innovations” is for presentation purposes, it is more detailed and more reader friendly. The one labeled “2022-23 Preliminary Budget – Innovations (District Template)” contains the same data, just is on a template that will be submitted to the district.

The purpose of this report and presentation is to get board approval on where the school projects to end the year fiscally and to approve the school’s initial preliminary budget for the 2022-23 year. For 2021-22, the school currently projects to end with a positive balance of ~\$307K and thus a net fund balance for the year of ~\$3.2M. This is an initial estimate and will be subject to change as the rest of the years actuals is completed. The current estimate is that the school will end the year with a favorable net income.

The 2022-23 Preliminary Budget is based off enrollment of 470 with an ADA of 451.20.

LCFF revenue is increasing due to LCFF COLA increases. This however is expected to increase even more as the Governor’s latest budget suggest larger potential COLA and one time money increases (This has not been factored in this budget as the Governors budget has not officially been approved).

The various federal and state revenues are decreasing and increasing respectively due to the removal and additional of new restricted funds. For example, the addition of ELOP and Universal Pre K.

Local revenue in the current year is based off miscellaneous revenue such as fundraising, refunds, credits, etc. This is difficult to budget in the 2022-23 year.

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

Net Income is currently budget for 2022-23 of ~\$53K, thus increase estimated fund balance to ~\$3.2M.

**Approval of 2020-21 and 2022-23 EPA Expenditures**

Attachment will have details on action item.

**Approval of 2022-23 Consolidated Application**

Attachment will have details on action item.

# Innovations Academy



	NAME	2021-22 Estimated Actuals	2022-23 Preliminary Budget	VARIANCE
	TOTAL ENROLLMENT	473	470	(3)
	AVERAGE DAILY ATTENDANCE	454.08	451.20	(2.9)
REVENUE	State LCFF Revenue	\$ 4,142,578	\$ 4,313,726	\$ 171,148
	Federal Revenue	\$ 215,652	\$ 223,548	\$ 7,896
	Other State Revenue	\$ 666,155	\$ 716,964	\$ 50,809
	Local Revenue	\$ 134,176	\$ 50,000	\$ (84,176)
	<b>TOTAL REVENUE</b>	<b>\$ 5,158,561</b>	<b>\$ 5,304,238</b>	<b>\$ 145,677</b>
	EXPENSES	Certificated Salaries	\$ 1,993,994	\$ 2,230,397
Classified Salaries		\$ 775,406	\$ 745,944	\$ (29,462)
Benefits		\$ 763,776	\$ 908,953	\$ 145,177
<b>TOTAL PERSONNEL EXPENSES</b>		<b>\$ 3,533,176</b>	<b>\$ 3,885,294</b>	<b>\$ 352,119</b>
Books and Supplies		\$ 317,103	\$ 248,365	\$ (68,738)
Services and Other Operating Expenses		\$ 891,532	\$ 997,441	\$ 105,909
Capital Outlay		\$ 110,000	\$ 120,000	\$ 10,000
Other Outgoing		\$ -	\$ -	\$ -
<b>TOTAL OTHER EXPENSES</b>		<b>\$ 1,318,636</b>	<b>\$ 1,365,806</b>	<b>\$ 47,171</b>
<b>TOTAL EXPENSES</b>		<b>\$ 4,851,811</b>	<b>\$ 5,251,101</b>	<b>\$ 399,289</b>
FUND BALANCE	<b>SURPLUS\ (DEFICIT)</b>	<b>\$ 306,750</b>	<b>\$ 53,137</b>	
	<i>% of LCFF Revenue</i>	<i>7.4%</i>	<i>1.2%</i>	
	BEGINNING FUND BALANCE	\$ 2,880,950	\$ 3,187,700	
	<b>ENDING BALANCE</b>	<b>\$ 3,187,700</b>	<b>\$ 3,240,837</b>	
	<i>% of Expenses</i>	<i>54%</i>	<i>59%</i>	<i>0.0%</i>

# REVENUE INPUT

ACCT	ACCOUNT NAME	2021-22 Estimated Actuals	2022-23 Preliminary Budget	VARIANCE
<b>LCFF</b>				
8011	LCFF; state aid	722,822	937,608	214,786
8012	LCFF; EPA	91,096	90,240	(856)
8096	In-Lieu of Property Taxes	3,339,186	3,285,878	(53,308)
8019	Prior Year Income/Adjustments	(10,526)	-	10,526
<b>TOTAL LCFF REVENUE</b>		<b>\$ 4,142,578</b>	<b>\$ 4,313,726</b>	<b>\$ 171,148</b>
<b>FEDERAL</b>				
8181	Special Education - Federal	51,250	51,250	-
8220	Federal Child Nutrition	2,474	2,474	-
8290	All Other Federal Revenue	260	-	(260)
8290-3210	ESSER I	-	-	-
8290-3212	ESSER II	59,583	-	(59,583)
8290-3213	ESSER III	50,019	119,000	68,981
8291	Title I	33,392	33,392	-
8292	Title II	8,674	7,432	(1,242)
8293	Title III	-	-	-
8294	Title IV	10,000	10,000	-
<b>TOTAL FEDERAL REVENUE</b>		<b>\$ 215,652</b>	<b>\$ 223,548</b>	<b>\$ 7,896</b>
<b>OTHER STATE</b>				
8520	State Child Nutrition Program	323	323	-
8550	MANDATE BLOCK GRANT K-8	6,772	6,734	(38)
8560-12	RESTRICTED LOTTERY	28,607	28,426	(181)
8560-22	LOTTERY	74,923	74,448	(475)
8590-66	MENTAL HEALTH	17,738	17,738	-
8590-61	ASES	-	-	-
8590-6266	Educator Effectiveness	82,137	-	(82,137)
8590-7422	IPI	112,370	-	(112,370)
8590-7425	ELO	33,019	190,000	156,981
8590-2600	ELOP	-	67,903	67,903
8590	Universal PreK	-	20,000	20,000
8599	Prior Year State Income/Adjustments	(3,124)	-	3,124
8792	SPED State/Other Transfers of Apportionments from Cou	313,390	311,392	(1,997)
<b>TOTAL OTHER STATE REVENUE</b>		<b>\$ 666,155</b>	<b>\$ 716,964</b>	<b>\$ 50,809</b>
<b>LOCAL</b>				
8639	Student Lunch Revenue	-	-	-
8650	Rental Income	-	-	-
8660	Interest Income	7,914	-	(7,914)
8682	Foundation Grants/Donations	-	-	-
8685	School Site Fundraising	124,830	50,000	(74,830)
8698	E-rate Revenue	-	-	-
8699	All Other Local Revenue	1,433	-	(1,433)
<b>TOTAL LOCAL REVENUE</b>		<b>\$ 134,176</b>	<b>\$ 50,000</b>	<b>\$ (84,176)</b>
<b>TOTAL REVENUE</b>		<b>\$ 5,158,561</b>	<b>\$ 5,304,238</b>	<b>\$ 145,677</b>



# EXPENSES INPUT

ACCT	ACCOUNT NAME	2021-22 Estimated Actuals	2022-23 Preliminary Budget	VARIANCE
<b>1000 - CERTIFICATED</b>				
1100	Teacher Salaries	1,615,935	1,857,481	241,546
1105	Teach Stipends	-	-	-
1120	Substitute Expense	-	52,000	52,000
1200	Certificated Pupil Support Salaries	99,080	139,756	40,676
1300	Certificated Supervisor and Administrator Salaries	254,223	125,000	(129,223)
1900	Other Certificated Salaries	24,756	56,160	31,404
<b>Totals</b>		<b>\$ 1,993,994</b>	<b>\$ 2,230,397</b>	<b>\$ 236,403</b>
<b>2000 - CLASSIFIED</b>				
2100	Instructional Aide Salaries	424,744	366,275	(58,469)
2200	Classified Support Salaries (Maintenance, Food)	139,550	211,969	72,419
2300	Classified Supervisor and Administrator Salaries	-	79,300	79,300
2400	Clerical, Technical and Office Staff Salaries	207,143	88,400	(118,743)
2900	Other Classified Salaries	3,969	-	(3,969)
<b>Totals</b>		<b>\$ 775,406</b>	<b>\$ 745,944</b>	<b>\$ (29,462)</b>
<b>3000 - BENEFITS</b>				
3101	State Teachers' Retirement System, certificated positions	374,205	457,196	82,990
3202	Public Employees Retirement System	-	-	-
3313	OASDI	63,196	36,124	(27,072)
3323	Medicare	22,171	43,157	20,986
3403	Health & Welfare Benefits	251,212	311,507	60,296
3503	State Unemployment Insurance	21,000	24,360	3,360
3603	Worker Compensation Insurance	31,992	36,609	4,617
3703	Other Post Employment Benefits	-	-	-
3903	Other Employee Benefits	-	-	-
<b>Totals</b>		<b>\$ 763,776</b>	<b>\$ 908,953</b>	<b>\$ 145,177</b>
<b>TOTAL PERSONEL EXPENSE</b>		<b>\$ 3,533,176</b>	<b>\$ 3,885,294</b>	<b>\$ 352,119</b>
<b>4000 - BOOKS AND SUPPLIES</b>				
4100	Approved Textbooks and Core Curricula Materials	40,000	30,000	(10,000)
4200	Books and Other Reference Materials	8,000	8,000	-
4300	Materials and Supplies	32,000	32,000	-
4309	Sales and Use Tax Expenses	500	500	-
4315	Classroom Materials and Supplies	22,000	22,000	-
4342	Materials for School Sponsored Athletics	865	865	-
4381	Plant/Facilities Maintenance	15,000	15,000	-
4400	Noncapitalized Equipment	30,000	30,000	-
4407	Student Educational Software	15,000	15,000	-
4410	Software & Software Licensing	50,000	50,000	-
4430	Noncapitalized Student Equipment	100,000	20,000	(80,000)
4700	Food and Food Supplies	3,700	25,000	21,300
4701	Non School District Food	38	-	(38)
<b>TOTAL BOOKS AND SUPPLIES</b>		<b>\$ 317,103</b>	<b>\$ 248,365</b>	<b>\$ (68,700)</b>
<b>5000 - SERVICES AND OTHER OPEX</b>				
5100	Subservices and Subagreements	-	67,903	67,903
5200	Travel and Conferences	5,000	5,000	-
5210	Training and Development Expense	21,813	35,000	13,187
5300	Dues and Memberships	3,500	3,500	-
5400	Insurance	53,000	53,000	-
5500	Operation and Housekeeping Services	55,000	55,000	-
5501	Utilities	180,000	180,000	-
5600	Space Rental/Leases Expense	120	120	-
5601	Building Maintenance	20,000	20,000	-
5602	Other Space Rental	1,500	1,500	-
5605	Equipment Rental/Lease Expense	17,000	17,000	-
5610	Equipment Repair	4,000	4,000	-
5800	Professional/Consulting Services and Operating Expenditures	15,000	19,000	4,000
5803	Banking and Payroll Service Fees	14,500	14,500	-
5805	Legal Services and Audit	18,735	18,735	-
5806	Audit Services	10,500	10,500	-
5807	Legal Settlements	-	12,000	12,000
5809	Employee Tuition Reimbursement	389	389	-
5810	Educational Consultants	150,000	150,000	-
5811	Student Transportation and Field Trips	1,000	5,000	4,000
5812	Other Student Activities	580	580	-
5815	Advertising/Recruiting	2,000	2,000	-
5820	Fundraising Expense	3,244	3,244	-
5830	Field Trips	70,000	70,000	-
5836	Transportation Services	-	-	-
5842	Services Student Athletics	-	-	-
5850	Scholarships Awarded	-	-	-
5873	Financial Services	65,000	65,000	-
5874	Personnel Services	1,000	1,000	-
5875	District Oversight Fee	124,593	129,412	4,819
5877	IT Services	20,000	20,000	-
5890	Interest Expenses/Fees	1,058	1,058	-
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	28,000	28,000	-
5998	Unallocated Credit Card Expense	5,000	5,000	-
<b>TOTAL SERVICES AND OTHER OPEX</b>		<b>\$ 891,532</b>	<b>\$ 997,441</b>	<b>\$ 105,909</b>
<b>6000 - CAPITAL OUTLAY</b>				
6900	Depreciation Expense	110,000	120,000	10,000
<b>TOTAL DEPRECIATION</b>		<b>\$ 110,000</b>	<b>\$ 120,000</b>	<b>\$ 10,000</b>
<b>7000 - OTHER OUTGOING</b>				
7438	Debt Service Interest	-	-	-
<b>TOTAL OTHER OUTGOING</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL EXPENSES</b>		<b>\$ 4,851,811</b>	<b>\$ 5,251,101</b>	<b>\$ 399,327</b>

**Charter School Preliminary Budget  
FY 2022-2023**

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

Projected Enrollment	<b>470</b>
ADA Rate	<b>96.00%</b>
Projected ADA	<b>451.20</b>
Projected Unduplicated Pupil Count	<b>133.00</b>

Description	Object Code	Unrestricted Budget	Restricted Budget	Total Budget
<b>A. REVENUES (8000-8799)</b>				
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)				
LCFF State Aid - Current Year (CY) (Res 0000)	8011	937,608		937,608
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	90,240		90,240
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019			-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	3,285,878		3,285,878
Other LCFF Transfers	8091, 8097			-
<b>Total, LCFF Sources</b>		<b>4,313,726</b>	<b>-</b>	<b>4,313,726</b>
2. Federal Revenues (8100-8299)				
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290		33,392	33,392
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290		7,432	7,432
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290			-
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290			-
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290			-
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290		10,000	10,000
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290			-
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181		51,250	51,250
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182			-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220		2,474	2,474
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110			-
Other Federal Revenues (All other resources not reported separately)	8100-8299		119,000	119,000
<b>Total - Federal Revenues</b>		<b>-</b>	<b>223,548</b>	<b>223,548</b>
3. Other State Revenues (8300-8599)				
State Special Education (Res 6500)	8792		311,392	311,392
State Special Education Mental Health Services (Res 6512)	8590		17,738	17,738
Mandate Block Grant (Res 0000)	8550	6,734		6,734
After School Education and Safety (ASES) (Res 6010)	8677, 8590			-
Common Core Standards Implementation (Res 7405)	8590			-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590			-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590			-
Lottery, Unrestricted (Res 1100)	8560	74,448		74,448
Lottery, Restricted - Prop 20 (Res 6300)	8560		28,426	28,426
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590			-
Other State Revenues (All other resources not reported separately)	8300-8599		278,226	278,226
<b>Total - Other State Revenues</b>		<b>81,182</b>	<b>635,781</b>	<b>716,964</b>
4. Local Revenue (8600-8799)				
All Local Revenues	8600-8799		50,000	50,000
<b>Total - Local Revenues</b>		<b>-</b>	<b>50,000</b>	<b>50,000</b>
<b>5. TOTAL REVENUES</b>		<b>4,394,908</b>	<b>909,329</b>	<b>5,304,238</b>
<b>B. EXPENDITURES AND OTHER OUTGO (1000-7499)</b>				
1. Certificated Salaries				
Teachers' Salaries	1100	\$1,630,869	\$278,612	1,909,481
Pupil Support Salaries	1200	\$85,000	\$54,756	139,756
Supervisors' and Administrators' Salaries	1300	125,000		125,000
Other Certificated Salaries	1900	56,160		56,160
<b>Total, Certificated Salaries</b>		<b>1,897,029</b>	<b>333,368</b>	<b>2,230,397</b>
2. Classified Salaries				
Instructional Salaries	2100	\$163,298	\$202,977	366,275
Support Salaries	2200	151,969	60,000	211,969
Supervisors' and Administrators' Salaries	2300	79,300		79,300
Clerical and Office Salaries	2400	88,400		88,400
Other Classified Salaries	2900			-
<b>Total, Classified Salaries</b>		<b>482,967</b>	<b>262,977</b>	<b>745,944</b>
3. Employee Benefits				
STRS	3101-3102	\$393,523	\$63,673	457,196
PERS	3201-3202			-
OASDI/Medicare (Social Security)	3301-3302	\$54,329	\$24,952	79,281
Health and Welfare Benefits	3401-3402	\$258,593	\$52,914	311,507
Unemployment Insurance	3501-3502	\$17,220	\$7,140	24,360
Workers' Compensation Insurance	3601-3602	\$29,254	\$7,355	36,609
OPEB, Allocated	3701-3702			-
OPEB, Active Employees	3751-3752			-
Other Employee Benefits	3901-3902			-
<b>Total, Employee Benefits</b>		<b>752,919</b>	<b>156,034</b>	<b>908,953</b>

