2021-22 LCFF Budget Overview for Parents Data Input Sheet

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

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

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

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

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

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

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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovations Academy

CDS Code: 37683380118083

School Year: 2021-22
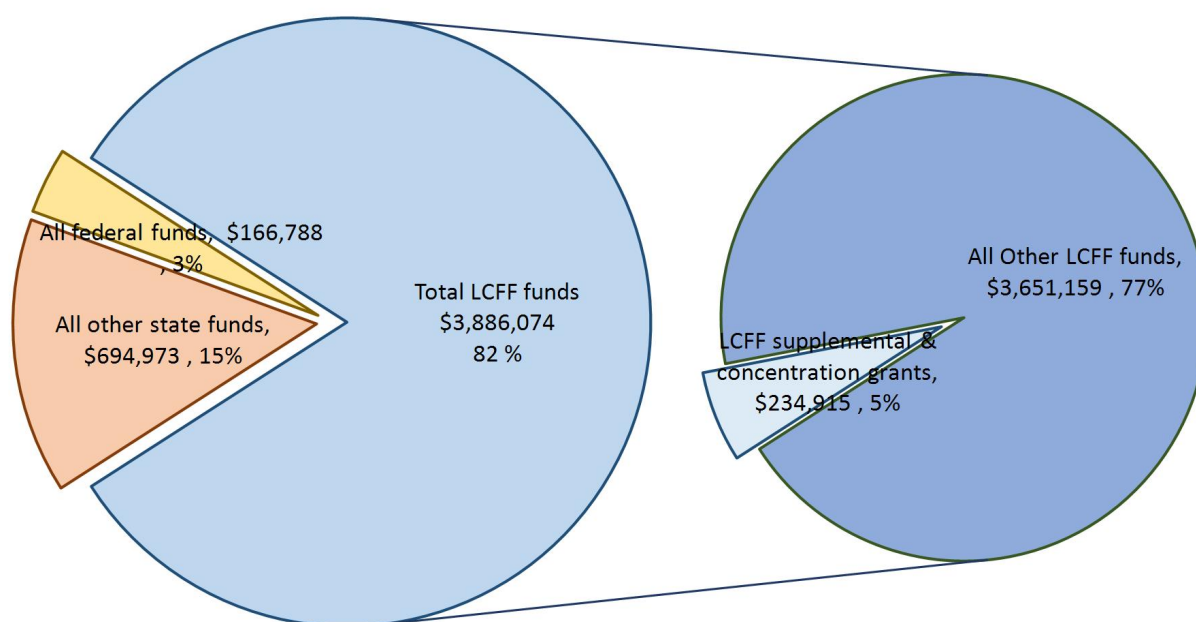
LEA contact information:

Christine Kuglen

Director

christine@innovationsacademy.org

858-271-1414

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $166,788, 3%

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

Total LCFF funds $3,886,074 82 %

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

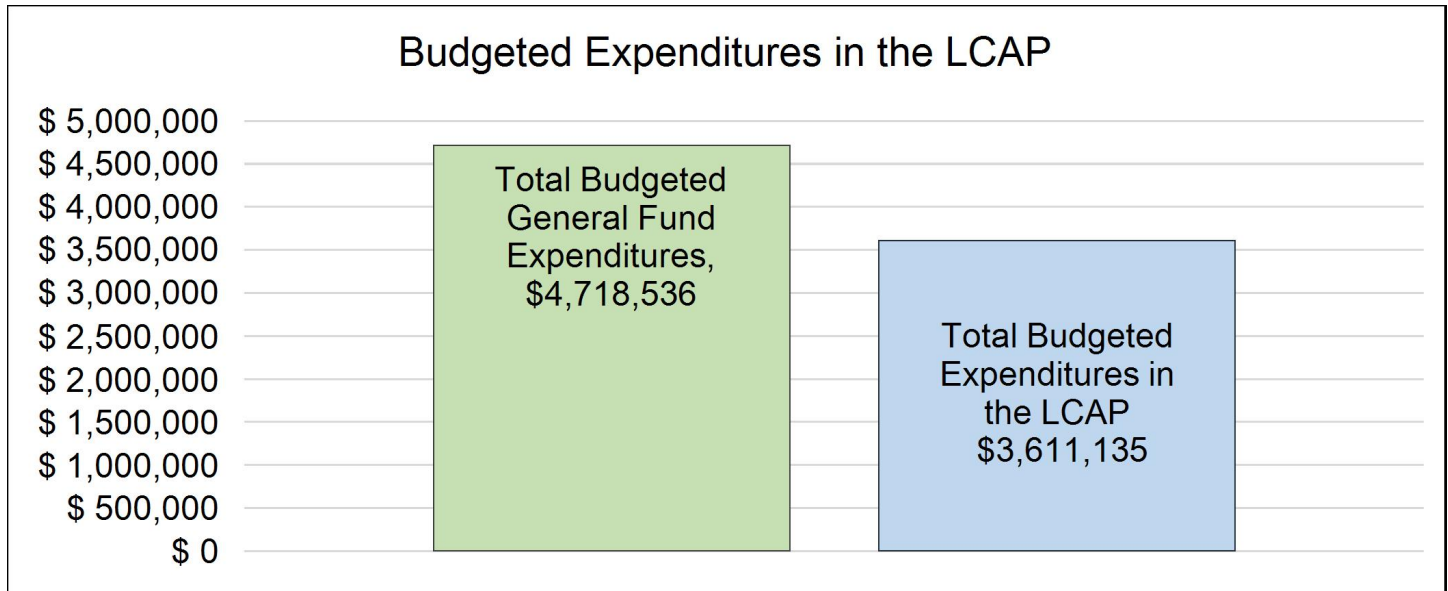LCFF supplemental & concentration grants, $234,915, 5%

