Innovations Academy Board Agenda: June 27, 2023 @ 6:00 pm

Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	636 Hillsborough St, Oakland, CA 94606	Public call in number 605-313-4802* Access code 151642

*Members of the public need not state their names when entering the conference call. Call-in number is provided as a convenience to the public.

Board Attendance

Others in Attendance

Agenda

Topic	Minutes
➢ Call to order / roll call	Time / Date Board in Attendance: 1. Other Present: 1.
➢ Approval of current agenda	**Vote to approve current agenda -** 1st motion - 2nd motion- **Vote**: Approved by:
➢ Approval of prior month meeting minutes May 23, 2023 (see packet)	**Vote to approve past minutes -** 1st motion- 2nd motion- **Vote**: Approved by: 1.
➢ Public comments (3 mins per person)	
➢ Action Items: Financial Approval of 23-24 Preliminary Budget (see narrative in board packet)	**Vote to approve** 1st motion- 2nd motion- **Vote Count**
Approval of 23-24 and 22-23 EPA Plan Proposition 30 established the Education Protection	**Vote to approve**:

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. (see board packet)	1st motion- 2nd motion- **Vote**: Approved by
Approval of 23-24 CONAPP The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs (see board packet)	**Vote to approve**: Approved by: **Vote to approve past minutes** - 1st motion- 2nd motion- **Vote**: Approved by:
➢ Action Items: Policies Approval of Declaration of Need (see board packet) The Declaration of Need is an annual form submitted to the Commission from employing agencies, county offices of education, school districts and non-public schools. This form contains the estimated number of emergency permit and limited assignment teachers that will be employed for the school year.	**Vote to approve**: Approved by: **Vote to approve past minutes** - 1st motion- 2nd motion- **Vote**: Approved by:
Approval of 23-24 Student Calendar and Instructional Minutes (see board packet) The proposed student calendar contains all student attendance days, defines minimum and full days and includes event days for the 23-24 school year. There are 179 school days this coming school year. The instructional minutes meet the minimum requirements for attendance minutes for all grade levels	**Vote to approve**: Approved by: **Vote to approve past minutes** - 1st motion- 2nd motion- **Vote**: Approved by:
Approval of 23-24 Local Control and Accountability Plan (see board packet) Inclusive of the following Components: ▪ LCFF Budget Overview for Parents ▪ Plan Summary ▪ Engaging Educational Partners ▪ Goals and Actions ▪ Increased or Improved Services for Foster Youth, English Learners, and Low-income students ▪ Action Tables ▪ Instructions TThe LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes	**Vote to approve**: Approved by: **Vote to approve past minutes** - 1st motion- 2nd motion- **Vote**: Approved by:
Action Items- Governance	

Board Member Changes Resignation of Nathan Cooper Reappointment of Faraz Sharafi as non parent board member	
Discussion and Informative Items Informational Report -Stephen Rosen Stephen will address past public comments to the board including staff turnover and board nomination process. Teacher Briefing: Devon Woodruff Information about the 23-24 school year: Professional Development, Curriculum Resources and new staff. Local Indicators A requirement for Local Indicators is that the results are a 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 LCAP. California's accountability system is based on a multiple measures system that assesses schools and communicates via a Calif School Dashboard.The Dashboard includes a concise set of state indicators and local indicators. (see board packet) Director Report of 2022-23 Suspensions, Expulsion and UCP report Suspensions: 0 Expulsions: 0 UCP: 1 This is a report for the annual count of suspensions, expulsions and Uniform Complaints resolved	Discussion Notes
➢ Next board meeting	
o Identify agenda items for next meeting	Selection of Auditor Approval of employee handbooks Approval and changes to any newly legislated policies, possible board nominations
Meeting adjourned	

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

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

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

    ● At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;

    ● All votes taken during a teleconference meeting shall be by roll call;

    ● If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference
    locations with each teleconference location being identified in the notice and agenda of the
    meeting;

    ● All locations where a member of the Board of Directors constituting the quorum participates in a
    meeting via teleconference must be fully accessible to members of the public and shall be listed on
    the agenda;

    ● Members of the public must be able to hear what is said during the meeting and shall be provided
    with an opportunity to address the Board of Directors directly at each teleconference location;
    and

    ● The agenda shall indicate that members of the public attending a meeting conducted via
    teleconference need not give their name when entering the conference call.

    ● The Brown Act prohibits requiring members of the public, to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be required to identify themselves.

Innovations Academy Board Minutes: May 23, 2023 @ 6:00 pm

Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	636 Hillsborough St, Oakland, CA 94606	Public call in number 605-313-4802* Access code 151642

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Board Attendance

Faraz Sharafi	Stephen Rosen	Nate Cooper				

Others in Attendance

Christine Kuglen	Sarahbeth Smart	Jessica Turbin	Parents and public on phone and in person			

Agenda

Topic	Minutes
➢ Call to order / roll call	Time / Date 6:07 p.m. Board in Attendance: 1. Faraz Sharafi 2. Stephen Rosen 3. Nate Cooper Cassidy Platt was on phone but excused since she had to leave early and the board met quorum Other Present: 1. Christine Kuglen 2. Sarahbeth Smart (1st grade teacher) 3. Jessica Turbin (facilities manager) 4. various parents and public
➢ Approval of current agenda	**Vote to approve current agenda -** 1st motion - Stephen Rosen 2nd motion- Faraz Sharafi **Vote**: Approved by: unanimous in favor Nay: 0 Abstain: 0
➢ Approval of prior month meeting minutes ○ February 28, 2023 Minutes ○ March 17, 2023 Minutes	**Vote to approve past minutes -** 1st motion- Nate to approve with changes 2nd motion- Stephen Rosen

○ April 18, 2023 Minutes	**Vote**: Approved by: Top of board minutes last meeting. Change to April 18th Remove "K Teacher" from minutes label Motion to approve all minutes with two changes noted. Aye: Stephen Rosen, Nate Cooper, Faraz Sharafi No: 0 Abstain: 0
➢ Public comments (3 mins per person)	Rose- Archer and Lydia's mom Curious about things from the last board meeting that were not going to be addressed today. She especially wants to find out if a third party HR person would be brought up. Shannon- Wanted to ask about securing an outside company that will audit the school. Wanted to know what progress has been made about an anonymous survey for teachers and to follow up on suggestions about HR companies being contracted. Has anyone been put in the role of providing teacher support since Devon has returned to the classroom She also wants to ask about a paper that was distributed to parents in the third grade that requests that they not share their negative body language and was wondering if there is a sign that can be used to express themselves. She thinks the document is an overcorrection for a lax environment in the classroom. She feels that this document won't foster trust or a positive feeling about their classrooms Heidi Davis- She has a child in the class in the 3rd grade that was a part of the behavior intervention which troubled her because she was working with her child to support him. She felt blindsided by the behavioral intervention. She feels that this does not align with the IA philosophy. She pulled her child from the school because of this behavioral intervention.

	MaryAnne Hawke (parent of 7th grader)- It has been three months since the town hall. She hasn't seen any evidence of anything addressing the concerns. One of the things that is the responsibility of the board is to address community concerns and report back. The second thing is that she is disappointed by the slow progress on picking a replacement to the board. She feels that she tried to do a form and that her efforts are being obstructed. She feels the board is trying to wait out a time clock. Genia- 7th grade parent. She sent an email and is following up with this comment. She is concerned about not having things on an agenda that she feels need to be addressed. She knows the board was listening but doesn't see anything on the agenda about past comments. She feels there is a systemic issue happening and she feels that she did a mathematical calculation and shows there is an issue. If the board has time she thinks it is something that needs to be worked on. David Dail (on the phone)- Related to the communication sent out about pulling back on activities. He understands and wants to be mindful of teacher time. He wants to speak in favor of the end of year overnight trips. He would like to see them amended in some way so they can continue.
➢ Teacher Report Sarahbeth, an IA 1st grade teacher, will share about work being done in her class.	Sarahbeth, an IA 1st grade teacher, spoke about her wolf project. All year her class has called themselves the "wolf pack" She felt like the spring project fell flat so she got support from Christine (director) who made a recommendation to use wolves as a theme for a project. They made annotated journals and Sarahbeth revamped her old curriculum, and discussed parent volunteer help she has received and how her class will be set up for Exhibition Night. She also engaged both art teachers for creating art with students around the project ideas.. Students toured the Wolf Center in Julian to experience wolves.

	They raised money for the wolf center.
➤ Action item: Approval of purchase of a playground structure for the Kindergarten playground and the second structure for the upper playground. (see board packet for details)	**Discussion: Playground Updates** Jessica, IA facilities manager, presented two play structures (see packet) that the school would like approval to purchase. She presented the cost information from the packet and shared that with limited space the K playground structures she could find were not numerous. Faraz asked about installation costs. Jessica responded that costs for installation are included in the K structure but not the Walholla. She also shared that the Walholla, a structure we have looked at for three years, has gone up in price since our last discussion about this structure. Nate reminded the administration that it is helpful to have multiple quotes for an item so the board can be assured that due diligence was being done toward the expense of taxpayer funds. Christine responded about the unique nature of this structure and its fit on our playground. She mentioned that Goric is a selected dealer of this European built structure. Steve proposed that we vote on the structures separately. Motion to approve the Ascend Thrill Tower for the K play area at a price not to exceed $103,569.00. 1st motion- Stephen Rosen 2nd motion- Faraz Sharafi **Vote**: Unanimous in favor Nay: 0 Abstain: 0
➤ Informational: Follow up from previous board meeting on board request to solicit input from our legal team on best practices for number of board members and bylaws review.	Informational The lawyers have not yet responded to questions about best practices for number of board members and review of bylaws.

➢ Informational: Brown Act changes from pandemic adjustments. See the board packet for this meeting regarding summaries of changes, especially to teleconferencing options.	Informational Christine noted that information was included in the packet so the board would be informed of changes to board meeting laws post pandemic.
➢ Action item: Due to a breach of our checking account, the bank advised an emergency closure to our account. Stephen, as board treasurer, was contacted and he signed the necessary documentation (see attached packet) Possible retroactive board approval of this change.	Christine didn't know if this should be an action or an informational item. She wanted to make sure this information got communicated. The board members expressed that they felt it was informational and unnecessary to vote on. Christine shared information that the IA main account at Chase had experienced a breach and it was recommended to her by the bank(Chase) to close the account. In the process she needed to open a new account to transfer the funds into. This all had to be done quickly so the school's funds would not be in jeopardy. Once the bank account number was changed, adjustments needed to be made to connect it to the treasury account. Board Treasurer, Stephen Rosen was contacted and he signed a form to facilitate the process. Our bank account structure remains the same but with a new account number. Faraz expressed that perhaps the board should consider taking a deeper look at the account structure to make sure that funds are distributed in a way that doesn't put our funds at risk in these types of cases.
➢ Discussion items Draft LCAP for review. The board will review the draft LCAP.	Christine presented the LCAP goals and actions with parent input. Parents have been given the opportunity to give input via surveys (1 for each goal) and 2 LCAP meetings. Stephen asked about parent participation. At that time surveys had each received between 1-3 responses and the LCAP meetings had achieved attendance of between 6-8 parents. Stephen and Faraz suggested to put the LCAP on a shared document so that parents could comment freely and make suggested edits. Nate expressed that this could be unnecessary. Christine said she would have no problem and could share that on the next all-call to parents.