**Charter School Preliminary Budget  
FY 2022-2023**

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

Projected Enrollment	<b>470</b>
ADA Rate	<b>96.00%</b>
Projected ADA	<b>451.20</b>
Projected Unduplicated Pupil Count	<b>133.00</b>

Description	Object Code	Unrestricted Budget	Restricted Budget	Total Budget
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	30,000		30,000
Books and Other Reference Materials	4200	8,000		8,000
Materials and Supplies	4300	70,365		70,365
Non-capitalized Equipment	4400	75,000	40,000	115,000
Food (Food used in food-service activities for which the purpose is nutrition)	4700	25,000		25,000
<b>Total, Books and Supplies</b>		<b>208,365</b>	<b>40,000</b>	<b>248,365</b>
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100	-	67,903	67,903
Travel and Conferences	5200	40,000		40,000
Dues and Memberships	5300	3,500		3,500
Insurance	5400	53,000		53,000
Operations and Housekeeping Services	5500	235,000		235,000
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	42,620		42,620
Transfer of Direct Costs ( <b>MUST net to zero</b> )	5700	-		-
Prof/Consulting Svcs and Operating Expend ( <b>Include District Oversight</b> )	5800	422,418	100,000	522,418
Communications	5900	33,000		33,000
<b>Total, Services and Other Operating Expenditures</b>		<b>829,538</b>	<b>167,903</b>	<b>997,441</b>
<b>6. Capital Outlay</b>				
Depreciation Expense (See Sections G.9 & F.2.a)	6900	120,000		120,000
<b>Total, Capital Outlay</b>		<b>120,000</b>	<b>-</b>	<b>120,000</b>
<b>7. Other Outgo</b>				
Tuition to Other Schools ( <b>Include contribution to unfunded cost of Sp Ed.</b> )	7110-7143			-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223			-
All Other Transfers	7280-7299			-
Transfers of Indirect Costs ( <b>MUST net to zero</b> )	7300-7399			-
Debt Service - Interest	7430-7439			-
Debt Service - Principal ( <b>FOR MODIFIED ACCRUAL BASIS ONLY</b> )	7439			-
<b>Total, Other Outgo</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>8. TOTAL EXPENDITURES</b>		<b>4,290,818</b>	<b>960,282</b>	<b>5,251,100</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.</b>				
<b>BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>104,090</b>	<b>(50,953)</b>	<b>53,138</b>
<b>D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)</b>				
1. All Other Financing Sources	8930-8979			-
2. Other Uses	7630-7699			-
3. Contributions between unrestricted and restricted accounts ( <b>MUST net to zero</b> ) ( <b>Include contribution to the unfunded cost of Special Education</b> )	8980-8999	(50,953)	50,953	-
<b>4. TOTAL OTHER FINANCING SOURCES/USES</b>		<b>(50,953)</b>	<b>50,953</b>	<b>-</b>
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)</b>		<b>53,137</b>	<b>0</b>	<b>53,138</b>
<b>F. FUND BALANCE/NET POSITION (Budget and Actuals MUST match) (F.1.a-b)</b>				
1. Beginning Fund Balance/Net Position				
a. July 1 ( <b>MUST match EFB/Net Position of PY Unaudited Actuals, Section F.2</b> )	9791	3,187,700		3,187,700
b. Adjustments/Restatements	9793, 9795			-
c. Adjusted Beginning Fund Balance/Net Position		3,187,700	-	3,187,700
<b>2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)</b>		<b>3,240,837</b>	<b>0</b>	<b>3,240,838</b>
<b>Components of Ending Net Position</b>				
a. Net Investment in Capital Assets ( <b>See Sections B.6 and G.9</b> )	9796	75,245		75,245
b. Restricted Net Position	9797		0	0
c. Unrestricted Net Position	9791	3,240,837		3,240,837

**PY ESTIMATED ACTUALS vs CY BUDGET**

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

**Instructions:**

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Description	Object Code	Estimated Actual for FY Ending 6/30/22 (A)	Preliminary Budget (B)	\$ Change (B - A) (C)	% Change (C / A) (D)	Explanation <i>(e.g. enrollment increase; one-time purchase of 100 chrome books, etc.)</i> =>10% and =>(-10%) change
<b>A. REVENUES (8000-8799)</b>						
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)						
LCFF State Aid - Current Year (CY) (Res 0000)	8011	722,822	937,608	\$ 214,786	30%	LCFF rates increasing for COLA.
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	91,096	90,240	\$ (856)	-1%	
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019	(10,526)	-	\$ 10,526	-100%	2021-22 anomaly.
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	3,339,186	3,285,878	\$ (53,308)	-2%	
Other LCFF Transfers	8091, 8097	-	-	\$ -	0%	
<b>Total, LCFF Sources</b>		<b>4,142,578</b>	<b>4,313,726</b>	<b>\$ 171,148</b>	<b>4%</b>	
2. Federal Revenues (8100-8299)						
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290	33,392	33,392	\$ -	0%	
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290	8,674	7,432	\$ (1,242)	-14%	2021-22 has additional prior year funding.
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290	-	-	\$ -	0%	
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290	-	-	\$ -	0%	
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290	-	-	\$ -	0%	
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290	10,000	10,000	\$ -	0%	
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290	-	-	\$ -	0%	
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181	51,250	51,250	\$ -	0%	
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182	-	-	\$ -	0%	
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220	2,474	2,474	\$ -	0%	
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110	-	-	\$ -	0%	
Other Federal Revenues (All other resources not reported separately)	8100-8299	109,862	119,000	\$ 9,138	8%	Reduction in restricted funds.
<b>Total - Federal Revenues</b>		<b>215,652</b>	<b>223,548</b>	<b>\$ 7,896</b>	<b>4%</b>	
3. Other State Revenues (8300-8599)						
State Special Education (Res 6500)	8792	313,390	311,392	\$ (1,998)	-1%	
State Special Education Mental Health Services (Res 6512)	8590	17,738	17,738	\$ -	0%	
Mandate Block Grant (Res 0000)	8550	6,772	6,734	\$ (38)	-1%	
After School Education and Safety (ASES) (Res 6010)	8677, 8590	-	-	\$ -	0%	
Common Core Standards Implementation (Res 7405)	8590	-	-	\$ -	0%	
Charter School Facility Grant Program (SB 740) (Res 6030)	8590	-	-	\$ -	0%	
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590	-	-	\$ -	0%	
Lottery, Unrestricted (Res 1100)	8560	74,923	74,448	\$ (475)	-1%	
Lottery, Restricted - Prop 20 (Res 6300)	8560	28,607	28,426	\$ (181)	-1%	
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590	-	-	\$ -	0%	
Other State Revenues (All other resources not reported separately)	8300-8599	224,725	278,226	\$ 53,501	24%	Increase in various restricted funds.
<b>Total - Other State Revenues</b>		<b>666,155</b>	<b>716,964</b>	<b>\$ 50,809</b>	<b>8%</b>	
4. Local Revenue (8600-8799)						
All Local Revenues	8600-8799	134,176	50,000	\$ (84,176)	-63%	2021-22 miscellaneous revenue.
<b>Total - Local Revenues</b>		<b>134,176</b>	<b>50,000</b>	<b>\$ (84,176)</b>	<b>-63%</b>	
<b>5. TOTAL REVENUES</b>		<b>5,158,561</b>	<b>5,304,238</b>	<b>\$ 145,676</b>	<b>3%</b>	
<b>B. EXPENDITURES AND OTHER OUTGO (1000-7499)</b>						
1. Certificated Salaries						
Teachers' Salaries	1100	1,615,935	1,909,481	\$ 293,546	18%	Offset with 1300 and additional positions and salary increases.
Pupil Support Salaries	1200	99,080	139,756	\$ 40,676	41%	Offset with 1300 and additional positions and salary increases.
Supervisors' and Administrators' Salaries	1300	254,223	125,000	\$ (129,223)	-51%	Offset with other object codes in this subcategory.
Other Certificated Salaries	1900	24,756	56,160	\$ 31,404	127%	Offset with 1300 and additional positions and salary increases.
<b>Total, Certificated Salaries</b>		<b>1,993,994</b>	<b>2,230,397</b>	<b>\$ 236,403</b>	<b>12%</b>	

**PY ESTIMATED ACTUALS vs CY BUDGET**

Charter School Name:	<b>Innovations Academy</b>
CDS #:	37-68338-0118083
Charter Approving Entity:	San Diego Unified School District 37-68338
County:	San Diego
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Description	Object Code	Estimated Actual for FY Ending 6/30/22 (A)	Preliminary Budget (B)	\$ Change (B - A) (C)	% Change (C / A) (D)	Explanation <i>(e.g. enrollment increase; one-time purchase of 100 chrome books, etc.)</i> =>10% and =>(-10%) change
<b>2. Classified Salaries</b>						
Instructional Salaries	2100	424,744	366,275	\$ (58,469)	-14%	Offset with 2200 and 2300 and additional positions and salary increases.
Support Salaries	2200	139,550	211,969	\$ 72,419	52%	Offset with 2100 and 2400 and additional positions and salary increases.
Supervisors' and Administrators' Salaries	2300	-	79,300	\$ 79,300	0%	
Clerical and Office Salaries	2400	207,143	88,400	\$ (118,743)	-57%	Offset with 2200 and 2300 and additional positions and salary increases.
Other Classified Salaries	2900	3,969	-	\$ (3,969)	-100%	2021-22 wrong coding.
<b>Total, Classified Salaries</b>		<b>775,406</b>	<b>745,944</b>	<b>\$ (29,462)</b>	<b>-4%</b>	
<b>3. Employee Benefits</b>						
STRS	3101-3102	374,205	457,196	\$ 82,991	22%	STRS increase as well as certificated salary increase.
PERS	3201-3202	-	-	\$ -	0%	
OASDI/Medicare (Social Security)	3301-3302	85,367	79,281	\$ (6,086)	-7%	
Health and Welfare Benefits	3401-3402	251,212	311,507	\$ 60,295	24%	Increase in positions.
Unemployment Insurance	3501-3502	21,000	24,360	\$ 3,360	16%	Increase in positions.
Workers' Compensation Insurance	3601-3602	31,992	36,609	\$ 4,617	14%	Increase in positions.
OPEB, Allocated	3701-3702	-	-	\$ -	0%	
OPEB, Active Employees	3751-3752	-	-	\$ -	0%	
Other Employee Benefits	3901-3902	-	-	\$ -	0%	
<b>Total, Employee Benefits</b>		<b>763,776</b>	<b>908,953</b>	<b>\$ 145,177</b>	<b>19%</b>	
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	40,000	30,000	\$ (10,000)	-25%	2021-22 had restricted fund one time use.
Books and Other Reference Materials	4200	8,000	8,000	\$ -	0%	
Materials and Supplies	4300	70,365	70,365	\$ -	0%	
Non-capitalized Equipment	4400	195,000	115,000	\$ (80,000)	-41%	2021-22 had restricted fund one time use.
Food (Food used in food-service activities for which the purpose is nutrition)	4700	3,738	25,000	\$ 21,262	569%	Account for food service increase next year.
<b>Total, Books and Supplies</b>		<b>317,103</b>	<b>248,365</b>	<b>\$ (68,738)</b>	<b>-22%</b>	
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	-	67,903	\$ 67,903	0%	
Travel and Conferences	5200	26,813	40,000	\$ 13,187	49%	Account for additional restricted fund revenue.
Dues and Memberships	5300	3,500	3,500	\$ -	0%	
Insurance	5400	53,000	53,000	\$ -	0%	
Operations and Housekeeping Services	5500	235,000	235,000	\$ -	0%	
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	42,620	42,620	\$ -	0%	
Transfer of Direct Costs ( <i>MUST net to zero</i> )	5700	-	-	\$ -	0%	
Prof/Consulting Svcs and Operating Expend ( <i>Include District Oversight</i> )	5800	497,600	522,418	\$ 24,818	5%	
Communications	5900	33,000	33,000	\$ -	0%	
<b>Total, Services and Other Operating Expenditures</b>		<b>891,533</b>	<b>997,441</b>	<b>\$ 105,908</b>	<b>12%</b>	
<b>6. Capital Outlay</b>						
Depreciation Expense (See Sections G.9 & F.2.a)	6900	110,000	120,000	\$ 10,000	9%	
<b>Total, Capital Outlay</b>		<b>110,000</b>	<b>120,000</b>	<b>\$ 10,000</b>	<b>9%</b>	
<b>7. Other Outgo</b>						
Tuition to Other Schools ( <i>Include contribution to unfunded cost of Sp Ed.</i> )	7110-7143	-	-	\$ -	0%	
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	-	-	\$ -	0%	
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223	-	-	\$ -	0%	
All Other Transfers	7280-7299	-	-	\$ -	0%	
Transfers of Indirect Costs ( <i>MUST net to zero</i> )	7300-7399	-	-	\$ -	0%	
Debt Service - Interest	7430-7439	-	-	\$ -	0%	
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439	-	-	\$ -	0%	
<b>Total, Other Outgo</b>		<b>-</b>	<b>-</b>	<b>\$ -</b>	<b>0%</b>	
<b>8. TOTAL EXPENDITURES</b>		<b>4,851,811</b>	<b>5,251,100</b>	<b>\$ 399,289</b>	<b>8%</b>	

