



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

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

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% White: 55.4%	2021-22 SBAC Math Schoolwide 54.63% meeting or exceeding standards Hispanic: 43.08% SED: 42.03% SWD: 44.77% White: 60.37%	2022-2023 SBAC Math Schoolwide 57.82% meeting or exceeding standards Hispanic: 47.54% SED: 51.62% SWD: 59.70% White: 60%	Schoolwide: 50% Hispanic: 40% SED: 30% SWD: 30% White: 55%
% of grade 2-8 students meeting/exceeding grade level norms on NWEA MAP	Schoolwide: 60.4% Hispanic: 54.0% White: 65.7%	January 2022 Data: Schoolwide: 63.01% Hispanic: 54.29% White: 68.97%		2022-2023 NWEA Math Schoolwide: 69% Hispanic: 53%	Schoolwide: 70% Hispanic: 65% White: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics assessment				White: 74%	
% 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%	2022-2023 SBAC ELA Schoolwide 70% Hispanic: 63.34% SED: 59.67% SWD: 63.34% White: 74%	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%		2022-2023 NWEA Reading Schoolwide: 71% Hispanic: 69% White: 72%	Schoolwide: 65% Hispanic: 55% White: 70%

Goal Analysis

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.

According to our assessment data, we have either met or exceeded all of our target goals. Based on this information, and our own observations, our action items were implemented successfully. You can also see that over the years, we've adjusted our action items to address our needs in a way that doesn't burden our teachers excessively but also addresses the needs of our students that have been identified. Creating a plan to identify and best support students based on their needs was successful not only based on the systems we put in place, but also can clearly be seen throughout the steady increase in scores across all assessment data.

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 was no major variance in expenditures or percentages overall.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, our assessment plan and action items to address academic and social emotional needs of students went well. We didn't adjust any action items but instead adjusted the exact way that we addressed each action item using staff input, student input and also looking at assessment scores over the years. Our routines and strategies generally went well so we continued with the action items based on the results. Small adjustments were made on things like; the specific trainings, the assessments that we're looking at when analyzing data, and expanding the strategies and coping skills we utilize with students.

The action items created to achieve this goal were implemented with success overall. Our assessment plan was followed closely by all staff and was slightly adjusted each year to make sure the assessments we were using in that plan were relevant and meaningful for teachers. At first, when creating the assessment plan, we had a writing assessment that was chosen by our curriculum team. However, after getting some feedback from teachers, we adjusted the writing prompt to be more aligned with what students would eventually be seeing on the CAASPP and MAP test. This allowed for teachers to give more purpose to their assessments and to give them tangible examples of what the areas of need for students were based on their writing.

We utilized designated collaboration time each week to address different needs based on assessment data with teachers and staff. Each month, teachers used different assessment data to analyze the gaps in their class and then receive professional development and workshops to improve their teaching practice to better meet the needs of their students that year. We also had teachers utilize practice tests and IABs to prepare students for the types of questions that they will be encountering on the CAASPP and MAP tests at the end of the year. During the collaboration time that is designated weekly, teachers are asked to share ideas, strategies and practices with each other to best meet the needs of identified students. We also offer access to trainings and professional development opportunities throughout the year in many ways. We will host applicable trainings from our SELPA, from positive discipline or other noteworthy organizations after school during our staff meetings. We also offer teachers the option of participating in other local and virtual professional development opportunities if they choose outside of the offerings during the school day and week. The in-house trainings tend to be the preferred option and we will continue to offer these since teachers share that they feel they get a lot of value out of these sessions.

We give a social and emotional learning survey at the beginning and end of year in order to better identify students who may need extra supports academically. We also utilize SSTs and specific behavioral interventions to better meet the needs of students based on their social and emotional abilities. A lot of this work is done in the classrooms by the teachers based on their Positive Discipline training. This training is key for teachers to understand how to best support the emotional well-being of students so they can have the ability to absorb and understand the academic concepts and lessons they participate in throughout the day. Our Marriage and Family Therapist also leads professional development on strategies that teachers can use in their classrooms to provide their students with coping strategies prior to putting any specific interventions in place. This action item was successful in classrooms where the teachers stayed long term and were open to the ideology and philosophy behind Positive Discipline. We are hoping that by having a majority of teachers stay in this upcoming year, it will help with our ability to teach our students coping strategies that they can then apply in real time with more success.