➢ Next board meeting	June 27, 2023
o Confirm date of next meeting	meeting date was confirmed
o Identify agenda items for next meeting	LCAP vote 23-24 calendar Declaration of Need 23-24
Meeting adjourned	7:51 pm

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

_____
Secretary

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Innovations Academy
Board Narrative
June 27, 2023

Approval of 2023-24 Preliminary Budget

There are two reports, the one labeled "2022-23 Estimated Actuals and 2023-24 Preliminary Budget Innovations" is for presentation purposes, it is more detailed and more reader friendly. The one labeled "2023-24 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 2023-24 year.
For 2022-23 – under the column labeled "2022-23 Estimated Actuals", the school currently projects to end with a positive balance of ~$120K and thus a net fund balance for the year of ~$3.5M. This is an initial estimate and will be subject to change as the rest of the year's actuals are completed. The current estimate is that the school will end the year with a favorable net income.

The 2023-24 Preliminary Budget – under the column labeled "2023-24 Budget" is based off enrollment of 466 with an ADA of 439. This is inline with the enrollment and ADA numbers from 22-23.

The column labeled "Variance" breaks down the difference between these years estimated to next year's budget:

State LCFF revenue is increasing due to LCFF COLA increases.

The various federal and state revenues are decreasing and increasing respectively due to the removal and additional of new restricted funds. The school will be done with much of its ESSER, IPI, and ELOG related funds but next year will be utilizing Learning Loss Recovery, have more ELOP funds, and Arts and Music Grant funds.

Local revenue in the current year is based off miscellaneous revenue such as fundraising, refunds, credits, etc. This is difficult to budget in the 2023-24 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 2023-24 of ~$3K, thus keeping the estimated fund balance around ~$3.5M.

Approval of 2022-23 and 2023-24 EPA Expenditures
Attachment will have details on action item.

Approval of 2023-24 Consolidated Application
Attachment will have details on action item.

Innovations Academy

CSMC

NAME	2022-23 Estimated Actuals	2023-24 Budget	Variance
TOTAL ENROLLMENT	466	466	-
AVERAGE DAILY ATTENDANCE	440	439	(1.0)
REVENUE			
State LCFF Revenue	$ 4,573,299	$ 4,867,369	$ 294,070
Federal Revenue	$ 277,364	$ 200,380	$ (76,984)
Other State Revenue	$ 680,593	$ 1,150,776	$ 470,183
Local Revenue	$ 213,441	$ 128,014	$ (85,427)
TOTAL REVENUE	**$ 5,744,697**	**$ 6,346,540**	**$ 601,843**
EXPENSES			
Certificated Salaries	$ 2,213,865	$ 2,755,748	$ 541,883
Classified Salaries	$ 759,571	$ 706,964	$ (52,607)
Benefits	$ 807,201	$ 959,584	$ 152,382
TOTAL PERSONNEL EXPENSES	*$ 3,780,637*	*$ 4,422,295*	*$ 641,658*
Books and Supplies	$ 416,073	$ 416,073	$ -
Services and Other Operating Expen	$ 1,347,823	$ 1,415,496	$ 67,673
Capital Outlay	$ 80,000	$ 90,000	$ 10,000
Other Outgoing	$ -	$ -	$ -
TOTAL OTHER EXPENSES	*$ 1,843,896*	*$ 1,921,569*	*$ 77,673*
TOTAL EXPENSES	**$ 5,624,534**	**$ 6,343,865**	**$ 719,331**
FUND BALANCE			
SURPLUS\(DEFICIT)	$ 120,163	$ 2,675	$ (117,488)
% of LCFF Revenue	*2.6%*	*0.1%*	
BEGINNING FUND BALANCE	$ 3,348,321	$ 3,468,484	
ENDING BALANCE	**$ 3,468,484**	**$ 3,471,159**	
% of Expenses	*62%*	*55%*	*0.0%*

REVENUE INPUT

ACCT	ACCOUNT NAME	2022-23 Estimated Actuals	2023-24 Budget	VARIANCE
LCFF				
8011	LCFF; state aid	1,338,910	1,690,515	351,605
8012	LCFF; EPA	88,078	87,868	(210)
8096	In-Lieu of Property Taxes	3,096,369	3,088,986	(7,383)
8019	Prior Year Income/Adjustments	49,942	-	(49,942)
	TOTAL LCFF REVENUE	$ 4,573,299	$ 4,867,369	$ 294,070
FEDERAL				
8181	Special Education - Federal	51,250	58,250	7,000
8220	Federal Child Nutrition	40,000	40,000	-
8290	All Other Federal Revenue	-	-	-
8290-3212	ESSER II	-	-	-
8290-3213	ESSER III	135,290	-	(135,290)
8290-3214	ESSER III (20% Evidence Based Learning)		51,306	51,306
8291	Title I	33,392	33,392	-
8292	Title II	7,432	7,432	-
8293	Title III	-	-	-
8294	Title IV	10,000	10,000	-
	TOTAL FEDERAL REVENUE	$ 277,364	$ 200,380	$ (76,984)
OTHER STATE				
8520	State Child Nutrition Program	20,000	20,000	-
8550	MANDATE BLOCK GRANT K-8	8,354	8,733	379
8560-12	RESTRICTED LOTTERY	28,426	29,436	1,010
8560-22	LOTTERY	74,448	74,688	240
8590-66	MENTAL HEALTH	17,738	21,967	4,229
8590-6266	Educator Effectiveness	-	40,000	40,000
8590-7422	IPI	56,704	-	(56,704)
8590-7425	ELOG	40,000	15,302	(24,698)
8590-2600	ELOP	67,903	198,967	131,064
8590-6762	Arts and Music Grant		151,692	151,692
8590-7435	Learning Recovery Grant		217,997	
8599	Prior Year State Income/Adjustments	11,862	-	(11,862)
8792	SPED State/Other Transfers of Apportionment	355,159	371,995	16,836
	TOTAL OTHER STATE REVENUE	$ 680,593	$ 1,150,776	$ 470,183
LOCAL				
8639	Student Lunch Revenue	-	-	-
8650	Rental Income	-	-	-
8660	Interest Income	28,014	28,014	(0)
8682	Foundation Grants/Donations	-	-	-
8685	School Site Fundraising	163,994	100,000	(63,994)
8698	E-rate Revenue	-	-	-
8699	All Other Local Revenue	21,433	-	(21,433)
	TOTAL LOCAL REVENUE	$ 213,441	$ 128,014	$ (85,427)
	TOTAL REVENUE	$ 5,744,697	$ 6,346,540	$ 601,843

EXPENSES INPUT

ACCT	ACCOUNT NAME	2022-23 Estimated Actuals	2023-24 Budget	VARIANCE
1000 - CERTIFICATED				
1100	Teacher Salaries	1,838,365	2,121,322	282,957
1105	Teach Stipends	-	-	-
1120	Substitute Expense	-	-	-
1200	Certificated Pupil Support Salaries	99,756	267,163	167,407
1300	Certificated Supervisor and Administrator Salaries	215,584	367,263	151,679
1900	Other Certificated Salaries	60,160	-	(60,160)
	Totals	$ 2,213,865	$ 2,755,748	$ 541,883
2000 - CLASSIFIED				
2100	Instructional Aide Salaries	338,277	284,224	(54,053)
2200	Classified Support Salaries (Maintenance, Food)	181,969	201,940	19,971
2300	Classified SupervisorandAdministrator Salaries	-	-	-
2400	Clerical,Technical and Office Staff Salaries	239,325	220,800	(18,525)
2900	Other Classified Salaries	-	-	-
	Totals	$ 759,571	$ 706,964	$ (52,607)
3000 - BENEFITS				
3101	State Teachers' Retirement System, certificated positions	425,595	510,113	84,518
3202	Public Employees Retirement System	-	-	-
3313	OASDI	67,817	49,102	(18,715)
3323	Medicare	13,811	50,209	36,398
3403	Health & Welfare Benefits	238,901	283,208	44,308
3503	State Unemployment Insurance	23,915	24,360	445
3603	Worker Compensation Insurance	37,164	42,591	5,428
3703	Other Post Employment Benefits	-	-	-
3903	Other Employee Benefits	-	-	-
	Totals	$ 807,201	$ 959,584	$ 152,382
	TOTAL PERSONEL EXPENSE	$ 3,780,637	$ 4,422,295	$ 641,658
4000 - BOOKS AND SUPPLIES				
4100	Approved Textbooks and Core Curricula Materials	30,000	30,000	-
4200	Books and Other Reference Materials	8,195	8,195	-
4300	Materials and Supplies	32,000	32,000	-
4309	Sales and Use Tax Expenses	500	500	-
4315	Classroom Materials and Supplies	40,000	40,000	-
4342	Materials for School Sponsored Athletics	865	865	-
4381	Plant/Facilities Maintenance	17,956	17,956	-
4400	Noncapitalized Equipment	30,000	30,000	-
4407	Student Educational Software	15,000	15,000	-
4410	Software & Software Licensing	87,746	87,746	-
4430	Noncapitalized Student Equipment	23,811	23,811	-
4700	Food and Food Supplies	130,000	130,000	-
4701	Non School District Food	-	-	-
	TOTAL BOOKS AND SUPPLIES	$ 416,073	$ 416,073	$ -
5000 - SERVICES AND OTHER OPEX				
5100	Subservices and Subagreements	117,903	198,967	81,064
5200	Travel and Conferences	7,091	7,091	-
5210	Training and Development Expense	35,000	35,000	-
5300	Dues and Memberships	7,535	7,535	-
5400	Insurance	85,000	85,000	-
5500	Operation and Housekeeping Services	85,000	85,000	-
5501	Utilities	180,000	180,000	-
5600	Space Rental/Leases Expense	120	120	-
5601	Building Maintenance	70,000	20,000	(50,000)
5602	Other Space Rental	1,500	1,500	-
5605	Equipment Rental/Lease Expense	22,000	22,000	-
5610	Equipment Repair	4,000	4,000	-
5800	Professional/Consulting Services and Operating Expenditure	25,000	45,000	20,000
5803	Banking and Payroll Service Fees	18,000	18,000	-
5805	Legal Services and Audit	38,735	38,735	-
5806	Audit Services	10,500	10,500	-
5807	Legal Settlements	12,000	12,000	-
5809	Employee Tuition Reimbursement	389	389	-
5810	Educational Consultants	230,000	230,000	-
5811	Student Transportation and Field Trips	5,000	5,000	-
5812	Other Student Activities	580	580	-
5815	Advertising/Recruiting	2,000	2,000	-
5820	Fundraising Expense	6,000	6,000	-
5830	Field Trips	140,000	140,000	-
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	129,412	146,021	16,609
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	-	-	-
	TOTAL SERVICES AND OTHER OPEX	$ 1,347,823	$ 1,415,496	$ 67,673
6000 - CAPITAL OUTLAY				
6900	Depreciation Expense	80,000	90,000	10,000
	TOTAL DEPRECIATION	$ 80,000	$ 90,000	$ 10,000
7000 - OTHER OUTGOING				
7438	Debt Service Interest	-	-	-
	TOTAL OTHER OUTGOING	$ -	$ -	$ -
	TOTAL EXPENSES	$ 5,624,534	$ 6,343,865	$ 719,331