**PY ESTIMATED ACTUALS vs CY BUDGET**

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

**Instructions:**

Column G "PY Estimated Actual" - manual input (data source: Est. Actual for FY ending 6/30/22)  
 Column H "Preliminary Budget" - will automatically populate (linked to Prelim Budget Template tab)  
 Column I "\$ Change" - will automatically populate  
 Column J "% Change" - will automatically populate  
 Column K "Explanation" - provide an explanation if Column J is highlighted in **RED**

Description	Object Code	Estimated Actual for FY Ending 6/30/22 (A)	Preliminary Budget (B)	\$ Change (B - A) (C)	% Change (C / A) (D)	Explanation <i>(e.g. enrollment increase; one-time purchase of 100 chrome books, etc.)</i> =>10% and =>(-10%) change
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		306,750	53,138	\$ (253,612)	<b>-83%</b>	
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)						
1. All Other Financing Sources	8930-8979		-	\$ -	0%	
2. Other Uses	7630-7699		-	\$ -	0%	
3. Contributions between unrestricted and restricted accounts ( <i>MUST net to zero</i> ) ( <i>Include contribution to the unfunded cost of Special Education</i> )	8980-8999		-	\$ -	0%	
4. TOTAL OTHER FINANCING SOURCES/USES		-	-	\$ -	0%	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		306,750	53,138	\$ (253,612)	<b>-83%</b>	
F. FUND BALANCE/NET POSITION ( <i>Budget and Actuals MUST match</i> ) ( F.1.a-b)						
1. Beginning Fund Balance/Net Position						
a. July 1 ( <i>MUST match EFB/Net Position of PY Unaudited Actuals, Section F.2</i> )	9791	2,878,971	3,187,700	\$ 308,729	11%	
b. Adjustments/Restatements	9793, 9795	1,979	-	\$ (1,979)	-100%	
c. Adjusted Beginning Fund Balance/Net Position		2,880,950	3,187,700	\$ 306,750	11%	
<b>2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)</b>		3,187,700	3,240,838	\$ 53,138	2%	
Components of Ending Net Position						
a. Net Investment in Capital Assets ( <i>See Sections B.6 and G.9</i> )	9796	195,245	75,245	\$ (120,000)	-61%	
b. Restricted Net Position	9797		0	\$ 0	0%	
c. Unrestricted Net Position	9791	3,187,700	3,240,837	\$ 53,137	2%	

Net Operating Profit (Revenue > Expenses)	<b>MET</b>	<b>MET</b>
Required Unrestricted Fund Balance (3% of expenses)	145,554	157,533
Reserve for Economic Uncertainty	<b>MET</b>	<b>MET</b>

**INNOVATIONS ACADEMY  
BOARD OF DIRECTORS AGENDA ITEM  
Action Item**

**RECOMMENDATION:** Approve application for the 2022-23 Consolidated Application Funds listed below.

**BACKGROUND INFORMATION:**

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. A 2022-23 ConApp is not yet available for completion. Therefore, the action on this document is being taken as a preemptive measure to apply for those funds.

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

**CURRENT INFORMATION:**

**Title I, Part A Basic Grant- ESSA**

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

**Title II, Part A, Teacher Quality**

Funds are designated to ensure compliance with professional development activities and to support teachers meeting state and ESSA credentialing requirements.

**Title IV. Part A, Student Support**

This program provides funding to improve students' academic achievement by increasing school district capacity to:

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

## 2021-22 and 2022-23 Education Protection Account (EPA)

### RESOLUTION OF THE GOVERNING BOARD OF INNOVATIONS ACADEMY

#### BACKGROUND:

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

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

#### ACTION:

BE IT RESOLVED that the Education Protection Account funds to be received by INNOVATIONS ACADEMY FY 2022-23 in the amount of



approximately \$90,240 will be used on Certificated Teacher Salaries, thus solely for instructional, non-administrative expenses.

PASSED AND ADOPTED at a meeting of the Board of Directors of The INNOVATIONS ACADEMY.

In 2021-22, the school received approximately \$91,096 in Education Protection Account (EPA) Funding. These funds were spent exclusively on certificated teacher salaries.



State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 1900 Capitol Avenue  
 Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Innovations Academy District CDS Code: 37

Name of County: San Diego Unified County CDS Code: 68338

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on \_\_\_/\_\_\_/\_\_\_ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, \_\_\_\_\_.

Submitted by (Superintendent, Board Secretary, or Designee):

Christine Kuglen  
Name

Signature

Director  
Title

858-271-1418  
Fax Number

858-271-1414  
Telephone Number

\_\_\_\_\_  
Date

5454 Ruffin Rd. San Diego, CA 92123  
Mailing Address

christine@innovationsacademy.org  
E-Mail Address

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County San Diego County CDS Code 37-68338-0118083

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

**Christine Kuglen**

**director**

*Name*

*Signature*

*Title*

**858-271-1418**

*Fax Number*

*Telephone Number*

*Date*

**5454 Ruffin Rd. San Diego, CA 92123**

*Mailing Address*

**christine@innovationsacademy.org**

*EMail Address*

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

<b>Type of Emergency Permit</b>	<b>Estimated Number Needed</b>
CLAD/English Learner Authorization (applicant already holds teaching credential)	<u>2</u>
Bilingual Authorization (applicant already holds teaching credential)	<u>0</u>
List target language(s) for bilingual authorization: _____	
Resource Specialist	<u>0</u>
Teacher Librarian Services	<u>0</u>

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	1
Special Education	1
TOTAL	3

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Spanish	1

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?  Yes  No

If no, explain. We partner with High Tech High for our district interns

Does your agency participate in a Commission-approved college or university internship program?  Yes  No

If yes, how many interns do you expect to have this year? 1

If yes, list each college or university with which you participate in an internship program.

National University  
\_\_\_\_\_  
\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_  
\_\_\_\_\_

Staff Work Calendar

INNOVATIONS ACADEMY  
2022-23 School Year Calendar

Month	M	T	W	TH	F	Reg	Min	Notes
August	15 22 29	16 23 30	17 24 31	18 25	19 26	4	1	August 15- August 24 Teacher Work Days August 23 Open House, 5:00-7:30 pm August 25 FIRST DAY OF SCHOOL, 8:30 am
September	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	18	3	9/5 Labor Day-No school
October	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	14	7	Student Led Conferences 10/10-10/12
November	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	13	3	11/11 Veteran's Day-No school 11/21-11/25 Thanksgiving Break
December	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	10	2	12/19-12/30 Winter Break
January	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26 27	6 13 20	17	3	1/2 Staff Development Day- No School 1/3 Students return from Winter Break 1/16-Martin Luther King, Jr- No school Report cards- picked up on January 23-27?
February	6 13 20 27	7 14 21 28	1 8 15 22	2 9 16 23	3 10 17 24	14	4	2/2 Exhibition/Student Work Review 2/3 Minimum Day 12:30 2/17 Lincoln's Birthday-No school 2/20 President's Day-No school
March	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	15	3	3/27-3/31 Spring Break-No school
April	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	16	4	4/3 Students Return to School
May	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	18	4	*Note: Presentations of Learning (POL) will take place throughout May and June per classroom schedule 5/26 Volunteer Thank You breakfast 5/30 Memorial Day-No school
June	5 12	6 13	7 14	1 8 15	2 9 16	5	2	6/1 Exhibition of Learning 6/9 Last day of school, 12:30 dismissal/report cards home 6/14 Last Teacher Work Day

144 36 180 school days + 12 staff days

**No Students**      **12:30 dismiss sal**      **School Events**

Month	M	T	W	TH	F	Reg	Min	Notes
August	15 22 29	16 23 30	17 24 31	18 25	19 26	5	1	August 23 Open House, 5:00-7:30 pm August 25 FIRST DAY OF SCHOOL, 8:30 am
September	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	18	3	9/5 Labor Day-No school
October	3 10 17 24 31	4 11	5 12	6 13 20 27	7 14 21 28	14	7	Student Led Conferences 10/10-10/12
November	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24	11 18 25	13	3	11/11 Veteran's Day-No school 11/21-11/25 Thanksgiving Break
December	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10	2	12/19-12/30 Winter Break
January	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26 27	6 13 20	17	3	1/2 Staff Development Day- No School 1/3 Students return from Winter Break 1/16-Martin Luther King, Jr- No school Report cards- picked up on January 23-27?
February	6 13 20 27	7 14 21 28	8 15 22	9 16 23 24	10 17	14	4	2/2 Exhibition/Student Work Review 2/3 Minimum Day 12:30 2/17 Lincoln's Birthday-No school 2/20 President's Day-No school
March	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 ### 31	15	3	3/27-3/31 Spring Break-No school
April	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	16	4	4/3 Students Return to School
May	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	18	4	*Note: Presentations of Learning (POL) will take place throughout May and June per classroom schedule 5/26 Volunteer Thank You breakfast 5/30 Memorial Day-No school
June	5	6 7	8	1 2 8 9	2 9	5	2	6/1 Exhibition of Learning 6/9 Last day of school, 12:30 dismissal 6/9 Report cards sent home

144

144 36 180 total days

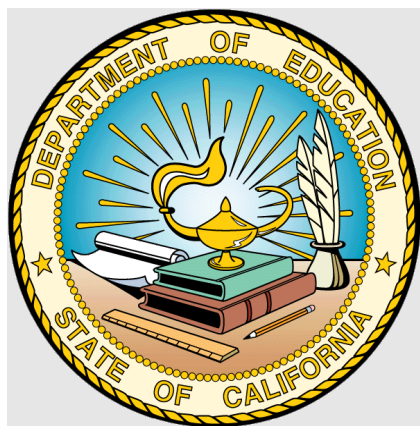
**No Students** **12:30 dismiss sal** **School Events**

**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

Prepared by:  
Expanded Learning Division

California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



**This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**



# Expanded Learning Opportunities Program Plan Guide

## Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

# Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

## Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

# Expanded Learning Opportunities Program Plan Guide

## 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.



## 2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.



# Expanded Learning Opportunities Program Plan Guide

## 3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.



## 4—Youth Voice and Leadership

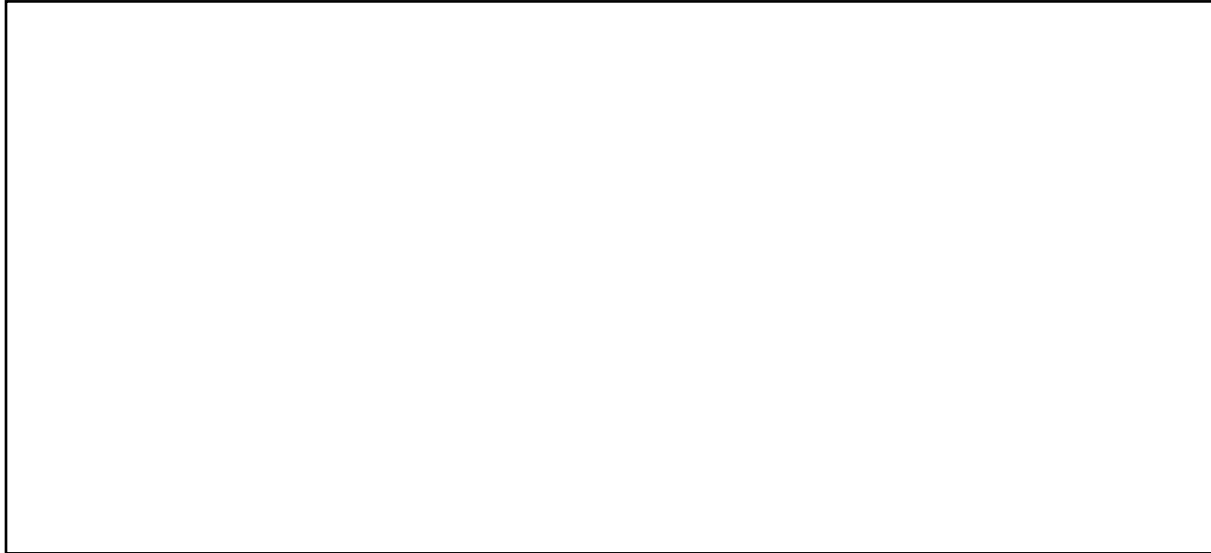
Describe how the program will provide opportunities for students to engage in youth voice and leadership.



# Expanded Learning Opportunities Program Plan Guide

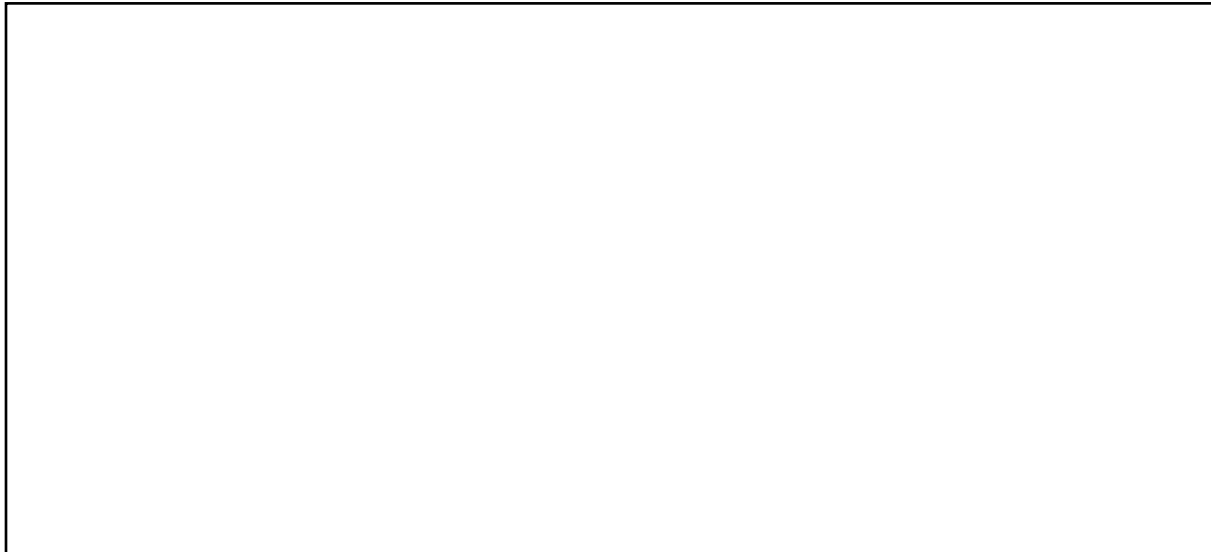
## 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.