Lastly, our intervention strategies were implemented with varying degrees of success. Overall, our SST procedure has been helpful in identifying students that need supports and utilizing the knowledgeable people on campus who can best support the different students who have been identified. We also have gotten some excellent trainings for our teachers and instructional aides on how to best support students who are not achieving at grade level standards.

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.

There are no major changes that we feel we need to make. Overall, the action items were successful and appropriate for the goal described above.

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

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 hold a multiple subject teaching credential	100% of classroom teachers will hold a multiple subject teaching credential
Percentage of Students with Disabilities who are in the general education program at least 80% of the instructional day.	100% of students with disabilities are in the general education program over 80% if the instructional day	100% of students with disabilities are in the general education program over 80% if the instructional day	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% of the instructional day	100% of students with disabilities are in the general education program over 80% if the instructional day
Percentage of suspension and expulsion rate	0.2% schoolwide suspension rate	0% schoolwide suspension rate	0% schoolwide suspension rate	0.01% schoolwide suspension rate	0% suspension rate
Expulsion rate	0% schoolwide expulsion rate	0% schoolwide suspension rate	0% schoolwide expulsion rate	0% schoolwide expulsion rate	0% schoolwide expulsion rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	According to the September 2023 in house Social Emotional Survey, 62% of students scored 80% or higher in the social awareness category, 57% of students scored 80% or higher in the responsible decision making category, 50% of students scored 80% or higher in the self awareness category, 51% of students scored 80% or higher in the relationship skills category, and 57% of students scored 80% or higher in the self management category.	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.	78% of credentialed staff are staying at IA following the 2023-24 school year.	90% of credentialed staff will stay at IA following the 2023-2024 school year

Goal Analysis

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.

Overall, this goal changed over the years enough to give us some inconsistent data points to look at. We were able to take action on every action item successfully, however the desired outcomes were not always met successfully. We had originally utilized a social and emotional assessment that was given through a program called "Satchel Pulse." However, after gathering feedback from teachers and students, we felt that we could create something more targeted towards our needs at our school. We have since then updated the social emotional assessment data to reflect the in-house created assessment that addresses specific areas of a person's well-being and ability to be a productive member of their community.

We have utilized a number of methods with varying success to achieve our goals with teacher coaching as well. Although the coaching has varied in its effectiveness, we have been successful in making sure that teachers get the supports they need to do be able to be an effective teacher. Our teachers have also been given weekly opportunities to collaborate and observe each other successfully. The teachers who have left and stayed have always expressed feeling supported by their partner teacher and support staff in getting their needs met when requested. We are struggling in a teacher shortage and a nationwide mental health crisis to keep teachers in certain grade levels for a full year. The changes in staff have contributed to the instability of data for this goal. We have also worked diligently to increase teacher salaries and other support staff to attract highly qualified teachers who also are open to teaching in the way that we teach at our school. It is a challenge for all schools and districts but especially for schools that are not heavily unduplicated student saturated and for schools that are small. As far as giving teachers appropriate professional development, we have excelled in this regard. We work hard to come up with individual plans that are appropriate to the needs of struggling teachers. We have hired outside organizations to come and coach and support teachers in an ongoing manner, we have sent teachers on extra professional development opportunities on request and as needed, and we have also supported teachers in pursuing necessary induction programs and credential needs in order to teach in their particular position.

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 are no substantial differences between budget and expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the actions listed for this goal were successful when achieving academically challenging, inquiry-based learning within the classrooms that are managed by highly qualified teachers. There have been a minority of specific classrooms that were impacted by teacher turnover and mental health instability. Throughout all of the staff instability, we have continued to employ teachers who are correctly credentialed. We have made sure that we have stayed competitive with our salaries in order to attract qualified teachers even in the midst of insane fluctuations in salary schedules across the county. We have maintained the provision of quality professional development for teachers upon their hiring in order to best prepare them to teach in our school setting. Innovations Academy also ensures that teachers continue to get access to professional development opportunities if they make that choice. We provide extensive coaching, feedback and observation