Charter School Preliminary Budget
FY 2023-2024

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

Projected Enrollment	466
ADA Rate	94.21%
Projected ADA	439.02
Projected Unduplicated Pupil Count	128.00

Description	Object Code	Unrestricted Budget	Restricted Budget	Total Budget
A. REVENUES (8000-8799)				
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)				
LCFF State Aid - Current Year (CY) *(Res 0000)*	8011	1,690,515		1,690,515
Education Protection Account State Aid (EPA) - CY *(Res 1400)*	8012	87,868		87,868
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	3,088,986		3,088,986
Other LCFF Transfers	8091, 8097			-
Total, LCFF Sources		4,867,369	-	4,867,369
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		58,250	58,250
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182			-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220		40,000	40,000
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110			-
Other Federal Revenues *(All other resources not reported separately)*	8100-8299		51,306	51,306
Total - Federal Revenues		-	200,380	200,380
3. Other State Revenues (8300-8599)				
State Special Education (Res 6500)	8792		371,995	371,995
State Special Education Mental Health Services (Res 6512)	8590		21,967	21,967
Mandate Block Grant (Res 0000)	8550	8,733		8,733
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	74,688		74,688
Lottery, Restricted - Prop 20 (Res 6300)	8560		29,436	29,436
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590			-
Other State Revenues *(All other resources not reported separately)*	8300-8599		643,958	643,958
Total - Other State Revenues		83,421	1,067,355	1,150,776
4. Local Revenue (8600-8799)				
All Local Revenues	8600-8799	128,014	-	128,014
Total - Local Revenues		128,014	-	128,014
5. TOTAL REVENUES		**5,078,804**	**1,267,735**	**6,346,540**
B. EXPENDITURES AND OTHER OUTGO (1000-7499)				
1. Certificated Salaries				
Teachers' Salaries	1100	1,621,322	500,000	2,121,322
Pupil Support Salaries	1200	-	267,163	267,163
Supervisors' and Administrators' Salaries	1300	367,263		367,263
Other Certificated Salaries	1900			-
Total, Certificated Salaries		1,988,585	767,163	2,755,748
2. Classified Salaries				
Instructional Salaries	2100	-	284,224	284,224
Support Salaries	2200	201,940		201,940
Supervisors' and Administrators' Salaries	2300			-
Clerical and Office Salaries	2400	220,800		220,800
Other Classified Salaries	2900			-
Total, Classified Salaries		422,740	284,224	706,964
3. Employee Benefits				
STRS	3101-3102	364,352	145,761	510,113
PERS	3201-3202			-
OASDI/Medicare (Social Security)	3301-3302	66,444	32,867	99,311
Health and Welfare Benefits	3401-3402	233,208	50,000	283,208
Unemployment Insurance	3501-3502	19,360	5,000	24,360
Workers' Compensation Insurance	3601-3602	27,591	15,000	42,591
OPEB, Allocated	3701-3702			-
OPEB, Active Employees	3751-3752			-
Other Employee Benefits	3901-3902			-
Total, Employee Benefits		710,955	248,628	959,583

Charter School Preliminary Budget
FY 2023-2024

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

Projected Enrollment	466
ADA Rate	94.21%
Projected ADA	439.02
Projected Unduplicated Pupil Count	128.00

Description	Object Code	Unrestricted Budget	Restricted Budget	Total Budget
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	30,000		30,000
Books and Other Reference Materials	4200	8,195		8,195
Materials and Supplies	4300	91,321		91,321
Non-capitalized Equipment	4400	156,557		156,557
Food (Food used in food-service activities for which the purpose is nutrition)	4700	130,000		130,000
Total, Books and Supplies		416,073	-	416,073
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	-	198,967	198,967
Travel and Conferences	5200	42,091		42,091
Dues and Memberships	5300	7,535		7,535
Insurance	5400	85,000		85,000
Operations and Housekeeping Services	5500	265,000		265,000
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	47,620		47,620
Transfer of Direct Costs (MUST net to zero)	5700			-
Prof/Consulting Svcs and Operating Expend (Include District Oversight)	5800	641,284	100,000	741,284
Communications	5900	28,000		28,000
Total, Services and Other Operating Expenditures		1,116,530	298,967	1,415,497
6. Capital Outlay				
Depreciation Expense (See Sections G.9 & F.2.a)	6900	90,000		90,000
Total, Capital Outlay		90,000	-	90,000
7. Other Outgo				
Tuition to Other Schools (Include contribution to unfunded cost of Sp Ed.)	7110-7143			-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223			-
All Other Transfers	7280-7299			-
Transfers of Indirect Costs (MUST net to zero)	7300-7399			-
Debt Service - Interest	7430-7439	-	-	-
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439			-
Total, Other Outgo		-	-	-
8. TOTAL EXPENDITURES		4,744,883	1,598,982	6,343,865
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.				
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		333,921	(331,247)	2,675
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)				
1. All Other Financing Sources	8930-8979			-
2. Other Uses	7630-7699			-
3. Contributions between unrestricted and restricted accounts (MUST net to zero)	8980-8999	(331,247)	331,247	-
(Include contribution to the unfunded cost of Special Education)				
4. TOTAL OTHER FINANCING SOURCES/USES		(331,247)	331,247	-
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		2,674	0	2,675
F. FUND BALANCE/NET POSITION				
1. Beginning Fund Balance/Net Position				
a. July 1 (Projected Ending Fund Balance for FY ending 06/30/23)	9791	3,468,485		3,468,485
b. Adjustments/Restatements	9793, 9795			-
c. Adjusted Beginning Fund Balance/Net Position		3,468,485	-	3,468,485
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)		3,471,159	0	3,471,160
Components of Ending Net Position				
a. Net Investment in Capital Assets (See Sections B.6 and G.9)	9796	66,217	-	66,217
b. Restricted Net Position	9797		0	0
c. Unrestricted Net Position	9791	3,471,159		3,471,159

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

Description	Object Code	Estimated Actual for FY Ending 6/30/23 (A)	Preliminary Budget (B)	$ Change (B - A) (C)	% Change (C / A) (D)	Explanation (e.g. enrollment increase; one-time purchase of 100 chrome books, etc.) =>10% and =>(-10%) change
A. REVENUES (8000-8799)						
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)						
LCFF State Aid - Current Year (CY) (Res 0000)	8011	1,338,910	1,690,515	$ 351,605	26%	Increase in LCFF COLA.
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	88,078	87,868	$ (210)	0%	
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019	49,942	-	$ (49,942)	-100%	One time funds.
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	3,096,369	3,088,986	$ (7,383)	0%	
Other LCFF Transfers	8091, 8097		-	$ -	0%	
Total, LCFF Sources		4,573,299	4,867,369	$ 294,070	6%	
2. Federal Revenues (8100-8299)						
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290	33,392	33,392	$ -	0%	
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290	7,432	7,432	$ -	0%	
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290	-	-	$ -	0%	
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290	-	-	$ -	0%	
ESEA (ESSA): Title IV, 21st Century Learning Communities (Res 4124)	8290	-	-	$ -	0%	
ESEA (ESSA): Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290	10,000	10,000	$ -	0%	
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290	-	-	$ -	0%	
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181	51,250	58,250	$ 7,000	14%	Increase in rate.
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	40,000	40,000	$ -	0%	
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110	-	-	$ -	0%	
Other Federal Revenues (All other resources not reported separately)	8100-8299	135,290	51,306	$ (83,984)	-62%	Decrease in use of one time funds.
Total - Federal Revenues		277,364	200,380	$ (76,984)	-28%	
3. Other State Revenues (8300-8599)						
State Special Education (Res 6500)	8792	355,159	371,995	$ 16,836	5%	
State Special Education Mental Health Services (Res 6512)	8590	17,738	21,967	$ 4,229	24%	Adjusted for new rate.
Mandate Block Grant (Res 0000)	8550	8,354	8,733	$ 379	5%	
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	74,448	74,688	$ 240	0%	
Lottery, Restricted - Prop 20 (Res 6300)	8560	28,426	29,436	$ 1,010	4%	
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590	-	-	$ -	0%	
Other State Revenues (All other resources not reported separately)	8300-8599	196,469	643,958	$ 447,489	228%	Increase in use of one time funds.
Total - Other State Revenues		680,593	1,150,776	$ 470,183	69%	
4. Local Revenue (8600-8799)						
All Local Revenues	8600-8799	213,441	128,014	$ (85,427)	-40%	Adjusted for one time revenue.
Total - Local Revenues		213,441	128,014	$ (85,427)	-40%	
5. TOTAL REVENUES		5,744,697	6,346,540	$ 601,843	10%	
B. EXPENDITURES AND OTHER OUTGO (1000-7499)						
1. Certificated Salaries						
Teachers' Salaries	1100	1,838,365	2,121,322	$ 282,957	15%	Increase in salaries and position offset with object code 1900.
Pupil Support Salaries	1200	99,756	267,163	$ 167,407	168%	Increase in salaries and position offset with object code 1900.
Supervisors' and Administrators' Salaries	1300	215,584	367,263	$ 151,679	70%	Increase in salaries and position offset with object code 1900.
Other Certificated Salaries	1900	60,160	-	$ (60,160)	-100%	Offset with expenses noted above.
Total, Certificated Salaries		2,213,865	2,755,748	$ 541,883	24%	