## 6—Diversity, Access, and Equity

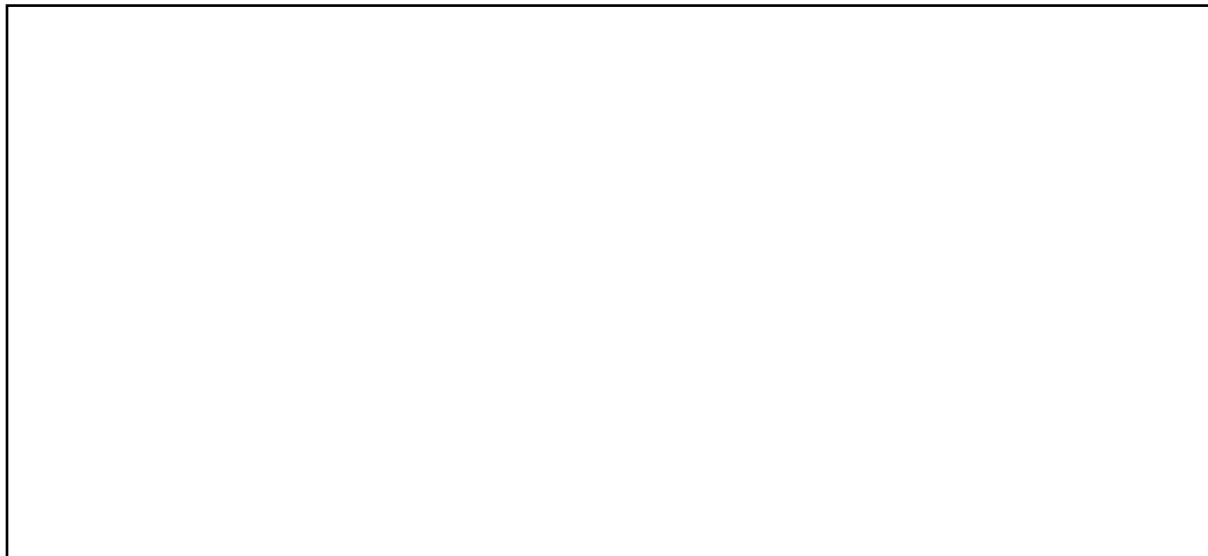
Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.



# Expanded Learning Opportunities Program Plan Guide

## 7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.



## 8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.



# Expanded Learning Opportunities Program Plan Guide

## 9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

# Expanded Learning Opportunities Program Plan Guide

## 11—Program Management

Describe the plan for program management.

## General Questions

**Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.



# Expanded Learning Opportunities Program Plan Guide

## Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC Section 46120[b][2][D]*). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

## Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

# Expanded Learning Opportunities Program Plan Guide

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

## **EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

## **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

## **EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

# Expanded Learning Opportunities Program Plan Guide

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

## **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

## **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

## **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

## **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

## **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

## Expanded Learning Opportunities Program Plan Guide

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### **EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovations Academy

CDS Code: 37683380118083

School Year: 2022-23

LEA contact information:

Christine Kuglen

Director

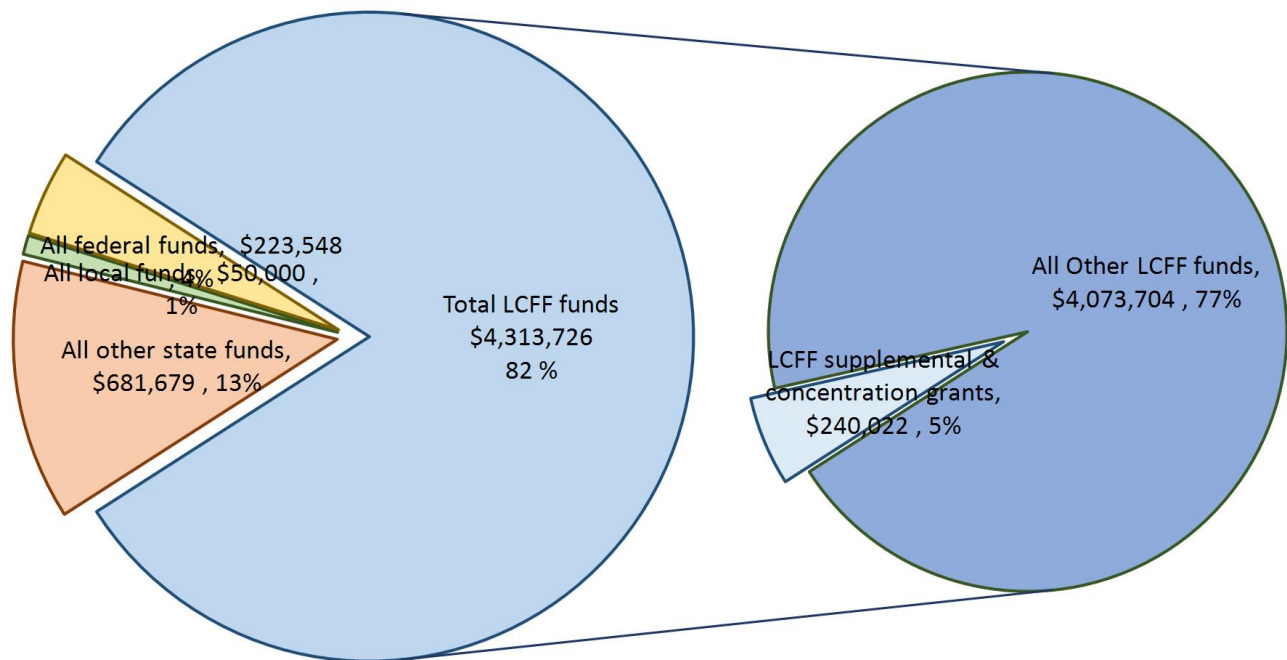
[christine@innovationsacademy.org](mailto:christine@innovationsacademy.org)

858-271-1414

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

### **Budget Overview for the 2022-23 School Year**

## Projected Revenue by Fund Source

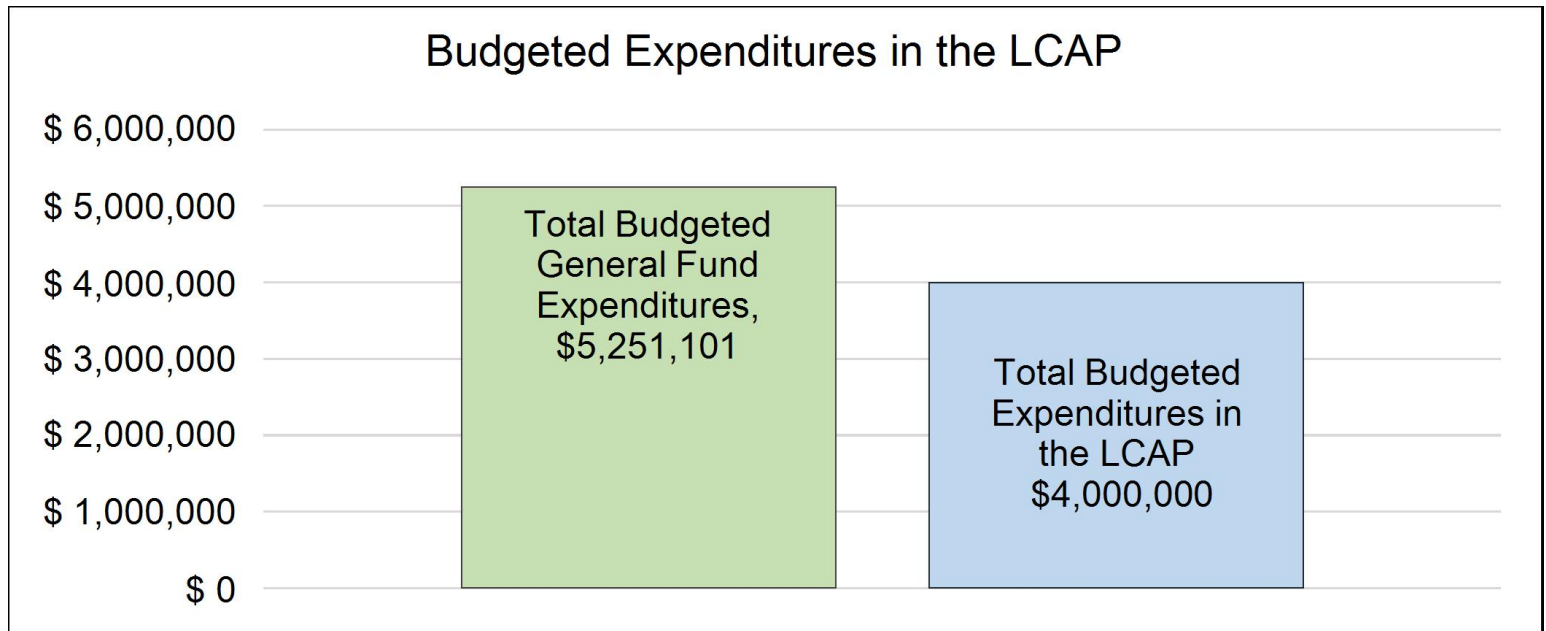


This chart shows the total general purpose revenue Innovations Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Innovations Academy is \$5,268,953, of which \$4,313,726 is Local Control Funding Formula (LCFF), \$681,679 is other state funds, \$50,000 is local funds, and \$223,548 is federal funds. Of the \$4,313,726 in LCFF Funds, \$240,022 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Innovations Academy plans to spend \$5,251,101 for the 2022-23 school year. Of that amount, \$4,000,000 is tied to actions/services in the LCAP and \$1,251,101 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds spent from the general fund that are not reflected in the LCAP include funds for office supplies and needs. Administrative expenses, including administrative salaries are not written into the LCAP. Financial Services and legal services, etc.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Innovations Academy is projecting it will receive \$240,022 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 \$240,000 towards meeting this requirement, as described in the LCAP.

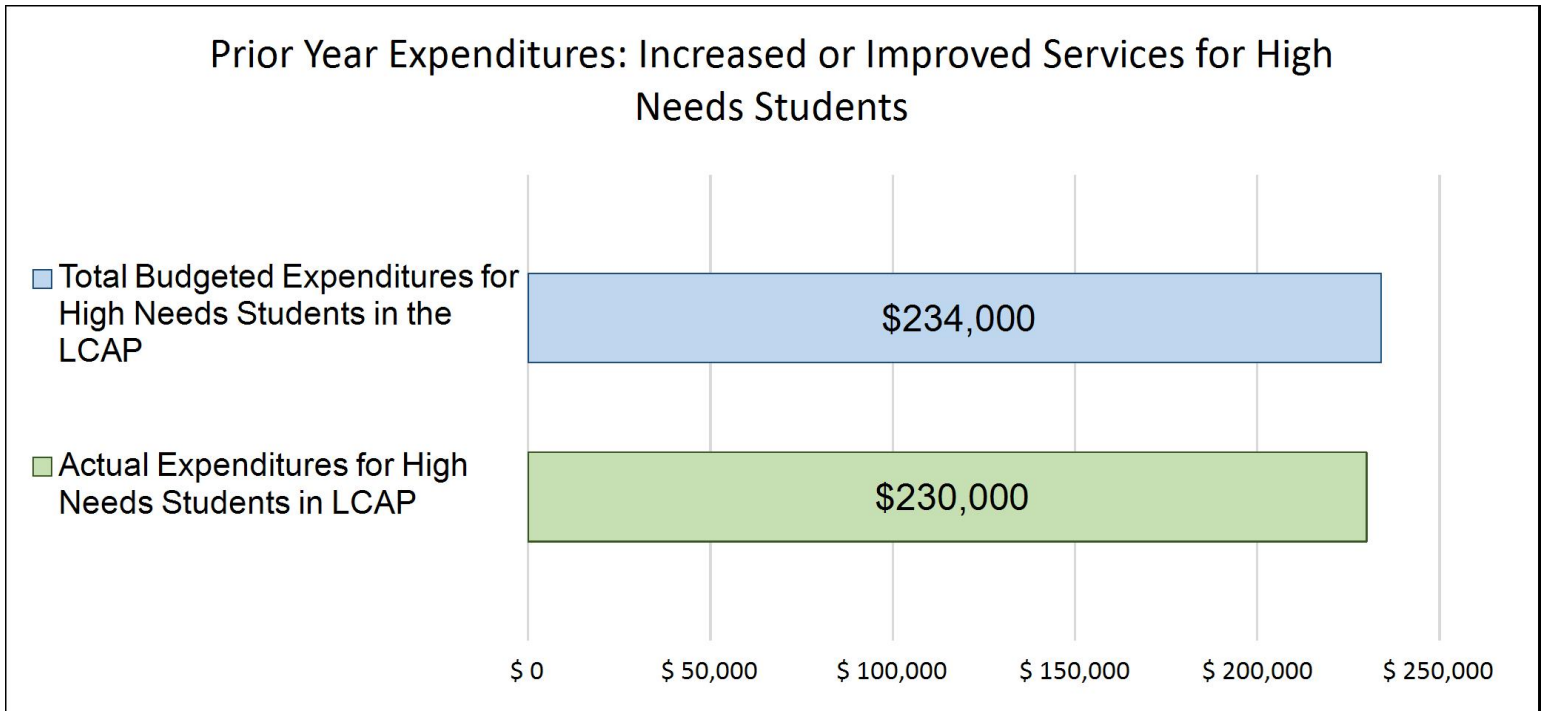
Our high needs students are often our special education students. Those that are not special education students receive support from our teacher assistants and education consultants who are hired to perform a specialized service, such as a reading or math intervention. They are assessed at the start of the year and their specific needs are identified. We have high needs students who are academically stable but need help with behavioral, social and emotional needs. For those students we use social emotional interventions provided by our full time Marriage and Family Therapist and supported by our teacher assistants, teachers, office staff and administration or volunteers. For those that need academic support, they receive additional support from teacher assistants, their

teacher in small classroom groups using methods they have received training to implement and volunteers.



## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Innovations Academy budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Innovations Academy's LCAP budgeted \$234,000 for planned actions to increase or improve services for high needs students. Innovations Academy actually spent \$230,000 for actions to increase or improve services for high needs students in 2021-22.



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Innovations Academy considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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).*

### **Introduction**

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe

Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education

November 2021



# 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 [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Innovations Academy opened our doors in September 2008 and located in four different locations in our first five years. We finally moved into our forever home in August of 2020, in the midst of the pandemic. Our new facility, in Kearny Mesa, was built according to our needs and goals. During the 21-22 school year the students of Innovations Academy came from 106 different neighborhood schools in 5 different school districts of our county living in 51 different zip codes. At the time of writing, we have 470 students enrolled and 50 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 and is nearly impossible to measure.

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 are very aware that no single assessment, especially a standardized, statewide or nationwide assessments 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. 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.

Despite the challenges of administering standardized assessments within the confines of COVID-19 protocols, 100% of all grade 2-8 students took the NWEA MAP Reading, Language Usage, and Math tests in both fall 2021, winter 2022 and end of the year. In analyzing our data from fall to winter 2021 (first semester), the mean RIT scores for almost all grade levels was above the nation's norms in both fall and winter test sessions for all subjects. Six (out of seven) grade levels' average RIT scores were above the nation's average in reading and language, and seven (out of nine) grade levels' average RIT scores were above the nation's average in math.

We have continued to work on integrating more conscious test preparation in our daily academic routines, with the goal of improving our CAASPP scores that will be reflected on the California School Dashboard. 100% of grade 3-8 students took one or more Smarter Balanced Interim Assessment Blocks throughout the school year to acclimate students to the test format, designated supports, and stimulus styles.