opportunities when a teacher is noted to be struggling to contribute to the achievement of this goal by creating an individualized plan for specific teachers. These plans have involved having an outside coach observe and work with them to develop high quality lesson plans, having the assistant director teach and model teaching in their class for an extended period of time, getting substitute coverage to allow for them to go and observe other strong teachers, as well as providing curriculum and planning support. Another area in which we have been successful was providing teachers with designated time to collaborate each week with their grade level peers. We have collaboration time planned out each week with discussion topics, assessment review as well as introducing them to new curriculum, lesson materials and other new pedagogical resources. These actions have helped to retain quality teachers. Although our percentage for teacher retention is unacceptable to us, the teachers that we have retained are practicing high quality, inquiry based lessons and activities. We are rebuilding a solid teacher base after a school location change, pandemic, economic struggles and the ensuing fluctuations in the labor market. We strongly believe that retaining high quality teachers is much more important than just retaining teachers. The data demonstrates that our retention percentage has begun to recover to previous year data. We hope that by continuing to be proactive in the hiring process, having potential teachers perform demonstration lessons prior to hire, and asking good questions of references, we'll be able to identify teachers who are a good fit for our way of teaching, thinking and learning.

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

We are continuing to keep our salaries competitive and be fiscally responsible while ensuring our hiring process is extensive enough to find qualified teachers who can adjust well to our school setting. A teacher shortage persists and minimum wage is increasing to a point from which it is a challenge to compete for qualified teacher assistants. We are hoping that by continuing to provide a quality work environment that includes support, we will attract qualified candidates. We will focus our interviews on the topics of classroom management and critical thinking. This is necessary due to the escalating student behavior we face and the lack of support provided by the Department of Education as they continue to shut down our ability and access to definitive discipline with accountability. We will also be growing our SEL program with specific behavioral interventions that will be revisited periodically throughout the year.

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)

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 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	Average number of field trips and guest speakers per grade level = 12	100% of classes will go on a minimum of one field trip/month and four guests experts/year
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	5/5 subject areas curricula aligns with CCSS, NGSS, ELD, and Social Science standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	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 are fully installed and in use. Additionally, we have added a slide and gaga pit.	2 climbing structures on site

Goal Analysis

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.

Action items 3.1, 3.2, 3.3, 3.4. and 3.5 were all carried out with overall success. Field trips and guest speakers have been steadily increasing since the end of the pandemic and they continue to build on the learning that students have within the classroom. The playground structures were finally finished this year. This action item (3.4) was difficult to complete on time because of the supply chain issues that resulted after the pandemic. However, we have successfully installed two play structures as well as a gaga pit, fencing and plants to build on our nature based playground. We stayed open providing in person access to education while most of the state was shut down. Action item 3.2 and 3.1 have been incredibly successful because teachers have been able to utilize the many resources to create hands on inquiry-based projects effectively. Full implementation of action items was achieved. Because of this, we were able to meet our desired outcomes for each data point.

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.

No significant material differences were noted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All of the action items included in this goal were incredibly effective in making progress toward the goal because we were successful in meeting the desired data metrics. 3.1 and 3.2 were the major reason we were able to achieve 100% of students having access to standards-based instructional materials as well as ensuring that 5/5 subject areas aligned with CCSS, NGSS, ELD and Social Science standards.

Because we provided purposeful educational software, teachers were able to utilize them to support students in building their knowledge and reinforcing previously learned skills. Teachers are also consistently able to get access to curriculum resources as they need and request which allows for meaningful and standards based lessons to support student learning. 3.3 and 3.4 have been integral in order to get to a place where we could fully install 2 play structures as well as maintain a facility that is in good repair. The closely monitored facility is maintained well and we were able to meet our goals of having 100% of facilities in good repair as well as putting 2 climbing structures in place.

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 were made to the goal, however, we will continue to look at potential improvements to our backyard (playground) area and the open ended activities we can add. We are pivoting towards identifying how to maintain an expensive building, streamlining materials for teachers and making predictable the needs of teachers as they implement projects and other hands on learning.

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)

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%	84.8% of students attended 96% or more of school days	75% of our students attended 96% or more of school days
Percentage of staff attending 96% of school days	100% of our staff attended 96% or more school days	100% of our staff attended 96% or more school days	72% of staff attended 96% or more of school days.	63% of staff attended 96% or more school days.	100% of our staff attended 96% or more school days
Percentage of students who are chronically absent (defined as missing 10%)	5 of our 355 students (1.4%) were chronically absent in the 2019-2020 school year	8 of 440 students (1.8%) were chronically absent in the 2020-2021 school year	5.3% of the students were chronically absent in the 2021-22 school year.	5.2% of students were chronically absent throughout the 23-24	We will have less than 3 students chronically absent

Goal Analysis

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 were not any major changes in the planned actions and actual implementation.