PY ESTIMATED ACTUALS vs CY BUDGET

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

Description	Object Code	Estimated Actual for FY Ending 6/30/23 (A)	Preliminary Budget (B)	$ Change (B - A) (C)	% Change (C / A) (D)	Explanation *(e.g. enrollment increase; one-time purchase of 100 chrome books, etc.)* =>10% and =>(-10%) change
2. Classified Salaries						
Instructional Salaries	2100	338,277	284,224	$ (54,053)	-16%	Offset with 2200.
Support Salaries	2200	181,969	201,940	$ 19,971	11%	Offset with 2100.
Supervisors' and Administrators' Salaries	2300	-	-	$ -	0%	
Clerical and Office Salaries	2400	239,325	220,800	$ (18,525)	-8%	
Other Classified Salaries	2900	-	-	$ -	0%	
Total, Classified Salaries		759,571	706,964	$ (52,607)	-7%	
3. Employee Benefits						
STRS	3101-3102	425,595	510,113	$ 84,518	20%	Due to notes above.
PERS	3201-3202	-	-	$ -	0%	
OASDI/Medicare (Social Security)	3301-3302	81,627	99,311	$ 17,684	22%	Due to notes above.
Health and Welfare Benefits	3401-3402	238,901	283,208	$ 44,307	19%	Due to notes above.
Unemployment Insurance	3501-3502	23,915	24,360	$ 445	2%	
Workers' Compensation Insurance	3601-3602	37,164	42,591	$ 5,427	15%	Due to notes above.
OPEB, Allocated	3701-3702	-	-	$ -	0%	
OPEB, Active Employees	3751-3752	-	-	$ -	0%	
Other Employee Benefits	3901-3902	-	-	$ -	0%	
Total, Employee Benefits		807,201	959,583	$ 152,382	19%	
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	30,000	30,000	$ -	0%	
Books and Other Reference Materials	4200	8,195	8,195	$ -	0%	
Materials and Supplies	4300	91,321	91,321	$ -	0%	
Non-capitalized Equipment	4400	156,557	156,557	$ -	0%	
Food (Food used in food-service activities for which the purpose is nutrition)	4700	130,000	130,000	$ -	0%	
Total, Books and Supplies		416,073	416,073	$ -	0%	
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	117,903	198,967	$ 81,064	69%	Increased to offset respective restricted funds.
Travel and Conferences	5200	42,091	42,091	$ -	0%	
Dues and Memberships	5300	7,535	7,535	$ -	0%	
Insurance	5400	85,000	85,000	$ -	0%	
Operations and Housekeeping Services	5500	265,000	265,000	$ -	0%	
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	97,620	47,620	$ (50,000)	-51%	Offset to account for one time expenses.
Transfer of Direct Costs **(MUST** *net to zero)*	5700	-	-	$ -	0%	
Prof/Consulting Svcs and Operating Expend *(**Include District Oversight**)*	5800	704,674	741,284	$ 36,610	5%	
Communications	5900	28,000	28,000	$ -	0%	
Total, Services and Other Operating Expenditures		1,347,823	1,415,497	$ 67,674	5%	
6. Capital Outlay						
Depreciation Expense (See Sections G.9 & F.2.a)	6900	80,000	90,000	$ 10,000	13%	Increase to account for new assets.
Total, Capital Outlay		80,000	90,000	$ 10,000	13%	
7. Other Outgo						
Tuition to Other Schools *(Include contribution to unfunded cost of Sp Ed.)*	7110-7143		-	$ -	0%	
Transfers of Pass-Through Revenues to Other LEAs	7211-7213		-	$ -	0%	
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223		-	$ -	0%	
All Other Transfers	7280-7299		-	$ -	0%	
Transfers of Indirect Costs *(**MUST** net to zero)*	7300-7399		-	$ -	0%	
Debt Service - Interest	7430-7439		-	$ -	0%	
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439		-	$ -	0%	
Total, Other Outgo		-	-	$ -	0%	
8. TOTAL EXPENDITURES		5,624,533	6,343,865	$ 719,332	13%	

PY ESTIMATED ACTUALS vs CY BUDGET

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

Description	Object Code	Estimated Actual for FY Ending 6/30/23 (A)	Preliminary Budget (B)	$ Change (B - A) (C)	% Change (C / A) (D)	Explanation (e.g. enrollment increase; one-time purchase of 100 chrome books, etc.) =>10% and =>(-10%) change
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.						
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		120,164	2,675	$ (117,489)	-98%	
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)						
1. All Other Financing Sources	8930-8979		-	$ -	0%	
2. Other Uses	7630-7699		-	$ -	0%	
3. Contributions between unrestricted and restricted accounts (*MUST* net to zero)	8980-8999		-	$ -	0%	
(Include contribution to the unfunded cost of Special Education)						
4. TOTAL OTHER FINANCING SOURCES/USES		-	-	$ -	0%	
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		120,164	2,675	$ (117,489)	-98%	
F. FUND BALANCE/NET POSITION						
1. Beginning Fund Balance/Net Position						
a. July 1 (Projected Ending Fund Balance for FY ending 06/30/23)	9791	3,348,321	3,468,485	$ 120,164	4%	
b. Adjustments/Restatements	9793, 9795	-		$ -	0%	
c. Adjusted Beginning Fund Balance/Net Position		3,348,321	3,468,485	$ 120,164	4%	
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)		3,468,485	3,471,160	$ 2,675	0%	
Components of Ending Net Position						
a. Net Investment in Capital Assets (*See Sections B.6 and G.9*)	9796	156,217	66,217	$ (90,000)	-58%	
b. Restricted Net Position	9797	9,799	0	$ (9,799)	-100%	
c. Unrestricted Net Position	9791	3,468,485	3,471,159	$ 2,674	0%	

Net Operating Profit (Revenue > Expenses)	MET	MET
Required Unrestricted Fund Balance (3% of expenses)	168,736	190,316
Reserve for Economic Uncertainty	MET	MET

2022-23 and 2023-24 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 2023-24 in the amount of

approximately $87,868 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 2022-23, the school received approximately $88,078 in Education Protection Account (EPA) Funding. These funds were spent exclusively on certificated teacher salaries.

<div align="center">

INNOVATIONS ACADEMY CHARTER SCHOOL
BOARD OF DIRECTORS AGENDA ITEM
Action Item

</div>

RECOMMENDATION: Approve application for the 2023-24 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 2023-24 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.

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

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: **2023-24**

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:_____

Name of County: **San Diego**   County CDS Code:_____

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, **2024**.

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

Christine Kuglen	*(signature)*	**Director**
Name	Signature	Title
858-271-1418	**858-271-1414**	
Fax Number	Telephone Number	Date

5454 Ruffin Road San Diego, CA 92123
Mailing Address

christine@innovationsacademy.org
EMail Address

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

Name of County _____   County CDS Code _____

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:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

_____
Mailing Address

_____
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.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	3
Bilingual Authorization (applicant already holds teaching credential)	0
List target language(s) for bilingual authorization: _____	
Resource Specialist	5
Teacher Librarian Services	0

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	5
Single Subject	5
Special Education	2
TOTAL	12

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Spanish /World Languages	1
Physical Education	2
Theater, Drama, VAPA, Perf Arts	1
Industrial ; Technology Education	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 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._____

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? _____

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

_____

_____

_____

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

_____

_____

INNOVATIONS ACADEMY
2023-24 School Year Calendar

Month	M	T	W	TH	F	Reg	Min	Notes
August	14	15	16	17	18			**August 17 Open House, 5:00-7:30 pm**
	21	22	23	24	25			**August 21 FIRST DAY OF SCHOOL, 8:30 am-12:30**
	28	29	30	31		7	2	
September					1			
	4	5	6	7	8			**9/4 Labor Day-No school**
	11	12	13	14	15			
	18	19	20	21	22			**9/21 Family Math Night 5-7 p.m.**
	25	26	27	28	29	17	3	
October	2	3	4	5	6			**10/2, 10/3 and 10/4 Student Led Conferences (early dismissal 12:30)**
	9	10	11	12	13			
	16	17	18	19	20			
	23	24	25	26	27			**10/27 October Carnival**
	30	31				15	7	**IFCT Family Theater Production 10/20-22 + 10/26, 28 & 29**
November			1	2	3			
	6	7	8	9	10			**11/10 Veteran's Day-No school**
	13	14	15	16	17			
	20	21	22	23	24			**11/20-11/24 Thanksgiving Break**
	27	28	29	30		13	3	
December					1			
	4	5	6	7	8			**12/7-12/9 First Semester School Performance**
	11	12	13	14	15			**12/11-12/15 Spirit Week**
	18	19	20	21	22			**12/18-1/1 Winter Break**
	25	26	27	28	29	9	2	
January	1	2	3	4	5			**1/2 Staff Development Day- No School**
	8	9	10	11	12			**1/3 Students return from Winter Break**
	15	16	17	18	19			**1/11 Exhibition Night**
	22	23	24	25	26			**1/15-Martin Luther King, Jr- No school**
	29	30	31			17	3	
February				1	2			
	5	6	7	8	9			**2/8 Family Science Night 5-7 pm & Report Card Distribution**
	12	13	14	15	16			**2/16 Lincoln's Birthday-No school**
	19	20	21	22	23			**2/19 President's Day-No school**
	26	27	28	29		16	3	**IFCT Family Theater Production Feb 16-18 + Feb 26-29**
March	4	5	6	7	1 8			
	11	12	13	14	15			**3/14 Second Exhibition Night**
	18	19	20	21	22			
	25	26	27	28	29			
						17	4	
April	1	2	3	4	5			**4/1-4/5 Spring Break- no school**
	8	9	10	11	12			**4/8 Students Return to School**
	15	16	17	18	19			**4/12 Talent Show**
	22	23	24	25	26			**4/25- 4/27 Second Semester School Performance**
	29	30				13	4	
May			1	2	3			
	6	7	8	9	10			
	13	14	15	16	17			**5/17 Family Dance**
	20	21	22	23	24			**5/24 Volunteer Thank You breakfast**
	27	28	29	30	31	19	3	**5/27 Memorial Day-No school**
June	3	4	5	6	7			**6/3 Whole School Family Beach Day**
	10	11	12	13	14	0	2	**6/4 Last day of school, 12:30 dismissal, Report Cards sent home**

144   143   36   179 days

Minimum Requirements:

Kindergarten (including recess)	**36,000**
Grades 1-3 (not including recess)	**50,400**
Grades 4-8 (not including recess)	**54,000**

School	**Innovations Academy**
Location	**377**
Track	**T**
Modified Day	**Mondays**