We also integrated new schoolwide assessment systems for spelling and math fact fluency to better identify students who needed additional support.

We are confident that our actions are resulting in continued strength in our Dashboard local indicators.

## 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.

Similar to last year, we need to improve our CAASPP scores. 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 the amount of time we have spent prepping students to take the CAASPP test, something we have been challenged to do over the years because we want to focus on student engagement, reflection, interest and real world application of learning. It is our desire for our students to become real world successful, not necessarily test taking experts. 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 and without cutting out enrichment and other learning experiences. We continually seek techniques for incorporating test taking skills needed to raise CAASPP scores into our inquiry-based 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 complex and unusual language that comprise the questions of the CAASPP.

## 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 have been updated, but 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 with a focus 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 (inside and 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 who are supported in their practice to work 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 Innovations Academy is not designated as a school receiving Comprehensive Support and Improvement

## ***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

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

We have the special circumstance that we are a one small school entity and allow continuous educational partner input. Innovations Academy solicited recommendations and comments from our educational partners via email, phone calls, open forum meetings, 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. 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?". Many staff members and parents reached out directly to the director to give their feedback. The director sent five surveys (one for each goal) to families and staff members to educate parents about our goals and actions and to obtain targeted feedback.

A summary of the feedback provided by specific educational partners.

Educational partners input was used to reword actions, to make them more detailed and to help us see how to break up a goal into more understandable parts.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Feedback on Goal #1 was given recommending teaching test taking skills as well as practicing the test, which altered goal 1, action 1 to include teaching test taking skills. Feedback was given suggesting more utilization of more community members to support reading improvement which contributed to the development of goal 1, action 5.

Feedback on Goal #2 supported the need for teacher observations, which is part of goal 2, action 2. We also decided to leave our testing to just the beginning and end of the year based on specific feedback regarding goal 2.

Goal 5, action 2 was reworded and detailed out based on feedback given on our stakeholder survey for goal 5.

# 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.

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 of students needing targeted support earlier in the year and then designing or finding the right support mechanism to help them improve test scores.

We have altered the wording of this goal slightly for next year to distinguish between the goal of improving instruction, providing directed support and improving test scores, which lead to different actions and outcomes. As mentioned in the introductory sections, English Language Arts and Mathematics CAASPP tests are often areas that need improvement.

## 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%	20-21 Data: Schoolwide: 53.44% Hispanic: 50%			Schoolwide: 50% Hispanic: 40% SED: 30% SWD: 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: 40.44%	SED: 39.54% SWD: 43.48% White: 55.4%			White: 55%
% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP Mathematics assessment	Schoolwide: 60.4% Hispanic: 54.0% White: 65.7%	January 2022 Data:  Schoolwide: 63.01% Hispanic: 54.29% White: 68.97%			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%	20-21 Data:  Schoolwide: 56.28% Hispanic: 50% SED: 44.19% SWD: 45.65% White: 57.56%			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%	January 2022 Data:  Schoolwide: 68.03% Hispanic: 58.57% White: 74.71%			Schoolwide: 65% Hispanic: 55% White: 70%

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Cohesive Assessment Plan	2021-22 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	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>2022-23 We will implement a cohesive assessment plan that includes a variety of academic assessments. In K-2, assessments in phonemic awareness, letter recognition and reading skills will be included. We will use the data to inform instruction, monitor progress and create and implement interventions including 1:1 targeted support as necessary. All students in grades 3-8 will participate in weekly lessons for test taking skills and test preparation throughout the year.</p>		
<b>1.2</b>	Support for Instruction	<p>2021-22 We will analyze our CAASPP and MAP data for any trends in October and January of each school year. Teachers with strong areas will 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.</p> <p>2022-23 We will analyze our CAASPP (state tests), IABs, DRA, MAP (additional assessment) data and compare to classroom and school based formative and summative data for any trends a minimum of three times throughout the school year. Teachers who have strong scores in each area will share their practices while teachers with struggling areas will create a plan for improvement. Teachers will be given support for improvement.</p>	\$25,700.00	Yes
<b>1.3</b>	Social Emotional Improvement	<p>2021-22 We will look at end of the year CAASPP scores and beginning of the year MAP &amp; DRA scores within the first two months of school to identify the academic needs of struggling students.</p>	\$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>2022-23 Social emotional data will be assessed at the start of the school year and struggling students will be provided support and intervention as needed.</p>		
1.4	Data analysis and Reflection	<p>2021-22 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.</p> <p>2022-23 We will hold one staff meeting/month designated for analysis of student work, assessment and reflection on teacher instructional practices and include development of instructional intervention plans. Professional development will be provided to teachers for instructional delivery, content and assessment.</p>	\$8,000.00	Yes
1.5	Intervention Plans	<p>2021-22 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.</p> <p>2022-23 Teachers, teacher assistants, special education staff, older students and volunteers will be trained in intervention strategies and</p>	\$6,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		techniques to be used with designated students and will implement specifically designed plans for students.		

## 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.

These goals were carried out by following the designated actions. There were no substantive changes to our actions over the course of the year. We have reevaluated and changed the actions for next year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Having Math MAP data for K-1 (Action 1.1) has helped with early intervention and instruction analysis. While our staff is frequently engaged in informal and classroom assessment, seeing how students perform on standardized assessment has provided new insight and opportunities for intervention. Continuing to streamline our school wide assessment practices (Action 1.1) has made it easier to track students over time, identify patterns, and work on goals together as a staff. Collaborative analysis of standardized assessments (Action 1.2) has helped encourage teachers to integrate assessments such as the CAASPP-issued IABs more often and to use the data to inform their teaching. Student progress, especially those who are low-performing, has been tracked throughout the year to ensure they are receiving intervention (Action 1.3). Innovations Academy utilized a volunteer reader program to intervene with K-2 students who were still struggling to make progress in reading. All students that participated showed progress on their DRA reading assessments throughout the year. Teacher Assistants have been assigned certain students to dedicate support in their classrooms and after school. The first Monday of each month was dedicated collaborative time to analyze student work and assessment (Action 1.4) in grade-level teams. This gave teachers the time needed to look and their students and set goals. We offered free summer school to all students and free tutoring to low-performing students in June/July 2021 (Action 1.5), although it did not prove to be effective based on the data collected. It was difficult to get families to commit to a regular schedule throughout the summer and less than half of students in summer tutoring maintained or improved their NWEA MAP scores from spring 2021 to fall 2021. All of these actions together have helped us make progress on our goal of using assessment data to improve instruction for all and providing targeted intervention for those who need it.



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.

We will not be offering summer school in the summer of 2022 (Action 1.5). It was a lot for our staff to manage and many of the low-performing students did not attend, so we don't believe it led to a lot of progress towards our goal. We also will not be offering summer tutoring again (Action 1.5), since it did not show an effect on avoiding the "summer slide". Rather than using the summer to help with test prep, we will implement practices with low-performing students during the school year. We have also purchased a new software program to help us analyze student data more efficiently and accurately, which will definitely support us in progress on this goal. We also separated out the review of our academic data from our social emotional data.

For 2022-23 school year we have reworded the goal to help us distinguish the various actions that we will take. We wanted to break out social emotional and academic growth since they are measured differently. We also felt it helpful to distinguish between instruction and focus on test score improvement. The new wording: Use social emotional and academic assessment data to raise test scores, analyze instruction and provide targeted support for struggling students. We did this because we realized we are focusing on a few different things (raising test scores, using instruction to improve test scores and using intervention to improve test scores). We also altered our actions slightly to align with the new goal. Our new actions are:

1.1 We will implement a cohesive assessment plan that includes a variety of academic assessments. In K-2, assessments in phonemic awareness, letter recognition and reading skills will be included. We will use the data to inform instruction, monitor progress and create and implement interventions including 1:1 targeted support as necessary. All students in grades 3-8 will participate in weekly lessons for test taking skills and test preparation throughout the year.

1.2 We will analyze our CAASPP (state tests), IABs, DRA, MAP (additional assessment) data and compare to classroom and school based formative and summative data for any trends a minimum of three times throughout the school year. Teachers who have strong scores in each area will share their practices while teachers with struggling areas will create a plan for improvement. Teachers will be given support for improvement.

1.3 Social emotional data will be assessed at the start of the school year and struggling students will be provided support and intervention as needed

1.4 We will hold one staff meeting/month designated for analysis of student work and assessment and include development of instructional intervention plans. Professional development will be provided to teachers for instructional delivery, content and assessment.

1.5 Teachers, teacher assistants, special education staff, older students and volunteers will be trained in intervention strategies and techniques to be used with designated students

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers that are appropriately credentialed for the students they are assigned to teach.	100% of classroom teachers hold a multiple subject teaching credential	100% of classroom teachers 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%	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			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
of the instructional day.					
Percentage of suspension and expulsion rate	0.2% schoolwide suspension rate	0% schoolwide suspension rate			0% suspension rate
Expulsion rate	0% schoolwide expulsion rate	0% schoolwide suspension 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”	According to January 2022 Satchel Pulse teacher & student surveys, students scored an average of 6.4 on relationship skills, 6.3 on responsible decision making, 6.2 on self awareness, 6.1 on self management, and 6.7 on social awareness. All scores are out of a scale of 10.			Satchel Pulse surveys will show a score of 7 or higher in all 5 areas.
Teacher retention rate	75% of credentialed staff are staying at IA following the 2020-2021 school year	80% of credentialed staff are staying at IA following the 2021-2022 school year.			90% of credentialed staff will stay at IA following the 2023-2024 school year

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	New Hire Professional development	2021-22 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.	\$16,790.00	No

Action #	Title	Description	Total Funds	Contributing
		2022-23 IA will provide professional development for all incoming teachers aligned with our philosophies and policies to facilitate their integration to our staff and support continuity of instruction across the school.		
2.2	Teacher Coaching	<p>2021-22 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.</p> <p>2022-23 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, stipends for teachers, substitute pay, contracts with education consultants and further professional development for teachers.</p>	\$71,000.00	No
2.3	Teacher peer observation	<p>2021-22 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.</p> <p>2022-23 We seek to foster a collaborative environment enriching our teachers skills and knowledge to further develop and tap into the resources we already have in our organization. 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, professional development in specific areas for specific teachers and coaching.</p>	\$23,800.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Salary increases & Maintenance	2021-22 We see a need to implement a higher salary scale to attract and retain high quality teachers. 2022-23 As best we can with limited funds, we intend to maintain competitive salaries, benefits and supports for our staff.	\$3,000,000.00	No
2.5	Professional development	2021-22 Professional development provided by the school will be aimed at increasing test scores for low-income, low-performing students. 2022-23 Professional development provided by the school will first be aimed at increasing test scores for low-income, low-performing students and then to raise the level of instruction for all students. This may include supporting teachers with individualized professional development, for induction programs and/or helping with credential needs.	\$19,500.00	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.

With COVID regulations, increased absences, and limited substitutes, we were not able to have as many peer observations as we had hoped this school year (Action 2.3)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

IA paid for all incoming teachers to attend Responsive Classroom and Positive Discipline trainings (Action 2.1) in the summer of 2021, which helped teachers integrate into our philosophy and establish practices for inquiry-based learning. We also offered a 1-day Positive Discipline

training for all IA staff in August of 2021, which was a great recalibration even for those who have been here for a while. New teachers were observed and set monthly goals for the first semester of the 21-22 school year (Action 2.2). Frequent training and coaching has helped all teachers improve their practice, which therefore improves the experiences and academics of the students. Targeting teachers new to the school also helped with integration into our practice of inquiry-based, challenging academics. We implemented our new salary scale which has helped us be competitive in hiring new teachers (Action 2.4) and retain teachers that align with our philosophy. Retention of teachers is one of our strongest tools in maintaining strong academics within our behavioral philosophy. We have dedicated several professional development meetings to increasing test scores (Action 2.5). It seems as though our teachers benefit from easy-to-implement strategies since we've seen many of these strategies from our meetings utilized in the classroom in engaging ways. We look forward to seeing the effect of these PD sessions once the CAASPP scores are released.

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.

After recognizing the importance of accurate social emotional data, we chose to purchase a new social-emotional assessment program (Satchel Pulse), instead of trying to aggregate the data ourselves in Google Forms. This will result in a change in our metric that refers to the percentage of students who feel connected/part of their school, since this is not a question on the Satchel Pulse survey. Satchel Pulse focuses their analysis on the five CASEL framework pieces so we thought that our score in these areas would reflect the effectiveness of our behavioral interventions, support, and curriculum.

Changes to these actions involve altering wording to provide flexibility for targeted professional development for teachers. For the first action, we realize that with the teacher shortage we may need to provide targeted supports. We also want 2.2 and 2.3 to allow us to leverage the skills within our organization in a way that works for teachers. Finally, 2.4 no longer made sense the way it was written so we changed the language to offer continuity with the previous action and we aligned action 2.5 with our test score changes in both goals 1 and 2 and recognizes the influx of new teachers to our profession and their needs.

This goal is not changing but we have changed the wording to the actions to help us focus on each one.

2.1 IA will provide professional development for all incoming teachers aligned with our philosophies and policies to facilitate their integration to our staff and support continuity of instruction across the school.

2.2 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, stipends for teachers, substitute pay, contracts with education consultants and further professional development for teachers.

2.3 We seek to foster a collaborative environment enriching our teachers skills and knowledge to further develop and tap into the rich resources we already have in our organization. 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, professional development in specific areas for specific teachers and coaching.

2.4 As best we can with limited funds, we intend to maintain competitive salaries, benefits and supports for our staff.

2.5 Professional development provided by the school will first be aimed at increasing test scores for low-income, low-performing students and then to raise the level of instruction for all students. This may include supporting teachers with individualized professional development, for induction programs and/or helping with credential needs.



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# 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 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	Classes averaged 8 field trips/year and 5 guest experts/year in the 21-22 school year			100% of classes will go on a minimum of one field trip/month and four guests experts/year



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of core subject areas with CCSS, NGSS, ELD, Social Science standards-aligned curricula	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards			5/5 subject areas curricula aligns with 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			100% of facilities are in good repair
Play structures put in place	0 climbing structures on site	1 climbing structure on site			2 climbing structures on site

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Software	2021-22 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. 2022-23 We will reassess the use of educational software and technology in the light of technology addictions that have surfaced among our students and the damage screen time can have on their brains. We will select the software that best supports our students in a variety of subject areas and use it sparingly.	\$7,000.00	No
3.2	Curriculum & materials	2021-22 For the 2021-2022 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. 2022-23 Teachers will be provided needed supplies and resources to teach all of the required standards. Teachers will have the ability to	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		request other curriculum resources as well as materials for hands-on learning and student inquiry projects, lessons and activities, giving our teachers the freedoms that professionals deserve.		
<b>3.3</b>	Facility Costs	2021-22 Cost of facility maintenance: Gas and electric, HVAC services, filter changes, Cox telephone service, landscaping, building lease, oversight fee 2022-23 Cost of facility maintenance: Utilities, HVAC services, filter changes, landscaping, trash and recycling, building lease, oversight fee, cleaning, maintenance and repair.	\$250,000.00	No
<b>3.4</b>	Facility Improvements	2021-22 We will install playground structures on both kindergarten and upper grade playgrounds and will supply our gym with a variety of athletic materials. 2022-23 We will install a playground structure for kindergarten and another on our upper grade playground and will supply our gym and play spaces with a variety of athletic and exploratory materials.	\$100,000.00	No
<b>3.5</b>	Field study	2021-22 IA will continue to supplement payment from parents to allow all students access to field trips and guest speakers. 2022-23 We will make sure 100% of our students have the opportunity to engage in field trip experiences and guest speakers that enrich their knowledge and skills.	\$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.