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

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

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

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,718,536	Total Budgeted Expenditures in the LCAP $3,611,135

Y-axis: $ 5,000,000 / $ 4,500,000 / $ 4,000,000 / $ 3,500,000 / $ 3,000,000 / $ 2,500,000 / $ 2,000,000 / $ 1,500,000 / $ 1,000,000 / $ 500,000 / $ 0

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

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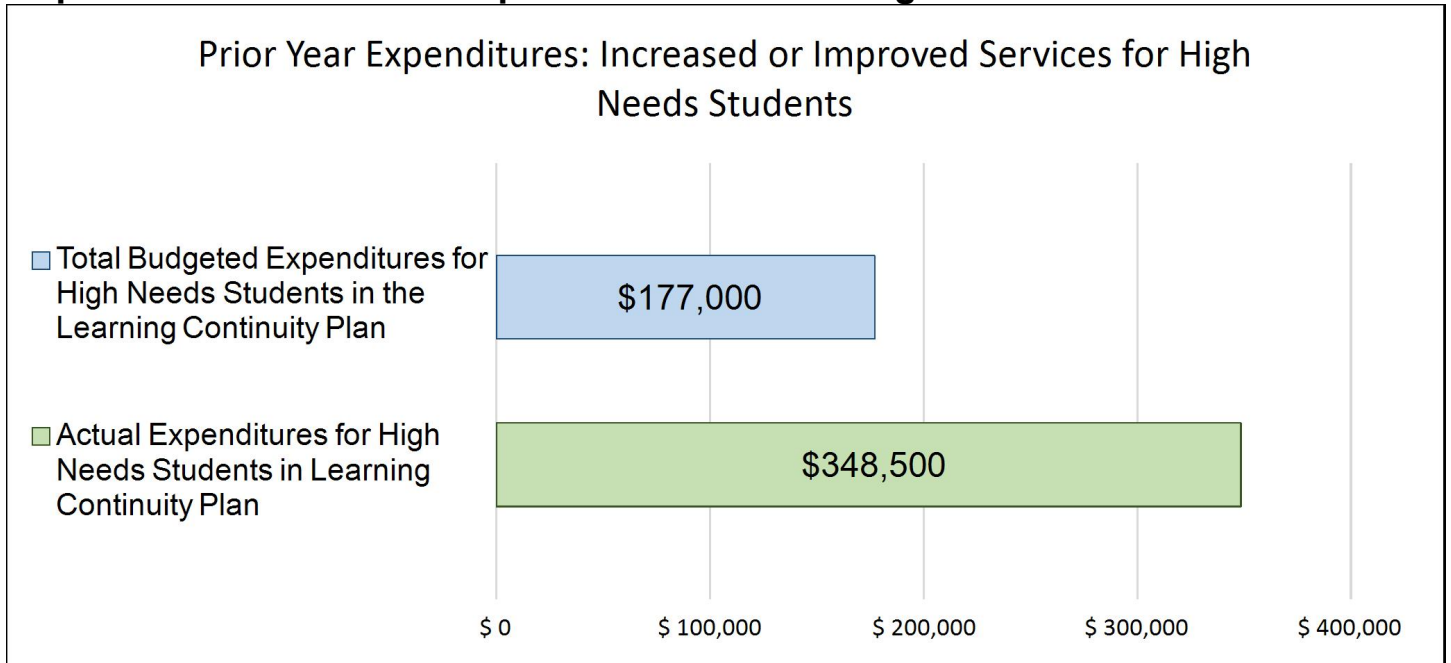
general fund expenditures not included in the LCAP are some administrative staff salaries and benefits, legal and other professional service fees, audit costs, depreciation, financial services, district oversight fees, some general office supplies, some building maintenance costs, and some health and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

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

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

LCFF Budget Overview for Parents

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

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

- ☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $177,000
- ☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $348,500