Action 4.1 was utilized well. We have not gotten a phone calling system because the size of the school and the cost of the system would outweigh the benefits. We have a front office staff member who is responsible for calling students who's parents have not communicated about their absence. In extreme situations, we will have the director reach out to families directly and that seems to help improve student attendance.

Action 4.2 has shifted from being having consistent in person meetings, to phone call meetings. This is because families simply weren't coming to our family meetings consistently enough to make it effective. However, the phone call conversations with the director have been very effective and when possible, we utilize in person meetings with success. Although these action items were successful in working with families and getting students to school more consistently, we still did not meet our goal of only having 3 chronically absent students. Action 4.3 has been implemented successfully. The majority of parents are aware of the breaks and times where they can take family vacations. We have also implemented daily information about absences counts that is displayed out in front of the school so parents can see when they pick up and drop off their child at school. This action has been effective in communicating the information to families that they need to make decisions for their children that don't impact their learning at school.

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.

No substantial differences in costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Although most of our action items were all successfully implemented, they didn't help us to achieve the goals that we had set. We did successfully meet our percentage goal - 75% of our students attended 96% or more of school days, but we are not satisfied with attendance. I think that this goal has been relatively successful because of our increased and consistent communication laid out in action 4.1, 4.2, and 4.3. The clear communication to families has been consistent and has hopefully allowed for families to get some more consistency in child's attendance. We would like to increase and make consistent parent and school contact regarding absences. There was metric or previous action item that would directly impact percentage of staff absences, and we have seen our staff absences skyrocket.

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

We noticed a steady increase in staff absences. We see a definite need for developing an action item that specifically addresses the issue of staff absences. The goal in our data was ineffective because we simply didn't have an action item to address this. We also did not expect

such a change in staff attitude and perspective on their own absences. After the pandemic, we noticed a shift in behavior among staff but are not sure what exactly to attribute it to. It lines up with the absences in our student population and so we might need to adjust our desired outcome to be more realistic with the current trends in the world today. We also believe that we need to adjust our action item to address our chronically absent students, not simply absences overall. These students tend to have other issues than just attendance and we hope to develop a plan that can better address this situation.

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

Goals and Actions

Goal

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

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 social emotional initiatives	Due to distance learning and the impact of COVID, all parents had the opportunity to attend 8 academic trainings and 7 social emotional trainings in the 2020-2021 school year.	Our school counselor offered 15 SPACE sessions to parents of students with anxiety during the 21-22 school year. The school offered 7 academic workshops throughout the year.	2 sets of 10 sessions each were offered to parents of students with anxiety during the 22-23 school year for the S.P.A.C.E. program A Positive Discipline workshop was offered with scholarships during the 22-23 school year.	A parent education seminar was included as part of our Parent Advisory meeting in which 10 different options were offered to parents for sessions pertaining to IA philosophy and curriculum and open to 100% of IA families. Babysitting was free. 2 sets of 10 sessions each were offered free of charge for parents	Provide a minimum of 15 workshops annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				to participate in the S.P.A.C.E. program during the 23-24 school 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	7 parent connection meetings were offered during the 22-23 school year. The Parent Connection also offered a weeklong series of events for screen free week 3/13-3/17	5 Parent Connections meetings are scheduled for this school year remotely. 5 meetings are scheduled this year in person. They take place every other month.	10 parent connection meetings held per year

Goal Analysis

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.

Parents are busy. We found that increasing the number of parent opportunities to engage with the school did not increase attendance. It is the same very small group of parents who participate in seminars and parent education. We also have had student turnover due to our change in physical location that has altered our school population and it will take time to get them working as a community. We had a struggle with our social emotional survey and changes it multiple times. We have made regular adjustments to respond to the feedback but changes in an assessment also alter the feedback and we must take that into consideration.

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.

No significant material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our Parent Connection has always been run by active and skilled parents. The participation has remained steady, even when it is not a majority. Opportunities for parents to participate abound. Parents chaperone on field trips, help out in classrooms, are 1 on 1 readers and support their own children. These opportunities compete with the Parent Connection opportunities. We also believe that there is such a thing as too many opportunities as we are seeking a balance. We hope to streamline and consolidate parent opportunities to volunteer, participate, receive parent education and be involved in their child's education.

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

We would like to streamline our parent involvement so that parents are not overwhelmed with choice and conflicting involvement. We would like utilize a social emotional survey that does not pry into family life but allows us the information to support and to guide our goals and actions.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
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