Due to COVID, supply chain issues, and unexpected hurdles, the installation of our playground structures has been delayed (Action 3.4). We were able to install one of the three that we had intended to install. We will continue to work on the other two structures.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

We continued to give all students access to ST Math, Reading Eggs, Reflex Math, and Mystery Science (Action 3.1). We will continue to analyze the software together as a staff. Our end of year software survey showed that the software we implemented this year was effective so we will analyze our software access, use of software and methods of implementation with the goal of ensuring that our use of technology does not negatively impact our students. This year we implemented the new math curriculum, Illustrative Math (Action 3.2). The curriculum has supported teachers in providing rich math instruction to our students. Although the curriculum is available online free of charge, Innovations Academy bought all student workbooks and classroom manipulative kits to give our students the most access possible. We've continued to keep up the maintenance of the facility (Action 3.3). While we were not able to install all of the climbing structures, we did buy a large amount of athletic materials for our gym (Action 3.4), which has contributed to our students' physical and social well-being. IA has continued to pay for any families that need support for their children to access field trips and guest speakers (Action 3.5), ensuring that all students are able to access high-quality, inquiry-based opportunities.

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.

We may continue to change software, such as possibly adding Beast Academy, (Action 3.1) for our accelerated students, depending on needs.

This goal did not change but we clarified some of the language for the actions. Action 3.1 comes from the realization that during the pandemic and at home learning, many students have experienced, and continue to experience an overexposure to technology. Research is showing the screen time, whether educational or otherwise is having a negative impact on students. We will closely monitor and limit exposure while utilizing the technology we see as beneficial. Action 3.2 reflects the need of teachers in a hands-on learning environment to access material resources. Action 3.4 reflects the completion of our goal for last year while we continue to develop our play space.

3.1 We will reassess the use of educational software and technology in the light of technology addictions that have surfaced among our students. We will select the software that best supports our students in a variety of subject areas and use it sparingly.

3.2 Teachers will be provided needed supplies and resources to teach all of the required standards. Teachers will have the ability to request other curriculum resources as well as materials for hands-on learning and student inquiry projects, lessons and activities, giving our teachers the freedoms that professionals deserve.

3.3 Cost of facility maintenance: Utilities, HVAC services, filter changes, landscaping, trash and recycling, building lease, oversight fee, cleaning, maintenance and repair.

3.4 We will install playground structures on both kindergarten and upper grade playgrounds and will supply our gym and play spaces with a variety of athletic and exploratory materials.

3.5 We will make sure 100% of our students have the opportunity to engage in field trip experiences and guest speakers that enrich their knowledge and skills.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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. There has been a shift in parent attitudes about school which has given rise to vacations during the school year. 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 in the 19-20 school year	92% of our students attended 96% or more of school days in the 20-21 school year			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			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	8 of 440 students (1.8%) were chronically absent in the 2020-2021 school year			We will have less than 3 students chronically absent

# Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Absence Phone Calls	<p>2021-22 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.</p> <p>2022-23 We will contact the family of any student who has been absent for 3 or more days and has not alerted the school of the reason for their absence.</p>	\$4,500.00	No
4.2	Family Meetings	<p>2021-22 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.</p> <p>2022-23 same action</p>	\$5,000.00	Yes
4.3	Schedule reminders	<p>2021-22 Weekly parent communications from the director will remind families that vacations should be taken during designated breaks &amp; 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.</p> <p>2022-23 Parent communications from the director will remind families that vacations should be taken during designated breaks &amp; the overall value of children being present in school. The cost associated with this</p>	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		may include our subscription to Parent Square which enables the director to send communications efficiently.		

## 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.

We have made our best efforts to make daily contact with as many absent families as possible, but with COVID regulations of this year, it became nearly impossible to keep up with (Action 4.1). We instead sent out weekly reminders of what to do when students are absent, including to communicate with the office and classroom teacher. Similarly, setting up family meetings regarding absences has been difficult in the midst of COVID regulations (Action 4.2). Families have been frustrated being forced to adhere to quarantine, symptom, and close-contact guidelines, and then being called regarding excessive absences. When we created absences it seemed unfair to hold students accountable for absences. Additionally, distance learning does not afford the same experience nor opportunities for learning that in school instruction provides.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

We have had several family meetings with families of chronically absent students (Action 4.2), which have resulted in increased attendance. The director issues frequent reminders of the value of being at school as well as the importance of taking vacations during vacation time (Action 4.3). While these announcements may have inspired some, it seems that a lot of our population became accustomed to the flexibility of distance learning and often take vacations during school days.

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.

The largest change is in the frequency of contacts parents will experience due to absences. Additionally, we are hoping that quarantines will allow us to have this conversation in a sane framework of school attendance and not one in which we are forcing parents to keep their children home if they have the sniffles.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

We believe that parents are the primary educators of their children. 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 2020 social-emotional survey	N/A in 21-22 school year			95% of students’ parents will complete our fall social-emotional survey
Number of school trainings for parents on academic and	Due to distance learning and the impact of COVID, all	Our school counselor offered 15 SPACE sessions to parents of			Provide a minimum of 15 workshops annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
social emotional initiatives	parents had the opportunity to attend 8 academic trainings and 7 social emotional trainings in the 2020-2021 school year.	students with anxiety during the 21-22 school year. The school offered 7 academic workshops throughout the year.			
Parent connection meetings	8 parent connection meetings were held in the 20-21 school year	9 parent connection meetings were held in the 21-22 school year			10 parent connection meetings held per year

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent communication	<p>2021-22 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.</p> <p>2022-23 In the director’s weekly e-mails to families, a quarterly update on spending and information related to the LCAP will be included. 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 and any costs associated with parent education.</p>	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Parent education opportunities	<p>2021-22 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.</p> <p>2022-23 We will actively survey parents about their concerns and areas of need to guide the topics of parent education, barriers to parents for engaging in parent education and other school activities. We 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, education seminar costs, guest speaker costs, documentary rental costs, materials costs.</p>	\$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.

This year we adopted a new social-emotional survey software, which is still working on developing a parent component of their survey, so we were not able to administer parent SEL surveys this year. Amongst the constant changes of COVID guidelines, we did not see much interest in LCAP spending updates, so we did not include updates in weekly emails (Action 5.1).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The director took advantage of the accessibility of Zoom to hold weekly open forum meetings (Action 5.1) where a variety of topics and feedback came up. Our school counselor offered SPACE training to families affected by anxiety. We enjoyed being able to welcome parents back on campus for on-site events this year. We led academic parent trainings in the form of Family Science Night, Math Night, director meetings, Exhibition Nights, and portfolio reviews (Action 5.2).

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.

We may not be able to administer parent social-emotional surveys (Action 5.1) depending on the progress made at the company we are using, Satchel Pulse. The company is working on developing the parent survey but have not communicated when they will be ready. We also recognize that some parents may feel insulted that we decided on what parent education our parents wanted, so we altered action 5.2 to include input from parents.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$240,022	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.56%	3.23%	\$126,238.00	8.79%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 with coaching (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. When coaching and observations focus on high needs students, instruction can be altered to improve academic and social emotional support for those students.

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 outside of school hours. 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 children 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) can support 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

We will be adding teacher assistants to our staff this upcoming year. In our outreach for new teachers, we seek experienced teachers and apply funds to hiring these more expensive teachers. Additionally, we are adding another education specialist to our team next year. Providing free meals twice per day to our entire school population will force us to spend funds on a full time staff member who will manage that program.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:40	
Staff-to-student ratio of certificated staff providing direct services to students	1:17	



## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,659,190.00	\$6,000.00		\$29,100.00	\$3,694,290.00	\$3,165,900.00	\$528,390.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Cohesive Assessment Plan	English Learners Foster Youth Low Income	\$4,000.00			\$3,000.00	\$7,000.00
1	1.2	Support for Instruction	English Learners Foster Youth Low Income	\$3,600.00			\$22,100.00	\$25,700.00
1	1.3	Social Emotional Improvement	English Learners Foster Youth Low Income	\$18,000.00				\$18,000.00
1	1.4	Data analysis and Reflection	English Learners Foster Youth Low Income	\$4,000.00			\$4,000.00	\$8,000.00
1	1.5	Intervention Plans	All English Learners Foster Youth Low Income		\$6,000.00			\$6,000.00
2	2.1	New Hire Professional development	All Students with Disabilities	\$16,790.00				\$16,790.00
2	2.2	Teacher Coaching	All	\$71,000.00				\$71,000.00
2	2.3	Teacher peer observation	All	\$23,800.00				\$23,800.00
2	2.4	Salary increases & Maintenance	All	\$3,000,000.00				\$3,000,000.00
2	2.5	Professional development	English Learners Foster Youth Low Income	\$19,500.00				\$19,500.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Educational Software	All	\$7,000.00				\$7,000.00
3	3.2	Curriculum & materials	All	\$50,000.00				\$50,000.00
3	3.3	Facility Costs	All	\$250,000.00				\$250,000.00
3	3.4	Facility Improvements	All	\$100,000.00				\$100,000.00
3	3.5	Field study	Low Income	\$35,000.00				\$35,000.00
4	4.1	Absence Phone Calls	All	\$4,500.00				\$4,500.00
4	4.2	Family Meetings	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
4	4.3	Schedule reminders	All	\$2,000.00				\$2,000.00
5	5.1	Parent communication	All	\$10,000.00				\$10,000.00
5	5.2	Parent education opportunities	English Learners Foster Youth Low Income	\$35,000.00				\$35,000.00

**2022-23 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,313,726	\$240,022	5.56%	3.23%	8.79%	\$124,100.00	0.00%	2.88 %	<b>Total:</b>	\$124,100.00
								<b>LEA-wide Total:</b>	\$124,100.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Cohesive Assessment Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
1	1.2	Support for Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,600.00	
1	1.3	Social Emotional Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	
1	1.4	Data analysis and Reflection	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
1	1.5	Intervention Plans	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.5	Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Field study	Yes	LEA-wide	Low Income	All Schools	\$35,000.00	
4	4.2	Family Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
5	5.2	Parent education opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,611,135.00	\$2,640,350.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	K-1 assessments	Yes	\$6,000.00	\$14,670.00
1	1.2	Instruction improvement	Yes	\$25,700.00	\$15,363.00
1	1.3	Targeted support	Yes	\$60,000.00	\$75,051.00
1	1.4	Data analysis	Yes	\$43,000.00	\$1,741.00
1	1.5	Summer intervention	Yes	\$150,000.00	\$23,577.00
2	2.1	Professional development for new hires	No	\$12,000.00	\$16,032.00
2	2.2	Admin teacher coaching	No	\$71,000.00	\$25,033.00
2	2.3	Teacher peer observation	No	\$23,000.00	\$15,176.00
2	2.4	Salary increases	No	\$2,295,935.00	\$2,000,000.00
2	2.5	Professional development	Yes	\$8,200.00	\$4,437.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Educational Software	No	\$7,000.00	15176
3	3.2	Curriculum & materials	No	\$20,000.00	\$55,241.00
3	3.3	Facility Costs	No	\$300,000.00	\$240,155.00
3	3.4	Facility Improvements	No	\$500,000.00	\$91,023.00
3	3.5	Field study	Yes	\$27,800.00	\$34,951.00
4	4.1	Absence Phone Calls	No	\$4,500.00	\$2,004.00
4	4.2	Family Meetings	Yes	\$10,000.00	0
4	4.3	Schedule reminders	No	\$2,000.00	132
5	5.1	Parent communication	No	\$10,000.00	\$132.00
5	5.2	Parent education opportunities	Yes	\$35,000.00	\$10,456.00

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$240,232	\$126,600.00	\$113,994.00	\$12,606.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	K-1 assessments	Yes	\$3,000.00	\$5,670.00		
1	1.2	Instruction improvement	Yes	\$3,600.00	\$5,363.00		
1	1.3	Targeted support	Yes		\$45,055.00		
1	1.4	Data analysis	Yes	\$39,000.00	\$10,741.00		
1	1.5	Summer intervention	Yes		\$23,577.00		
2	2.5	Professional development	Yes	\$8,200.00	\$4,437.00		
3	3.5	Field study	Yes	\$27,800.00	\$14,951.00		
4	4.2	Family Meetings	Yes	\$10,000.00			
5	5.2	Parent education opportunities	Yes	\$35,000.00	\$4,200.00		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3912781	\$240,232		6.14%	\$113,994.00	0.00%	2.91%	\$126,238.00	3.23%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).



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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.



- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

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

**LEA Name**

Innovations Academy

**CDS Code:**

37683380118083

**Link to the LCAP:**

*(optional)*

<https://innovationsacademy.org/finance/>

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

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

For social emotional support we train all of our teachers on the pedagogy of social awareness skills development such as teambuilding, conflict resolution, relationship based teaching. We add to that self-awareness skills development such as solution-seeking strategies, growth mindset, self-regulation and mindfulness, how the brain works and levels of moral development. We provide time in the day and support for teachers to embed social emotional learning in their instruction. We also have a full time MFT intern who provides support to staff, parents and students. Additionally, we provide training for our MFT as needed. Our classrooms have teacher assistants that are trained in Positive Discipline strategies for conflict resolution, self-regulation, problem solving with students and minimally invasive classroom strategies. Intervention groups are designed to address specific social -emotional needs.

For academic intervention, our teachers are provided access to MAP specific interventions based on student assessments and use DRA to place children in their zone of proximal development, supporting growth in reading skills. Teachers are encouraged to use reflection as a tool for instructional improvement. Teachers are also provided coaching regarding teaching strategies, given quality feedback and accountability. Throughout the year our teachers are observed and given feedback and participate in a variety of staff development designed to improve instruction.

## Alignment

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



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

The use of federal funds through Title I A, Title II A and Title IV A will support the funding of these programs to meet our five LCAP goals which all support academic and social emotional improvement. Goal #1 is the only goal that was reworded to communicate that our focus on test scores has been forced into priority status due to charter school legislation passed over the past few years that measures charters almost exclusively on test scores.

LCAP Goal #1 (2021-22) Use social emotional and academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.

LCAP Goal #1 (2022-23) Use social emotional and academic assessment data to raise test scores, analyze instruction and provide targeted support for struggling students.