Grade(s)	Schedule	Start Time	Ending Time	Total minutes per day	Minus minutes of recess	Minus minutes of lunch	Instructional minutes per day	Instructional minutes per week	Number of days per year	Instructional minutes per year	Excess or (shortage)	2 Day Average
Kindergarten	Regular Day	08:30 AM	02:00 PM	330	20	45	265	1,060	143	37,895		
	Min/Modified Day	08:30 AM	12:30 PM	240	10	0	230	230	36	8,280		
									179	46,175	10,175	

Grade	Schedule	Start Time	Ending Time	Total minutes per day	Minus minutes of recess	Minus minutes of lunch	Instructional minutes per day	Instructional minutes per week	Number of days per year	Instructional minutes per year	Excess or (shortage)
1-3	Regular Day	08:30 AM	03:00 PM	390	20	45	325	1,300	143	46,475	
	Min/Mod Day	08:30 AM	12:30 PM	240	10	0	230	230	36	8,280	
								1,530	179	54,755	4,355

Grade(s)	Schedule	Start Time	Ending Time	Total minutes per day	Minus minutes of recess	Minus minutes of lunch	Instructional minutes per day	Instructional minutes per week	Number of days per year	Instructional minutes per year	Excess or (shortage)
4 - 8	Regular Day	08:30 AM	03:00 PM	390	10	45	335	1,340	143	47,905	
	Min/Mod Day	08:30 AM	12:30 PM	240	10	0	230	230	36	8,280	
								1,570	179	56,185	2,185

8/21/23 Mon	10/30/2023	2/26/2024
8/28/23 Mon	11/6/2023	3/4/2024
9/11/23 Mon	11/13/2023	3/11/2024
9/18/23 Mon	11/27/2023	3/18/2024
9/25/23 Mon	12/4/2023	3/25/2024
10/2/23 Mon	12/11/2023	4/8/2024
10/3/23 Tue	1/8/2024	4/15/2024
10/4/23 Wed	1/22/2024	4/22/2024
10/9/23 Mon	1/29/2024	4/29/2024
10/16/2023	2/5/2024	5/6/2024
10/23/23 Mon	2/12/2024	5/13/2024

Dates: Minimum day

I verify that the above is the correct schedule for the 2023-24 school year.

Christine Kuglen

6/19/2023

**Please return the schedule to dslieff@sandi.net for corrections.

Any revisions done after final approval will require Pupil Accounting's review.

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

School Year
2023-24

Date of Board Approval
06/27/2023

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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 *(as applicable)*

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

As a charter school, our attendance boundaries are set in our charter. We accept all students equally from San Diego County. 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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
   a. Number of low-income students
   b. Number of minority students
2. Does the LEA have an educator equity gap –
   a. If yes, must create a plan which must include root cause analysis of the disparity
   b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

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.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) - An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: **Provisional Internship Permits,** **Short-Term Staff Permits** **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: - General Education Limited Assignment Permit (GELAP) - Special Education Limited Assignment Permit (SELAP) **Short-Term Waivers** **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

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.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

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) through coordination with institutions of higher education, employers, and other local partners; and
    (B) through 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
   (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

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)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

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:

Address these questions:
1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

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).

Address these questions:
1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

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:

Address these questions:
1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:

a. Teachers
b. Principals and other school leaders
c. Paraprofessionals (including organizations representing such individuals)
d. Specialized instructional support personnel
e. Charter school leaders (in a local educational agency that has charter schools)
f. Parents
g. Community partners
h. Organizations or partners with relevant and demonstrated expertise in programs and activities

6. Please explain how often the LEA meaningfully consults with these educational partners.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that 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.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   o are focused on English learners and consistent with the purposes of Title III;
   o enhance the core program; and
   o are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

(A) 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
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

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

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

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.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

   o   Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovations Academy

CDS Code: 37683380118083

School Year: 2023-24

LEA contact information:
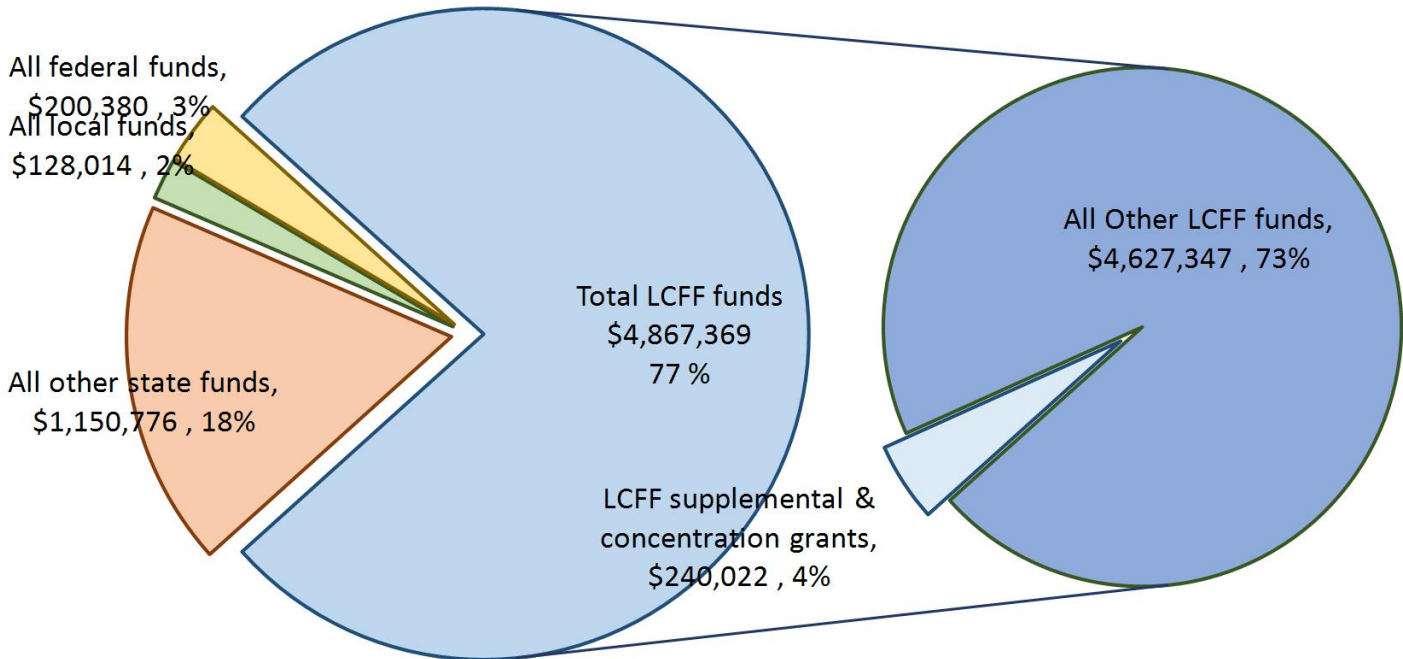
Christine Kuglen

Director

christine@innovationsacademy.org

858-271-1414

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds,
$200,380 , 3%

All local funds,
$128,014 , 2%

All other state funds,
$1,150,776 , 18%

Total LCFF funds
$4,867,369
77 %

LCFF supplemental &
concentration grants,
$240,022 , 4%

All Other LCFF funds,
$4,627,347 , 73%

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 $6,346,539, of which $4867369 is Local Control Funding Formula (LCFF), $1150776 is other state funds, $128014 is local funds, and $200380 is federal funds. Of the $4867369 in LCFF Funds, $240022 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,343,865

Total Budgeted Expenditures in the LCAP $4,508,220
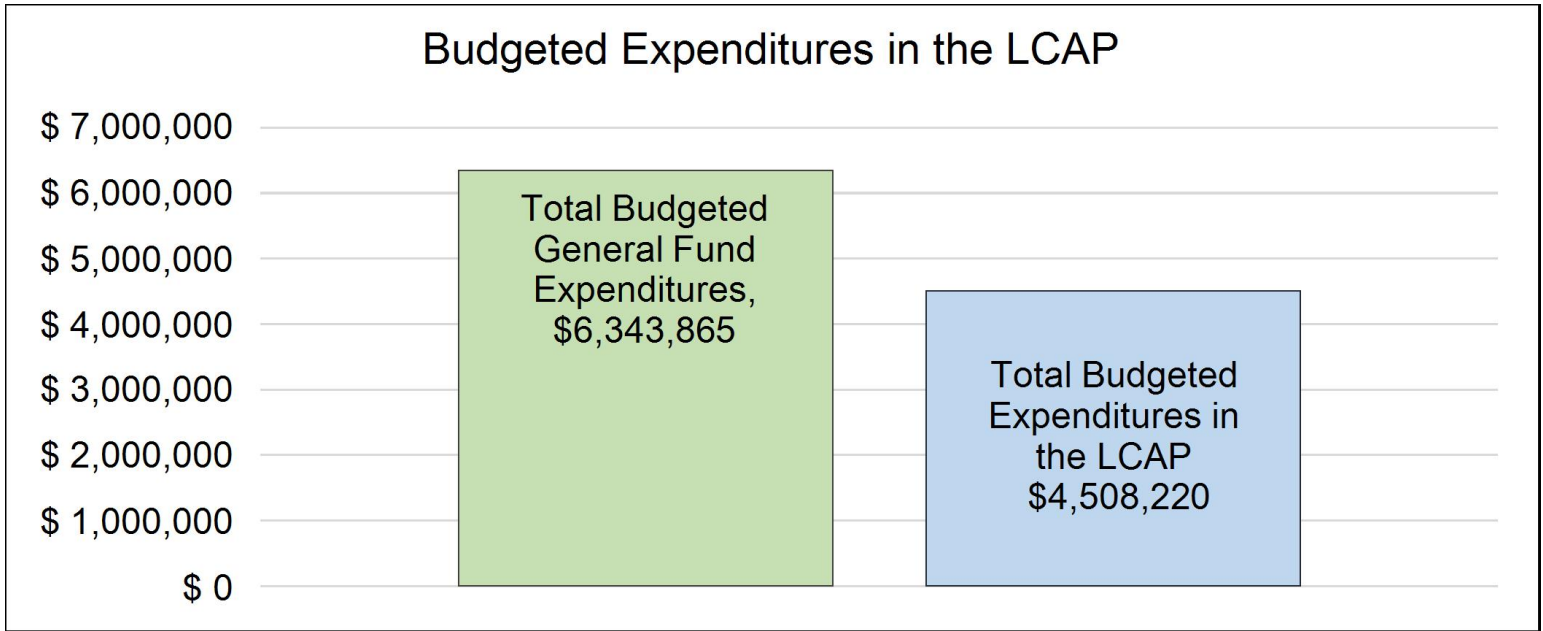
This chart provides a quick summary of how much Innovations Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Innovations Academy plans to spend $6343865 for the 2023-24 school year. Of that amount, $4508220 is tied to actions/services in the LCAP and $1,835,645 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include some operational, financial and administrative expenditures. Also not included in their entirety are Special Education expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Innovations Academy is projecting it will receive $240022 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 $208481 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $124,100