LCAP Goal #2 All students will be engaged in academically challenging, inquiry-based learning within classrooms effectively managed by highly qualified teachers using intentionally designed behavioral interventions and supports.

LCAP Goal #3 Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being.

LCAP Goal #4 Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families.

LCAP Goal #5 Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education.

We carefully select materials that meet the parameters of funding so there is alignment and connection throughout our funding. Our school team, which includes our business manager, administration, special education and general education teachers and our SELPA, discuss ESSA and LCAP goals to find these connections develop continuity in our collaboration and continuously strive to improve instruction for children. We receive feedback from students through our morning meeting and class council process and from parents through surveys, email and meetings.

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

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

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

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

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

### TITLE I, PART A

#### Poverty Criteria

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

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

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

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

As a small single charter school we are managing a small number of teachers and we ensure that all our teachers have preliminary, clear or intern credentials. All intern credentialed teachers in self-contained classrooms work with the support of a mentor teacher who meets with them weekly. We have 21 classroom teachers on our staff. Teachers do not select their students each year but have a say in the class formation of their current students for the following year to avoid bias. We balance all of our classes for gender, special education needs, social emotional skills and academic levels so that all classes are heterogeneous. All of our teachers are given ongoing support throughout the school year to work with a diverse group of children. A teaching coach is assigned to spend a larger percentage of time with newer and less experienced teachers. We do not use tracked classrooms thereby creating a full integration of our diverse student population.

#### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

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

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent engagement is central to our mission and our practices. Family, extended family and guardians are encouraged to participate in a variety of ways on campus. Innovations Academy LCAP goal 5 addresses continued encouragement of parent engagement strategies including the following ways:

Engagement through awareness of academic and social-emotional progress

Engagement through a variety of volunteer opportunities

Engagement through attendance in parent education experiences

Engagement through whole school events held throughout the school year

Direct outreach from school based MFT to parents of the most challenging students or families experiencing extreme situations to offer family support and education.

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

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

N/A

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

We do not receive targeted assistance, however, Innovations Academy has a permanent full time staff member that is a Marriage, Family Therapist intern (MFT). This position is in addition to our school counselor. Our MFT intern provides additional support to those in need, including any students who may be placed in living situations out-of-home. In addition, teachers are trained to observe and take note of student behaviors that may be indicative of the need for intervention and support. Families may also reach out to us and request services. Our non-punitive, relationship based learning program teaches communication skills, conflict resolution skills and self-regulation skills. These supports create relationships that encourage communication to support students in crisis.

## **Homeless Children and Youth Services**

## ESSA SECTION 1112(b)(6)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **Student Transitions**

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

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

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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



**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

### **Formal Agreements**

ESSA SECTION 1423(2)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

### **Comparable Education Program**

ESSA SECTION 1423(3)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

### **Successful Transitions**

ESSA SECTION 1423(4)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

### **Educational Needs**

ESSA SECTION 1423(5)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

**Postsecondary and Workforce Partnerships**  
ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

**Parent and Family Involvement**  
ESSA SECTION 1423(8)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

**Program Coordination**

## ESSA SECTION 1423(9–10)

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **Probation Officer Coordination**

### ESSA SECTION 1423(11)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **Individualized Education Program Awareness**

### ESSA SECTION 1423(12)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **Alternative Placements**

### ESSA SECTIONS 1423(13)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Innovations Academy provides a variety of professional development opportunities for teachers and school leaders.

**Teacher Coaching:** All teachers are provided coaching both via peer observations and by administration. Through these observations they are provided feedback, support and information throughout the year.

**School Based Professional Development:** All teachers participate in professional development related to the current goals as stated in our accountability plans. These opportunities are often with experts in specific fields that provide training. All teachers meet weekly on teacher teams of various configurations including: staff meetings, grade level partner teachers, team level meetings, analyzing student work.

**Teacher Observations:** All teachers leave campus to observe at other schools of their choice during the school year. All teachers observe a peer within the school setting at least 4x per year.

**External Professional Development:** Innovations Academy provides funding for teachers and school staff to attend external professional development opportunities. All teachers new to our program are provided trainings to support their implementation of pedagogical strategies aligned with our charter and LCAP.

**Induction:** Innovations Academy provides financial support to teachers enrolled in multiple induction programs. Innovations Academy provides mentors to teachers as needed.

School leaders participate in collaboration on campus at least one time each month during which they evaluate observation techniques and feedback, discuss areas of particular interest for professional growth and analyze input. School leaders participate in external professional development at least 1x per semester. School leaders collaborate with other school leaders at least 1x per semester.

We recognize the skills of our current employees by encouraging leadership from within as evidenced by current employee positions. We have multiple teachers who have started as teacher assistants, then became intern teachers and were ultimately hired as full time teachers. Our current director is the founder of our school. Our lead Education Specialist started as a teacher assistant, achieved her credential and received special training in dyslexia. Two of our Education Specialists started in other positions at our school and moved vertically to their current position. Our Accountability and Assessment Coordinator position was filled by a former teacher and our current Nature Studies teacher started as a teacher assistant. Current staff take on roles during the school year that include 504 coordinator, intern placement coordinator, staff activities coordinator, Board Secretary and mentor teachers.

Additionally, we continually evaluate our professional development opportunities by seeking input from staff through surveys and meeting discussions. We look at programs that have grown due to teacher learning. We ask teachers to evaluate external PD so that we can send more teachers or change directions.

### **Prioritizing Funding**

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

We are focused on improving math instruction by increasing the amount of time for math instruction and providing a variety of access points to math understanding. We have integrated conceptual math (through STMATH, Math Solutions activities and Jo Boaler activities) with algorithm practice using a spiral approach and we utilize student talk aloud problem solving approaches. Our students work from concept to algorithm and we believe in math practice repetition as well as concept development (Mountain Math, Marcy Cook, ST Math). We will be entering our second year of a teacher selected math curriculum and a team of teachers will receive special training to support other teachers to implement it with fidelity.

We are focused on improving literacy through a variety of strategies which can include the use of readers and writers workshops that involve mini-lessons, conferring with students individually and in small groups, both guided and shared reading, the use of close reading strategies in non-fiction and primary source texts and explicit vocabulary instruction. We work on the mechanics of writing in a variety of ways and have resources readily available for teachers. For struggling students we use interventions such as Signs for Sounds, Lindamood-Bell programs (Seeing Stars, Lips), Orton-Gillingham and Wilson strategies and one-on-one support. In our K-2 all teachers use explicit phonics instruction in small groups and class lessons.

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

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



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

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

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

Innovations Academy partners with many nonprofit organizations for the implementation of our program. Through these partnerships, our students are provided guidance, information and mentors while they explore academic content through an applied approach. Our students interacted with 69 guest speakers representing community organizations and nonprofits during the 2021-22 school year. Innovations Academy also utilizes nonprofits and community groups to bring in a variety of instruction such as dance, music and media arts. Each class has the assignment of participation in field study experience monthly, often to State and National Parks, museums, community based/non profits (such as the food bank, homeless shelter) where they practice academic skills or participate in service learning. In the 21-22 school year our students attended a total of 140 field trip experiences. Technology is one way to connect with outside organizations. Students send emails, Skype, make podcasts and listen to them, research etc. Funds that are designated for technology and platforms that allow students to safely access the internet are important to our program. Students at Innovations Academy also utilize multiple online curricular resources for their learning.

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



# Local Performance Indicator Self-Reflection

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

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	1	2.5
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**Other Adopted Academic Standards**

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

#### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

N/A

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

#### 1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Sections of the Self-Reflection Tool

#### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5



<b>Building Relationships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Our educational partners are very pleased with our progress towards building relationships through the pandemic. They have expressed that our director's weekly communication and teachers' weekly communications are both informative and contribute to a feeling of being included in their child(ren)'s education. This year we were also able to bring back more of our in-person schoolwide events that contribute towards our goal of building relationships between school staff and families. We were able to host the following in-person events this year: back to school night, student-led conferences, Halloween fest, Science Night, book fair, High School Info Night, two Exhibition Nights, two school drama performances, portfolio reviews, Math Game Night, talent show, and presentations of learning. We also were able to return to monthly field trips and utilized parent drivers for these, which also contributed to strengthening relationships between staff and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

After making many adjustments according to COVID requirements, we are eager to open up our campus to families to freely come and go as they please. We have had to restrict adult access on campus to prevent the spread of COVID and are hoping to open up the campus next year for more family volunteers and visits.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We will continue to exhibit special effort (targeted invitations and phone calls) to involve underrepresented families to strengthen their participation in our school community and in our relationships with them.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Our school communicates very frequently with families about their student's progress towards expected outcomes. Teachers are in constant communication with families (a minimum of one communication per week), and also communicate through more formal avenues throughout the school year. All families participate in student-led conferences, two exhibition nights, portfolio reviews, and presentations of learning. Our director also takes a very hands-on approach to partnering with our families to elevate student outcomes. One area she has targeted is meeting with all families of students with chronic absences to see how we can support these students in attending school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We are seeking a way to best communicate about student progress with families, perhaps in place of a report card. We believe that in-person meetings may be more effective to communicate student progress rather than the traditional report card. We will continue to investigate our educational partners' perspectives and experience on this issue.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We will communicate with underrepresented families about their experiences when we can, often informally in the school pick-up line.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

#### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Being a charter school means that our families are inherently giving input in our decisions by choosing to send their children here. Families send their children to our school because they support our pedagogy and philosophy, so they often don't have as much input when we send out surveys regarding decisions like the LCAP. With that being said, the director makes herself very available to anyone with questions or feedback. She holds weekly meetings, open for anyone to attend. She also includes information about upcoming decisions in our weekly e-mails and gives her cell phone number for those who are interested in giving feedback.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

As a charter school, we have parents who are choosing our school and they also choose strong participation. While it is a strength that our educational partners trust in our decision-making and have chosen our school for our philosophy and structure and don't always feel the need to fill out surveys/ attend input meetings, we are always seeking ways to increase participation in these opportunities for feedback. We have learned to look at informal feedback such as daily conversations and regular emails as possible forms of input.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We have found an effective way to connect with underrepresented families is in-person at times like after-school pick-up, at the end of after care and when those parents check in with the teacher about a student issue. This has helped us gather information from a variety of our internal communities.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

This year has been a transition for us as we made the switch from local social-emotional assessments to using a new software to look at social-emotional data, Satchel Pulse. We were also extremely overwhelmed by COVID protocols, regulations and procedures and did not administer a parent climate survey. We will be administering the end of the year social emotional survey and look forward to comparing the beginning and end of year data. Innovations Academy has a relationship based school with a powerful social emotional program. We expect the data to help us be informed about student sentiment regarding school post pandemic as well as provide us some areas of improvement.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

As an inquiry-based charter school, our students have access to an incredibly broad range of study. We have a program that involves students in five different enrichment classes (art, ceramics, Spanish, engineering, environmental studies). We also engage them in hands on core content oriented projects and we record students' access to this course of study by tracking the standards addressed in projects/ classwork across the years, ensuring that students have a wide range of field experiences and project topics over their time at IA. We do this through a shared document that teachers review at the beginning of the school year when planning projects, field trips and guest speakers.

Being a full-inclusion school, unduplicated students and students with exceptional needs are included in the same course of study as all other students. Our instructors utilize the Common Core, Next Generation Science, and History Social Studies Content standards to ensure students are accessing a broad course of standards. The only barrier we've identified to providing a broad course of study are time constraints. We will continue to work with our staff to plan effective use of time and resources.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for					

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

### Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



San Diego County Office of Education Main Campus  
6401 Linda Vista Road, San Diego, CA 92111  
858-292-3500 | www.sdcoe.net

March 16, 2022

**To:** District Superintendents and  
School Administrators

**From:** Bruce Petersen, Executive Director

**Re:** Outdoor Education Program Contracts and Fee Schedule

Enclosed are the following documents for the 2022-2023 school year:

1. **Outdoor Education Program Fee Schedule**
2. **Combined Marine Science Floating Lab, Green Machine, Splash Science**

The combined Marine Science Floating Lab, Green Machine, Splash Science agreements cover all schools who wish to participate within the district. Executing this agreement in advance will save time for the schools in your district. **For private or individual schools**, this will cover your specific school site only. ***Please note that signing the contract does not obligate you to schedule the program.*** Please have your appropriate district or school administrator sign this form and **return the contract** to our office by **June 1, 2022**.


**Insurance Requirements:**

**Schools not part of the JPA will need to provide "Proof of Liability Insurance" adding the San Diego County Superintendent of Schools as additional insured in the amount of \$2M. Please submit no later than 30 days prior to the field trip.**

For questions regarding the programs, please contact Rachel Gustafson (858) 290-5986 Jonathan Wfitt 858-290-5983.  
For questions about the contract, please contact Faith Mitchell at (858) 290-5987.



IN WITNESS WHEREOF, the parties hereto have caused the Contract to be duly executed, such parties acting by their representatives being duly authorized.

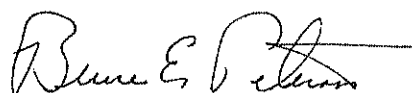
By   
Title Director

Date \_\_\_\_\_

Authorized or ratified by the Board of Education

on \_\_\_\_\_

County Superintendent of Schools  
San Diego County Office of Education



Authorized Signature

Executive Director, Student Support Services  
Title

March 1, 2022  
Date

Rules for acceptance and participation in these outreach programs are the same for everyone without regard to race, color or national origin, sex, age or disability.

**SAN DIEGO COUNTY OFFICE OF EDUCATION  
OUTDOOR EDUCATION PROGRAM  
FEES AND CHARGES 2022-23**

<u>PROGRAM NAME</u>	<u>UNIT BASE FOR CHARGE</u>	<u>NOTES</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
<b><u>OUTDOOR SCHOOL PROGRAM</u></b>					
5-day Program	Per student	*	\$337.56	\$335.00	\$340.00
4-day Program	Per student	(3) *	286.41	285.00	290.00
Classroom Teachers-Food Serv Ops Insurance	Per Teacher/Per Day Per Student/Per Day	(1)			

**Discounts 5-day Program**

\*Equity Credit: \$90 discount multiplied by the percentage of students who have been identified as socioeconomically disadvantaged, as reported to the CDE, will be applied to the final invoice.

\*Introductory Credit: \$10 credit per full fee student.

\*Three Year "Discount" Contract: Locks in Base Fee and Equity Credits for three years and adds a \$10 credit per full fee student.

Two Year "Fee Lock" Contract: Locks In Base Fee and Equity Credits for two years.

September Rates: \$330.00 per student. Other discounts may be combined.

October thru December Rates: \$335.00 per student. Other discounts may be combined.

*\*Does not apply to out of county schools, private schools, or non-school groups.*

**Discounts 4-day Program**

\*Equity Credit: \$78 discount multiplied by the percentage of students who have been identified as socioeconomically disadvantaged, as reported to the CDE, will be applied to the final invoice.

\*Introductory Credit: \$8 credit per full fee student.

\*Three Year "Discount" Contract: Locks in Base Fee and Equity Credits for three years and adds an \$8 credit per full fee student.

Two Year "Fee Lock" Contract: Locks in Base Fee and Equity Credits for two years.

September Rates: \$280.00 per student. Other discounts may be combined.

October thru December Rates: \$285.00 per student. Other discounts may be combined.

*\*Does not apply to out of county schools, private schools, or non-school groups.*

**OUTREACH PROGRAMS**

Marine Science Floating Lab	Per Morning Trip		750.00	750.00	825.00
Marine Science Floating Lab	Per Afternoon/Twilight Trip		710.00	710.00	785.00
Splash Science Mobile Lab	Per Day	(8)	750.00	750.00	790.00
Green Machine Mobile Classroom	Per Day	(8)	540.00	540.00	570.00
Curious Cephalopods	1 hour session			175.00	185.00
Krazy Kelp Forest	1 hour session			175.00	185.00
Geology Rocks!	1 hour session			175.00	185.00

**SITE RENTAL PROGRAM**

(4) (5) (7)

One overnight - 3 meals with cabin	Per Guest		80.00	80.00	86.00
Two overnights - 5 meals with cabin	Per Guest		140.00	140.00	163.00
Three overnights - 8 meals with cabin	Per Guest		210.00	210.00	249.00
Overnights - no meals with cabin	Per Guest/Per Night	(9)	58.00	58.00	60.00
Visitor Meal - Food Service Operations	Per Meal/Min 3 Meals		8.75	8.75	9.00
Kitchen access for self-prep meals	Per Scheduled Meal	(9)	195.00	195.00	200.00
State Park Fee (Cuyamaca and Palomar)	Per Guest/Per Night	(2)	3.00	3.00	3.50

San Diego County Office of Education

SCIENCE OUTREACH PROGRAM  
FIELD TRIP AGREEMENT – 2022-2023

THIS AGREEMENT, made this July 1, 2022 and which will terminate on June 30, 2023, by and between San Diego County Superintendent of Schools, hereinafter called the "County", and Innovations Academy hereinafter called the "District/School/Organization", mutually agree as follows:

1. **Basis of Agreement**

The County, as coordinator of the education outreach programs, has determined that it is desirable to conduct science outreach programs for schools and districts within the County of San Diego. For each science outreach program scheduled to serve the District/School/Organization, District/School/Organization agrees to adhere to the terms and conditions of this agreement.

It is understood that third parties (such as the Port of San Diego, County of San Diego, City of San Diego, San Diego County Water Authority and various other municipalities and water districts) sometimes agree to pay for a science outreach program to be delivered to a District/School/Organization. In these circumstances, County may invoice the third parties for the designated events (if the third party agrees) or will invoice the District/School/Organization (if the third party provides the funds directly to the District/School/Organization). The fees charged to third parties may be different than those stated below, based on the services requested by them.

Regardless of whether a third party funding source is involved, the District/School/Organization must still execute this agreement and be responsible for payment for any event which is not paid for by a third party.

2. **Scope of Agreement**

A. General

The County will make available and provide by this contractual agreement the following programs with pricing for school year 2022-2023:

- 1) Green Machine Lab (virtual and onsite formats)  
\$570.00 per program, serving up to four 1-hour classes of up to 30 students each.  
The Green Machine Lab has a grade level target of K-3. This program delivers interactive lessons to help students understand why a healthy environment is important to sustainable food production. Students learn about the science of soil, alternative pest management practices, get a greater understanding of natural systems, and examine scientific concepts in real-world situations.
- 2) Splash Science Lab (virtual and onsite formats)  
\$790.00 per program, serving up to four 1-hour classes of up to 30 students each.  
The Splash Science Lab has a grade level target of 4-8. It is an inquiry-based program that provides students with the opportunity to learn about watershed issues. Students participate in three hands-on stations involving microscopes, water chemistry experiments, interactive watershed models, and much more.
- 3) Krazy Kelp Forest Virtual Lab  
\$185.00, serving up to 30 students in a 1-hour session.  
The Krazy Kelp Forest Lab has a grade level target of 3-8. It is an inquiry-based program that provides students with the opportunity to learn about the species and ecosystem dynamics within a Giant Kelp forest. They become environmental scientists as they participate in three stations involving a dissection, preserved marine animals, and marine plankton.
- 4) Curious Cephalops Virtual Lab  
\$185.00, serving up to 30 students in a 1-hour session.  
The Curious Cephalopods Lab has a grade level target of 3-5. It is an inquiry-based program that provides students with the opportunity to learn about a unique group of marine organisms. They become marine biologists as they learn about octopus, squid,

- 6) Pay the agreed upon fees upon receipt of invoice. District/School/Organization will be invoiced 30 days prior to the trip when possible and refunds will be processed based on the above guidelines if the field trip is canceled.
- 7) County may terminate individual scheduled presentations at any time due to mechanical breakdown or other reason outside of their control (sick staff, etc.). If County cancels a program, they will endeavor to reschedule with the District/School/Organization at the District/School/Organization's earliest convenience. If County cannot reschedule the canceled event at a mutually agreeable time, they will refund all fees paid for the undelivered event.

3. **Authorization to Copy Materials**

The County hereby authorizes the District/School/Organization to make copies of individual pages of the worksheets and teacher's guide as necessary and appropriate to enhance their participation in the County program. Copying materials for any other purpose is prohibited without the express permission of the County.

4. **Confidentiality of Service or Work**

All curriculum and participant information are considered proprietary and confidential. All requests for information relating to the County's program should be directed to the County Office.

5. **Independent Contractor**

It is expressly understood that at all times while rendering the services described herein and in complying with any terms and conditions of this Agreement, the County is acting as an independent contractor and is not an officer, agent, or employee of the District/School/Organization.

6. **Hold Harmless**

Each party agrees to hold harmless, defend, and to indemnify the other, its officers, agents, and employees from every claim, demand, or liability which may be made by reason of:

- A. Any injury to person, including death therefrom, or damage to property sustained by the Party or any person, firm, student, teacher, volunteer, or corporation, employed directly or indirectly associated with or employed by it, however caused; and
- B. Any injury to person, including death therefrom, or damage to property sustained by any person, firm, student, teacher, volunteer, or corporation, caused by any act, neglect, default, or omission of the defending party, or of any person, firm, student, teacher, or corporation directly, or indirectly associated with or employed by it upon, or in connection with the services rendered pursuant to this agreement. The defending party at its own cost, expense and risk, shall defend any and all actions, suits or other legal proceedings, that may be brought or instituted against the non-defending party, its officers, agents, or employees, on any such claim or demand, and pay or satisfy the judgment that may be rendered against the San Diego County Superintendent of Schools, its officers, agents, or employees, in any such action, suit, legal proceedings, or result thereof.

7. **Insurance Requirements**

Both County and District/School/Organization shall maintain programs of general liability, property damage, worker's compensation, and auto insurance as required to protect the County and District/School/Organization as their interests may appear. Participants who are not covered by the Joint Powers Authority (JPA) program must provide a certificate of insurance for Comprehensive General Liability or Commercial Liability insurance in a minimum amount of \$2,000,000 per occurrence naming the San Diego County Superintendent of Schools as additionally insured and certificate holder under their policy.

8. **Compliance With Laws**

The District/School/Organization shall be subject to and shall comply with all Federal, State, and local laws, policies and regulations with respect to its performance under this agreement including but not limited to, licensing, employment and purchasing practices, and wages, hours and conditions of employment, including nondiscrimination.

9. **Compensation/Costs and Payment Schedule**

San Diego County

Office of Education, revised: 3/21/22

# Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies  
Released – December 17, 2021

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## Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

### **The California Universal Prekindergarten Planning and Implementation Grant Program – Overview**

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

### **Planning Template Purpose**

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.



The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
  - a. Vision and Coherence
  - b. Community Engagement and Partnerships
  - c. Workforce Recruitment and Professional Learning
  - d. Curriculum, Instruction, and Assessment
  - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

### **Accompanying Guidance**

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
  - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
  - b. Funding sources that can be utilized for facilities;
  - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

### **Directions, Timeline, and Suggested Planning Process**

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

## Key Considerations

### Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

**Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year**

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
<b>Eligibility</b>	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
<b>Ratios</b>	Not specified	1:12	1:10**	1:10**	1:10**
<b>Class Size</b>	24	24	24	24	24

\* average class size across the school site

\*\* Subject to future legislative appropriation

### Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

### Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

### **Creating Joint or Aligned Plans**

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

## UPK Planning Template Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Innovations Academy	Christine Kuglen, Director		

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

N/A

## Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

**Table: Projected Student Enrollment**

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) <sup>4</sup>	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	3	2	3	4	4	4
CSPP (if applicable)	0	0	0	0	0	0

**Table: Facilities Estimates (Cumulative)**

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	2	2	2	2	2	2
CSPP Classrooms	0	0	0	0	0	0
Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

**Table: Staffing Estimates (Cumulative)**

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	2	2	2	2	3	3
TK Teacher's Assistants	1	1	1	2	2	2

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)						
Other CSPP Classroom Staff (if applicable)						
Early Education District-level staffing (if applicable)						

- As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

**Table: Projected Number of TK Students Utilizing Extended Learning and Care**

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	0	0	2	2

**Table: Projected Number of Slots Available for TK Students**

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	0	0	0	0	0	0
Head Start	0	0	0	0	0	0
ASES Program/ELO-P	0	0	0	0	2	2

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

There are no required questions in this section.

## Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?

We envision UPK to continue as we have provided it for the past five years. Siblings of currently enrolled students whose ages meet the guidelines will register in our current Kindergarten classroom much like as if it were a multi-age classroom. These students have different expectations for academic progress and are expected to stay in the Kindergarten classroom for two years. Parents are given the choice for them to have the same teacher or to switch teachers for the second year.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

In addition to our regular school day, these students would have the option to participate in our extended care program at a cost that is based on funding received by our school for qualified students and the cost set by the CBO running the program.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

Our school does not receive funding enough to hire someone to administer or oversee this program so, much like everything else, adding this program will overburden an already overburdened administration. We are partnered with Champions, a CBO, who will provide the extended learning and extended care requirements mandated by the state.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

Special Education: our special education elementary team.  
English Learning: our ELL coordinator  
ELO-P services: Champions  
Administration, hiring, oversight: the school director

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

We are not a school district. We are a small charter school.

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.



We will have the same objective, goals and actions applied to TK as we do for the rest of the school.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

We already ensure inclusion in our regular day for our students. The same structures would be implemented to ensure the inclusion of students with disabilities for TK students.

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

We are a single site school. We will utilize ELO-P funds until they run out. At this time we have no plans to utilize partnerships but we are open to exploring that possibility.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK and kindergarten combination classes

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Both

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

We are a single school LEA

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

- a. 2022–23 (Birthdays February 3 or after) [select one]

No

- b. 2023–24 (Birthdays April 3 or after) [select one]

No

- c. 2024–25 (Birthdays June 3 or after) [select one]

No



## Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA's UPK Plan prioritize parental needs and choices?  
I would hope we can prioritize children's needs and choices over time. I believe that parents want free daycare so they can work just to afford to get by. It is a shame we have created a society that regards adult needs over children's needs. Parents will be consulted regarding satisfaction with the program and readiness for TK.
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?  
We will survey parents about this need each year when we do our lottery. We will meet with our program to understand and collaborate on their needs.
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?  
The CBO that delivers our extended care services is located on our school site and we work together and have regular communication about all of our programming.
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?  
We encourage and support children with disabilities.
5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.  
Our school day runs from 8:30-3:00. Our extended program serves students until 6:00 p.m. They also offer intersession and summer schedules from 7:30 a.m.-5:30 p.m.

### Required Questions

**CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.**

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]  
Family or parent surveys
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]  
Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)



## Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?  
We use Edjoin to recruit teachers as well as word of mouth in our own community.
2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?  
We plan to partner with the SD County Office of Education in any professional learning they provide.
3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:
  - a. Who will receive this professional learning?
    - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
    - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
  - b. What content will professional learning opportunities cover?
    - i. Effective adult-child interactions
    - ii. Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
    - iii. Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

- iv. Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- v. Implicit bias and culturally- and linguistically-responsive practice
- vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- vii. Curriculum selection and implementation
- viii. Creating developmentally-informed environments
- ix. Administration and use of child assessments to inform instruction
- x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- xii. Engaging culturally- and linguistically-diverse families
- c. How will professional learning be delivered?
  - i. Coaching and mentoring
  - ii. Classroom observations and demonstration lessons with colleagues
  - iii. Workshops with external professional development providers
  - iv. Internally-delivered professional learning workshops and trainings
  - v. Operating an induction program
  - vi. Partnerships with local QCC professional learning in CSPP settings
  - vii. In mixed groupings (for example, TK and CSPP teachers)

Innovations Academy will seek the highest quality professional development for the teachers who are being required to receive more training. They will take the trainings and receive support from coaches who can support them. Our current TK/K teachers are highly qualified veteran teachers who understand the needs of children already. The teachers themselves will be able to solicit professional development that they feel they need in addition to any mandated requirements.

- 4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

We are not a district. We are a small school. Our collaborative team has planning time together and they will continue to articulate horizontal and vertical teams as well as collaborate to share strategies and monitor student progress.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

- 1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

Join an existing intern preparation program to recruit and prepare teachers for your LEA

Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential

Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

LEA-based, grade level benchmarks and a report card

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Site leaders and principals will not be offered professional learning on early childhood education

## Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

We will utilize our constructivist philosophy trainings to create curriculum to support our TK students.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

We are a small charter school with only a few TK students. This type of collaboration happens regularly.

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

We offer specific classroom management trainings to all of our teachers the summer prior to commencing work at our school.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

Once again, we are a single small school. This is already done at our school and will continue to be implemented.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

We provide an inclusive environment that has a deep social emotional learning curriculum embedded in academics. Students learn with support from teachers, peers and interaction with curriculum.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

We have a designated English Language Learner teacher who both provides and designs learning experiences that support language development for each identified student.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

English-only instruction with home-language support



2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

None

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

Use developmental observations to identify children's emerging skills and support their development through daily interactions

Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

Provide additional staff to support participation in instruction

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

LEA-based grade level benchmarks and a report card

## Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

### For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

We have a K area that is separated from the rest of the school. This area has a designated bathroom. Students also form "peer buddy" relationships with older students.

2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.

Parents drive, walk or ride bikes to our school location. We do not provide transportation.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

We offer ample time and participate in the mandated universal meal program.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

This program is displacing our current K-8 program.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

No

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

It depends what you are going to require us to provide in the long run.

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

There is no space to add classrooms to this site.

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]

No

- i. If no, what modifications need to be made? What resources are needed to make them? ( See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

There are no options for more space unless one of our neighbor businesses moves and we can buy their building.

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

Yes

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

No

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

No changes can be made. This is an unrealistic mandate.

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

The extended learning is on our site.

## Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)

Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

- [Redacted]
9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- [Redacted]

## Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

## Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

### Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?

N/A

2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?

3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?

4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?

5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

### Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?

2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

### Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.



9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

### **Focus Area E: LEA Facilities, Services, and Operations**

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.