☐ Actual Expenditures for High Needs Students in LCAP — $223,616
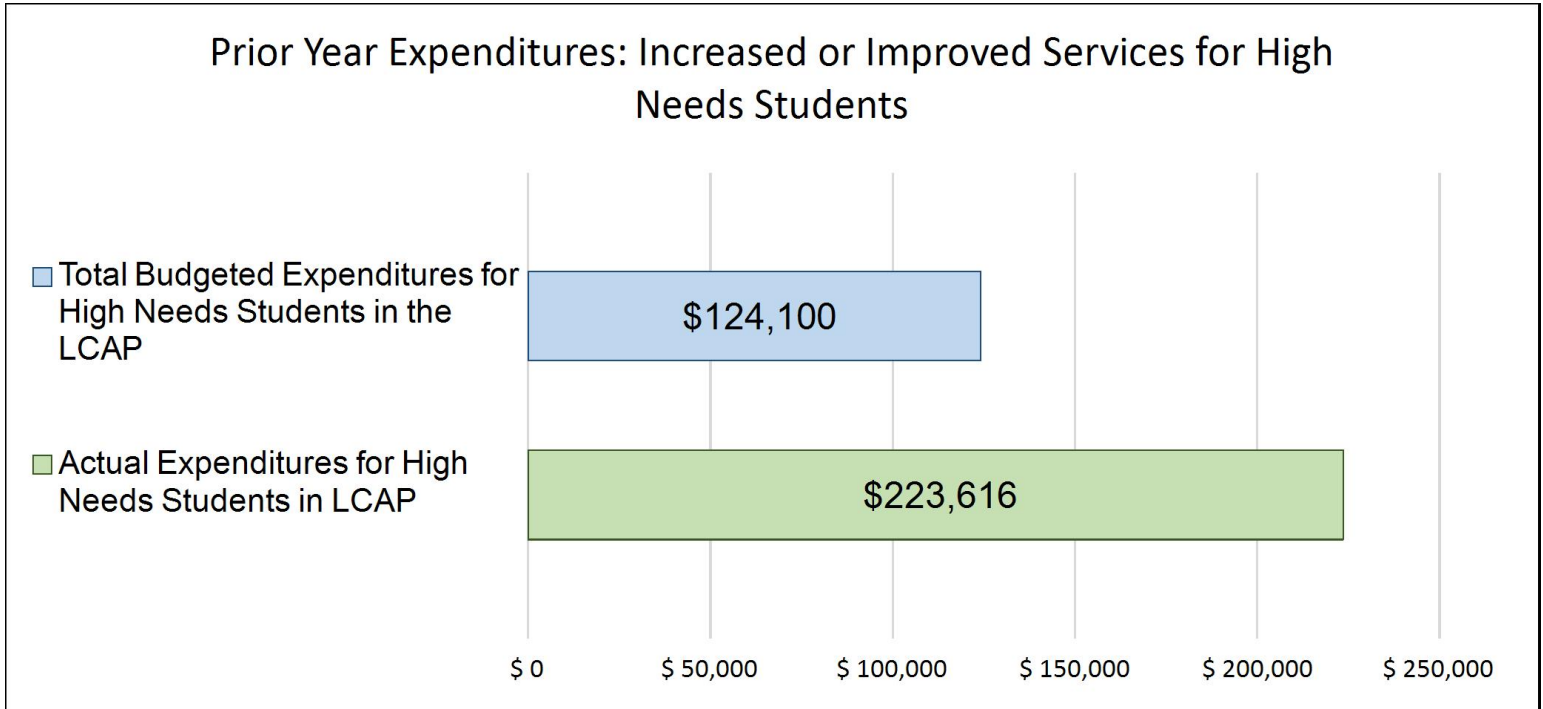
This chart compares what Innovations Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Innovations Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Innovations Academy's LCAP budgeted $124100 for planned actions to increase or improve services for high needs students. Innovations Academy actually spent $223616 for actions to increase or improve services for high needs students in 2022-23.

Local Control and 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 [2023-24]

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 472 students enrolled and 59 staff members employed at Innovations. The student population is comprised of approximately 18% special education students, 27% 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.

As a single school charter, we have integrated our SPSA into our LCAP. By doing this we are better able to align the programs and services funded by both state and federal funds into one cohesive program that serves the needs of all our students and student groups.

The testing and data culture that has been created over the past 25 years has been destructive to both schools and children. It comes with an underlying belief system that gathering data through standardized testing will somehow make working with children less complicated or automate the learning process for all. We don't think that is the answer. Schools have always struggled with addressing the needs of children who are coming from diverse families, parenting skill levels, socio-economic situations etc. and the bureaucracy has not yet realized that schools can't fix all of that, especially in a one year span. 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. The lack of extrinsic motivators is based on solid research about its destructive tendencies. 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.

Innovations Academy is proud of the achievement of our students based on 2022 CAASPP/SBAC testing. There was tremendous growth in English Language Arts for all students and across student groups. The data for all students shows an increase from 56.26% of students meeting or exceeding standards in 2021 to 67.88% in 2022.   Math also showed improvement Schoolwide, and for all except one student group, although the growth was not as large as for ELA. Scores increased overall from 53.44% meeting or exceeding standards in Math in 2021 to 54.63% in 2022. Science scores also showed improvement, although the comparison year was to 2019 since the test was not given in 2021. The 2019 overall score was 43.43%, and the 2022 score was 49.09%. Growth in all areas shows the success of the instructional practices at Innovations Academy.

MAP scores reflected the success demonstrated on statewide testing.

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 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.

Areas of growing concern at Innovations are centered around attendance and parent engagement. Chronic Absenteeism increased to 5.3%, from 1.8% in the previous year. While this is most likely from lingering effects of a changed mindset during the pandemic, it is something we continue to monitor and plan to put additional support strategies in place to address in the coming year. A need to add some structure to the parent engagement strategies has been shared by the parents at LCAP meetings. While some of the concerns are more related to the new building and smaller parking areas, IA believes there are additional strategies and innovative ideas that can help parents feel more connected to the school and more informed about our practices and what is happening in the classrooms.

Math SBAC scores did show some improvement, although not as much as the scores in ELA, and not across all student groups. Schoolwide scores improved in math from 53.4% met or exceeded in 2021 to 54.6 in 2022, however the scores for Hispanic students declined. This is an area where performance improvement is desired.

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 continue to review our 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. This philosophy resonates throughout the 2023-24 LCAP.

As a single school charter our LCAP also acts as our SPSA, providing a comprehensive and coordinated view of our plans for improving academic achievement and social-emotional health for all members of our school community.

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.

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

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 surveys, email, phone calls and open forum meetings. communication. 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) had opportunities to share ideas and specific programs that they would like try. The director sent five surveys (one for each goal) to families and to educate parents about our goals and actions and to obtain targeted feedback. Staff members had an opportunity to give feedback at meetings.

Innovations Academy gathered feedback and input into our LCAP in the following ways:

Consulting with:
- Teachers: Meeting in April/May 2023 to provide feedback on each goal
- Administrators: The Executive Director and Assistant Principal work together in crafting the LCAP and implementing the actions and services described there.
- Other school personnel: Also gave input during meetings
- Parents: Parents LCAP Advisory Committee meeting April 20, 2023, and follow up meeting on May 18, 2023
- Students: Students will give input during May 2023

Surveys were sent out the week of May 7th and 14th

Sharing with, and requesting input from:
- SELPA: SELPA Program Specialists have reviewed how students with disabilities are included throughout the LCAP, and have shared that they are available to consult on the alignment of LCAP activities. (May 22, 2023)
- ELAC: not required based on size of student group, EL students are 2.8% (13 students)
- Public and Board - at the Public Hearing on May 28, 2023

Board Approval - June 28, 2023

Educational partners input was used to revise or refocus actions, to make updates, and to help us see how to break up a goal into more understandable parts.

Teachers/staff:

- Input from teachers included requests for a large variety of trainings including project training and how to use data from our data management software.
- Areas of improvement mentioned by teachers includes parent education about how to communicate effectively with teachers and organization of the large and varied amount of resources on campus.

Parents/Community:
- Input from parents reflected an overall satisfaction with the school, the environment, and the academic successes.
- Areas of improvement that were mentioned most often centered around:
- attendance improvement, and the need for a notification system
- rigor and consistency in the 6-8 program
- engaging with parents to educate them about our program
- a desire to know more about what is going on in the classrooms, both academically and relating to SEL, so families can engage and help their children to support their success
- suggestions were made about explaining the reasons for standardized testing
- Social emotional resilience
- looking at alternatives such as student teachers or interns to increase staff

Students:
- The majority of students requested more activities, outside time, and PE time in the coming year.
- Students like the field trips, explorations and electives. There were also comments about liking the environment and believing that the staff cares about the students.

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

Some questions and feedback from the meetings and surveys were addressed directly by the Director, and did not need to be included in the LCAP. Ideas and concerns that will be addressed in the LCAP include:
- Goal 1: Action 1 was revised to include helping students understand the purpose behind testing and why data and assessments are necessary. Action 3 - added resilience to action
- Goal 2: Providing additional support for returning staff as well as new staff on positive behavioral interventions and SEL strategies (Action 2.1); teacher retention (Action 2.4). Action 2.5 will provide professional development on how to help all students and student groups such as low income students, English Learners students and Students with Disabilities.
- Goal 3: Action 4 addresses the students interest in more activities and outside time
- Goal 4: Implement a consistent system for notifying parents of student absences (Action 4.1); consider other ways to encourage students to attend school and help parents understand that both students and parents need to be accountable and responsible for their commitment to education (Action 4.2, 4.3)

- Goal 5: Improve communication with parents about how their student is doing in school and what topics or themes the students are working on (Action 5.1); provide education for parents about "how things work at Innovations Academy" and continue to look for a variety of ways to engage with parents about supporting the philosophy of the school, SEL strategies, and other areas as the need arises. (Action 5.2)

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of grade 3-8 students meeting/ exceeding standards on the Math SBAC	Schoolwide: 35.86% Hispanic: 26.78% SED: 16.98% SWD: 16.00% White: 40.44%	20-21 Data: Schoolwide: 53.44% Hispanic: 50% SED: 39.54% SWD: 43.48%	2021-22 SBAC Math Schoolwide 54.63% meeting or exceeding standards Hispanic: 43.08%		Schoolwide: 50% Hispanic: 40% SED: 30% SWD: 30% White: 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		White: 55.4%	SED: 42.03% SWD: 44.77% White: 60.37%		
% 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%	2021-22 SBAC ELA Schoolwide 67.88% Hispanic: 60% SED: 62.32% SWD: 56.72% White: 72.33%		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	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. 2023-24. We will continue to implement a cohesive assessment plan that includes a variety of academic assessments, as referenced above. In addition we will help students understand the purpose behind testing and why data and assessments are necessary.		
1.2	Support for Academic Instruction	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. 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.	$45,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2023-24 We will continue to analyze our CAASPP (state tests), IABs, 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 Improvement	2021-22 We will look at end of the year CAASPP scores and beginning of the year MAP & DRA scores within the first two months of school to identify the academic needs of struggling students. Classroom formative and summative assessments, as well as teachers' professional judgment, will be used to determine needs for extra support. Teachers, SST staff, admin, and parents will create a plan to address these needs, including targeted 1:1 support such as after school tutoring. The cost associated with this may include paying IA staff a stipend for after school tutoring and/or additional salaries to hire support staff. 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. 2023-24 We will continue to use social emotional data to assess how to best support struggling students and provide appropriate interventions. Efforts will be made to address resilience and other coping strategies before interventions are needed. Costs may include support staff and time for data analysis, training and staff coaching as well as intensified interventions.	$21,181.00	Yes
1.4	Data analysis and Reflection	2021-22 We will hold one collaborative meeting/month designated to analyze student work and assessment, in addition to creating a plan	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for improvement. The cost associated with this may include outside training on data and assessment analysis. 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. 2023-24. We will continue to provide time to analyze students work, and assessment results, reflect on instructional practices and develop instructional intervention plans. Professional development will be provided to teachers for instructional delivery, content and assessment and support for students who are struggling will be provided.		
1.5	Intervention Plans	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. 2022-23 Teachers, teacher assistants, special education staff, older students and volunteers will be trained in intervention strategies and techniques to be used with designated students and will implement specifically designed plans for students. 2023-24. We will continue to provide training for teachers, teacher assistants, special education teachers and instructional aides in intervention strategies and techniques to be used with students who are not achieving at grade level, and will implement specifically designed plans for those students. Older students and volunteers may also receive training.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

Most actions were implemented as planned. Data was gathered (Action1.1), analyzed(Action 1.2) and used to design appropriate interventions(1.3, 1.4), with a focus on helping those students who were struggling in one or more areas (1.5). The major differences revolved around the difficulty in finding substitute teachers and even in maintaining certificated staff. This year was especially difficult with many changes in staffing occurring throughout the year. Many planned activities, such as collaborative data analysis and planning were unable to take place in the same way or time as planned. Alternatives and work-arounds allowed the work to continue, but perhaps not in the same way, or as frequently.

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.

For this goal all of the actions actually expended more money than planned because of the variety of other funding sources that were available to support the programs this year. This allowed the charter to continue the actions indicated in the LCAP and increase the services to better meet the needs of all the students.

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

The increase in test scores for almost all students, and student groups, in ELA, Math and Science indicates that the actions that are part of this goal have been effective. Especially effective for the past year were the peer buddies who worked with younger students (1.5).

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.

Student academic achievement is showing a positive growth trend. Innovations Academy will continue to reflect on practice and look for exceptional strategies and opportunities to continue to excel. Specific changes were made to Actions 1 and 3 in response to parent input. Action 1 - added an element of explaining to students why data and assessments are important. Action 3 - added resilience and coping strategies.

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 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		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% schoolwide suspension rate		0% suspension rate
Expulsion rate	0% schoolwide expulsion rate	0% schoolwide suspension rate	0% schoolwide expulsion rate		0% schoolwide expulsion rate
Percentage of students who feel connected/part of their school	According to April 2021 survey, 81% of students (grades 3-8) responding 4 or 5 on a 5-point scale to the question "I feel like I belong and am accepted at IA"	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 survey was not given this year.		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.	70% of credentialed staff are staying at IA following the 2022-23 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	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.	$13,500.00	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. 2023-24 IA will continue to 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. Both new and returning teachers will have access to professional development on academic content delivery, positive behavioral interventions and SEL strategies. A possible new area of focus may be teacher and paraprofessional training on working with English Learner students with IEPs.		
2.2	Teacher Coaching	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. 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 2023-24 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. Peer observations and reflections among teachers are another successful model to include here	$64,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Teacher Peer Observation and Collaboration	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. 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. 2023-24 We continue to build 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 a variety of formats 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.	$22,739.00	No
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. 2023-24 As best we can with limited funds, we intend to maintain competitive salaries, benefits and supports for our staff. Additionally other factors will be investigated that may positively impact teacher	$3,800,000.00	No

Action #	Title	Description	Total Funds	Contributing
		retention, or provide additional teaching staff such as interns or student teachers.		
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. 2023-24 Professional development provided by the school will first be aimed at increasing academic understanding, resulting in improving test scores for students with IEPs, low-income, english learner, and students who are homeless or in the foster care system, along with other 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.	$18,500.00	Yes

Goal Analysis [2022-23]

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.

All planned actions and services were implemented, although not always in the exact way as planned. IA was creative and resourceful in finding alternative ways to accomplish the professional development services without the benefit of always having subs available. In addition the turn-over of staff required some fine-tuning of the professional development offered, with a larger portion going to onboarding (action 2.1) teachers and other staff. There was also a shift to more peer observations, (2.2) since there were not always administrators or professional experts available to observe and mentor the teachers. There continues to be a focus on providing high quality professional development and instruction that promotes learning for each and every student.

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.

There were no significant difference between Budgeted and Estimated Actual expenditures in the actions for Goal 2. Action 2.2 showed the greatest discrepancy, and that was due to the inability to get as many substitute teachers as were needed to complete the planned classroom observations.

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

The expulsion and suspension rates of 0 show that the behavioral strategies and supports that are included in this goal have been effective. In addition the academic data shows that almost all student groups are improving academically, which indicates the professional development, coaching and reflections have been effective in improving education for all students.

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.

A need for specific training for both returning staff and new staff on positive behavioral interventions and SEL strategies was added to Action 2.1, and ideas for retention strategies and increasing staff were added to Action 2.4., per parent input.

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
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 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	Average number of field trips and guest speakers per grade level = 13		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		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		100% of facilities are in good repair
Play structures put in place	0 climbing structures on site	1 climbing structure on site	2nd climbing structure is in process		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. 2023-24 We will continue to review and evaluate 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. We will also acquire and access our student data management software effectively so that it supports student academic and social emotional growth.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
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 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.

2023-24 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. | $50,000.00 | No |
| **3.3** | 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.

2023-24 Cost of facility maintenance: Utilities, HVAC services, filter changes, landscaping, trash and recycling, building lease, oversight fee, cleaning, maintenance and repair, as well as upgrades. | $250,000.00 | No |

Action #	Title	Description	Total Funds	Contributing
3.4	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. 2023-24 We will complete installation of two play structures and will supply our gym and play spaces with a variety of athletic and exploratory materials. We will define play space and plant space via fencing and replenish the plants on our nature based playground.	$50,000.00	No
3.5	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. 2023-24 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.	$48,000.00	Yes

Goal Analysis [2022-23]

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.

Playground #2 is in progress, but has not been completed yet. Otherwise the actions in Goal 3 have been implemented as planned.

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.

For actions 3.1, and 3.5 the estimated actual expenditures exceeded the budgeted expenditures due to the additional funds received from various state and federal programs for recovering from pandemic learning loss. The only exception would be the budgeted amount for action 4 (another playground structure) has not been totally expended yet because the structure, while planned has not be completed. The school has begun installation and hopes for it to be completed before the start of the next school year.

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

The positive academic outcomes shared in Goal 1, along with the basic services such as instructional materials (100%), facilities in good condition(100%), and standards aligned curriculum (5/5) indicate that the actions and services were successful.

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.

No changes made, however we will talk with students to determine what types of additional activities students would be interested in

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	ADA - 94.6%		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	72% of staff attended 96% or more of 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	5.3% of the students were chronically absent in the 2021-22 school year.		We will have less than 3 students chronically absent

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Absence Phone Calls	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. 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. 2023-24 We will continue to contact the family of any student who has been absent for 3 or more days and has not informed the school of the reason for their absence. A phone calling system to help with this process will be considered.	$4,500.00	No
4.2	Family Meetings	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. 2022-23 same action 2023-24 Same actions, although a shift may be made to more phone calls instead of visits, since those seemed to get a similar response. The additional attendance support from staff will allow increased outreach. Additionally, other ideas for encouraging students and parents to be accountable for and committed to, attendance will be investigated.	$23,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Schedule reminders	2021-22 Weekly parent communications from the director will remind families that vacations should be taken during designated breaks & the overall value of children being present in school. The cost associated with this may include our subscription to Parent Square which enables the director to send weekly communications efficiently. 2022-23 Parent communications from the director will remind families that vacations should be taken during designated breaks & the overall value of children being present in school. The cost associated with this may include our subscription to Parent Square which enables the director to send communications efficiently. 2023-24 Parent communications from the director will remind families that vacations should be taken during designated breaks & the overall value of children being present in school. The cost associated with this includes our subscription to Parent Square which enables whole school and targeted communication with families. We will consider the purchase of software that facilitates attendance counting and parent communication about specific number of absences as well as required meetings due to those absences. Additionally, other ideas for encouraging students and parents to be accountable for and committed to, attendance will be investigated.	$3,000.00	No

Goal Analysis [2022-23]

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.

There was not a significant difference between planned actions/services and actual actions/services

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.

For action 4.1 the estimated actuals was not significantly different than the estimates. For action 4.2 additional staff participated in the attendance tracking and outreach, which caused this action to have a significantly higher expenditure. For action 4.3 the subscription to Parent Square cost more than anticipated.

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

Chronic absenteeism among students showed an increase this year. This is an area of concern and IA will be reflecting on whether the actions and services are in need of change, or whether the implementation was not complete or didn't follow the plan.

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 additional personnel time that was added for the work on attendance during 2022-23 will continue for 2023-24. Also a phone calling system was acquired to support communication (4.1 and 4.3) and other ideas for encouraging students and parents to be accountable for and committed to, attendance will be investigated (4.2 and 4.3).

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

An explanation of why the LEA has developed this goal.

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	NA		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	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. 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. 2023-24. This action will continue for the 2023-24 school year using Parent Square as the communication platform. We will increase parent education seminars, meetings and information sharing. In addition	$9,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Innovations Academy will investigate ways to more consistently communicate with parents about how their child is doing in school, at both the office and classroom level.		
5.2	Parent education opportunities	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. 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. 2023-24 We will continue outreach to our educational partners, including events and surveys for 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. Education opportunities will be made available for parents to better understand the philosophy of I.A., We will include events to support community building and learning. SEL strategies, and other school programs. Parent activities offered during 23-24 will reflect that feedback. 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.	$26,000.00	Yes

Goal Analysis [2022-23]

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.

Actions were implemented as planned, however post-pandemic environment resulted in lower turn-out and feedback than was hoped for. Turn over in staff, the challenge of finding subs and other requirements lessened the amount of time available for parental outreach.

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.

Both actions 5.1 and 5.2 had lower expenditures than planned because not as many activities were offered as planned.

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

Many parents at Innovations Academy are engaged with the school and supportive of the staff, the events and classroom activities. However, the is a need to rebuild community since the change in location impacted how parents interact. That will continue to be a focus and area for reflection in the coming year. Some parents have indicated that communication with the teachers about student progress is needed in a more regular and consistent manner.

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.

Action 5.1 - consider the purchase of a phone calling system to send calls to parents regarding students who were absent.
Action 5.2 - enhance ways to engage with parents and ensure that they understand the philosophy and strategies being used at Innovations Academy; also look at ways to provide consistent information to parents about what the students are doing/learning in class.

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 [2023-24]

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%	7.22%	$282,475.11	12.78%

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, 3, 4 and 5), 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 Action 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 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 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 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, removing barriers to school attendance.
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.Family engagement has a strong research base that demonstrates a positive effect on student success

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

Providing additional academic support (Goal 1 Action 3) can support our low-income students who traditionally cannot afford after school enrichment programs. When enrolling students in extended day or year tutoring that may be offered, first priority for enrollment will be 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.

Staff-to-student ratios by type of school and concentration of unduplicated students	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 ratios by type of school and concentration of unduplicated students	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 certificated staff providing direct services to students	1:17	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,418,674.00	$931,807.00		$157,739.00	$4,508,220.00	$4,039,139.00	$469,081.00

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	$18,000.00			$1,000.00	$19,000.00
1	1.2	Support for Academic Instruction	English Learners Foster Youth Low Income	$40,600.00			$5,000.00	$45,600.00
1	1.3	Social Emotional Improvement	English Learners Foster Youth Low Income	$21,181.00				$21,181.00
1	1.4	Data analysis and Reflection	English Learners Foster Youth Low Income	$4,000.00			$6,000.00	$10,000.00
1	1.5	Intervention Plans	English Learners Foster Youth Low Income	$17,000.00	$0.00		$3,000.00	$20,000.00
2	2.1	Professional Development	All Students with Disabilities	$13,500.00				$13,500.00
2	2.2	Teacher Coaching	All	$64,000.00				$64,000.00
2	2.3	Teacher Peer Observation and Collaboration	All	$20,000.00			$2,739.00	$22,739.00
2	2.4	Salary increases & Maintenance	All	$2,756,193.00	$931,807.00		$112,000.00	$3,800,000.00
2	2.5	Professional development	English Learners Foster Youth Low Income	$12,500.00			$6,000.00	$18,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Educational Software	All	$10,000.00				$10,000.00
3	3.2	Curriculum & materials	All	$50,000.00				$50,000.00
3	3.3	Facility Costs	All	$230,000.00			$20,000.00	$250,000.00
3	3.4	Facility Improvements	All	$50,000.00				$50,000.00
3	3.5	Field study	English Learners Foster Youth Low Income	$48,000.00				$48,000.00
4	4.1	Absence Phone Calls	All	$4,500.00				$4,500.00
4	4.2	Family Meetings	English Learners Foster Youth Low Income	$23,200.00				$23,200.00
4	4.3	Schedule reminders	All	$3,000.00				$3,000.00
5	5.1	Parent communication	All	$9,000.00				$9,000.00
5	5.2	Parent education opportunities	English Learners Foster Youth Low Income	$24,000.00			$2,000.00	$26,000.00

2023-24 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%	7.22%	12.78%	$208,481.00	0.00%	4.83 %	**Total:**	$208,481.00
								LEA-wide Total:	$208,481.00
								Limited Total:	$0.00
								Schoolwide Total:	$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	$18,000.00	0
1	1.2	Support for Academic Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,600.00	0
1	1.3	Social Emotional Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,181.00	0
1	1.4	Data analysis and Reflection	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	0
1	1.5	Intervention Plans	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	0
2	2.5	Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,500.00	0

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	English Learners Foster Youth Low Income	All Schools	$48,000.00	0
4	4.2	Family Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,200.00	0
5	5.2	Parent education opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	0

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,594,290.00	$4,638,927.00

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	Cohesive Assessment Plan	Yes	$7,000.00	19,594.00
1	1.2	Support for Instruction	Yes	$25,700.00	55,952.00
1	1.3	Social Emotional Improvement	Yes	$18,000.00	22,181.00
1	1.4	Data analysis and Reflection	Yes	$8,000.00	13,017.00
1	1.5	Intervention Plans	Yes	$6,000.00	27,158
2	2.1	New Hire Professional development	No	$16,790.00	15,911
2	2.2	Teacher Coaching	No	$71,000.00	64,925
2	2.3	Teacher peer observation	No	$23,800.00	22,739
2	2.4	Salary increases & Maintenance	No	$3,900,000.00	3,850,000
2	2.5	Professional development	Yes	$19,500.00	18,859

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	20,568.00
3	3.2	Curriculum & materials	No	$50,000.00	53,565.00
3	3.3	Facility Costs	No	$250,000.00	257,774.00
3	3.4	Facility Improvements	No	$100,000.00	54,900.00
3	3.5	Field study	Yes	$35,000.00	58,079.00
4	4.1	Absence Phone Calls	No	$4,500.00	4,981.00
4	4.2	Family Meetings	Yes	$5,000.00	34,200.00
4	4.3	Schedule reminders	No	$2,000.00	5,680.00
5	5.1	Parent communication	No	$10,000.00	9,180
5	5.2	Parent education opportunities	Yes	$35,000.00	29,664

2022-23 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)
240,022	$124,100.00	$223,616.00	($99,516.00)	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	Cohesive Assessment Plan	Yes	$4,000.00	16,594	0	0
1	1.2	Support for Instruction	Yes	$3,600.00	30,800	0	0
1	1.3	Social Emotional Improvement	Yes	$18,000.00	19,500	0	0
1	1.4	Data analysis and Reflection	Yes	$4,000.00	9,200	0	0
1	1.5	Intervention Plans	Yes	0	22,158	0	0
2	2.5	Professional development	Yes	$19,500.00	18,500	0	0
3	3.5	Field study	Yes	$35,000.00	48,000	0	0
4	4.2	Family Meetings	Yes	$5,000.00	29,200	0	0
5	5.2	Parent education opportunities	Yes	$35,000.00	29664	0	0

2022-23 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	240,022	6.8%	12.93%	$223,616.00	0.00%	5.72%	$282,475.11	7.22%

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.

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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** 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)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o 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

  o 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)

  o 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 (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o 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)

  o 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 %)

  o 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)

  o 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)

  o 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)

  o 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
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Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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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	0	0
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

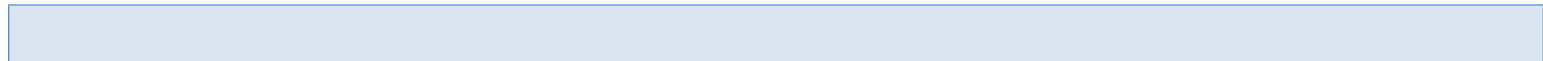## Implementation of State Academic Standards (LCFF Priority 2)

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

Implementation of State Academic Standards (LCFF Priority 2)

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
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: [1]

- 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
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 express satisfaction with our progress towards building relationships through our move throughout the pandemic. We respect them as the primary educators of their children who have delegated some of this responsibility to us .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. We continue to be able to bring back 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 carnival, the book fair, high school information event, two Exhibition Nights, two school drama performances, the talent show and end of the year overnight trips. Throughout the year we were able to experience monthly field trips and utilized both our school bus and 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.

> Post pandemic we have found that parent and guardian feelings about education, child rearing and our school are not easy to decipher. We have committed to providing education about our program, our philosophical perspectives and expected parent involvement and commitment to education. We continue to remain open as a campus so parents can actively participate in their child's education. We continue to maintain open communication so parents can reach out and access the information they need to continue to support their child's learning.

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. We will also commit to helping our families realize the importance of attendance.

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 frequently and regularly 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 and experience an open door meeting policy. 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 share assessment data with parents. We do not see that having the data supports parents to truly understand their child's academic strengths and challenges and know how they are doing as a student. Assessment data is just

a snapshot of a student in time. 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 have a designated staff position for tracking challenges with specific students and make plans that will support those students. We will communicate with underrepresented families about their needs and provide support strategies.

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)

1. 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. Parents participate actively by chaperoning numerous field trips, helping organize school social events and volunteering in classrooms.

2. 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 and channel them into improvement decisions. We leverage many informal opportunities for input by engaging room parents, parents as fieldtrip chaperones, during school events and fundraisers.

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 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. Additionally, we have a designated position in the upcoming year to intentionally seek input from underrepresented families.

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?

When students were asked to give feedback about school climate, they responded with many suggestions about improvement of playground behavior, structure and activities. They also shared that they support the homework policy, many aspects of our social emotional program. They expressed an interest in making sure they get electives similarly throughout the grade levels. Staff agrees that there is a need to improve our playground experience and we will explore and implement changes continuing to troubleshoot the issues that are encountered. We are also going to reorganize our elective program for our middle school students.

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)

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, performing arts, 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. We track data via google documents,, sheets and surveys. We disaggregate the data and we seek continuous improvement.

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)

One hundred percent of our students have access to all our courses, enrichment classes, resources to master the content standards. We have one single school site with less than 500 students, which allows us to collaborate on a school level to support each other and review the progress of individual students. We have been consistent with this for years, even throughout the pandemic.

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)

The only barriers we have found are logistics and time schedules. We continue to persist each year until we have a schedule that guarantees full access for all students. At times, our newer teachers require more support to support a student population that is new to them. We provide assistance so that we can continue to equalize the experience for our students.

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)

Being a full-inclusion school and a small school makes it easier to guarantee that unduplicated students and students with exceptional needs are included in the same course of study as all other students. Nobody is excluded from any aspect of our program. Our instructors utilize the Common Core, Next Generation Science, and History Social Studies Content standards and they collaborate with each other 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 and other logistics. 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 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

Coordinating Services	1	2	3	4	5
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).					
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.					

Coordinating Services	1	2	3	4	5
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.					