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

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

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

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

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

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

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

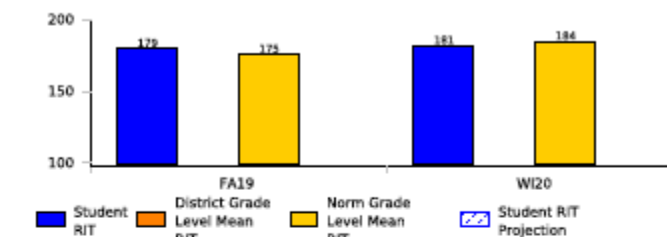| Expected	Actual
19-20 • Students and parents receive clear feedback about their progress • Tools being used will be transparent and accessible • Students will experience a variety of assessments • All students will have a portfolio of student work with monthly samples that show a student's academic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

Expected	Actual
	Student ID: 10136
	District: Innovations Academy
	School: INNOVATIONS ACADEMY
	Term Rostered: Winter 2019-2020

Math: Math K-12

		FA19		WI20	
Student RIT	179		181		184
Norm Grade Level Mean RIT		175			

Term/Year	Grade	RIT (+/- Std Err)
WI20	2	176-**181**-186
FA19	2	176-**179**-182

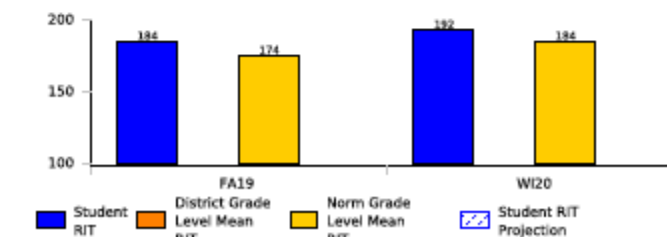**Mathematics Goals Performance** - Winter 2019-2020
Goal scores are not recorded for a survey test.

Language Arts: Reading

		FA19		WI20	
Student RIT	178		182		181
Norm Grade Level Mean RIT		172			

Term/Year	Grade	RIT (+/- Std Err)
WI20	2	177-**182**-187
FA19	2	175-**178**-181
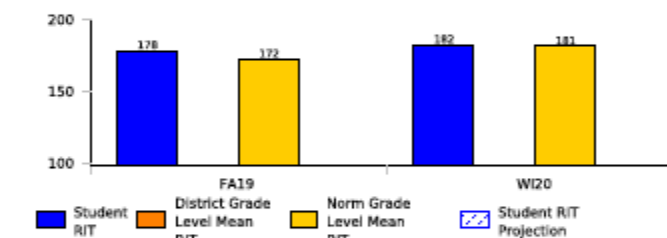
Reading Goals Performance - Winter 2019-2020
Goal scores are not recorded for a survey test.

Language Arts: Language Usage

		FA19		WI20	
Student RIT	184		192		184
Norm Grade Level Mean RIT		174			

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

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

Legend: Student RIT (blue), District Grade Level Mean RIT (orange), Norm Grade Level Mean RIT (yellow), Student RIT Projection

Actions / Services

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

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

Goal Analysis

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

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

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

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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

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

Actions / Services

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

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

Goal Analysis

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

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

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

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

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

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

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

Actions / Services

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

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

Goal Analysis

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

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

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

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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

Actions / Services

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

Goal Analysis

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

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

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

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

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

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

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

Actions / Services

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

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

Goal Analysis

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

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

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase health/safety equipment and materials $7000 Purchases of additional sanitizer and sanitizing wipes	15000	18000	No
Analyze student data and implement intervention programming for at-risk students • Additional purchase of quick assessment equipment and application to assess student learning loss • Purchases of additional chromebooks to replace those lost and broken from home use • Purchase of software for distance learning support	30000	72000	Yes
Hire additional teachers to support academic programming	75000	150000	Yes
Offer on-site after school childcare, with extended hours available in partnership with other community organizations • 5 Teachers Assistants and Enrichment Teachers to implement; additional sanitization required	45000	125000	Yes

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

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

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

Analysis of In-Person Instructional Offerings

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

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Develop and implement a professional development plan to support online instruction trainings for new software, teacher training and assessment training	13000	0	No
Purchase technology devices and hotspots if needed chromebooks, ipads, doc cams, cameras, headphones	7000	0	Yes
Research and purchase educational technology tools and software purchases of chromebooks, doc cameras, Libib, Lexplore, Rozzy, ShowMe, Padlet	12000	0	No
Offer technology troubleshooting and assistance to staff, students, and parents Contract with IT person so support school with technology troubleshooting and purchase program to monitor chromebook use (Securely)	12000	2000	No

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

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

Analysis of the Distance Learning Program

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

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

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

All students were offered enrichment classes online.

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

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

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

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

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

Analysis of Pupil Learning Loss

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

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

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

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

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

Analysis of Pupil and Family Engagement and Outreach

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

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

Analysis of School Nutrition

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Implement social-emotional learning both online and in person and supports for parents and students. Schedule additional staff hours.	12000	10000	No
School Nutrition	Offer free breakfast and reduced price meals for qualified students	15000	0	Yes

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

Overall Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

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

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

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

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

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

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

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

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

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

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

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

Reflections: Successes

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

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

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

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

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

Reflections: Identified Need

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

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

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

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

LCAP Highlights

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

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

A summary of the feedback provided by specific stakeholder groups.

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

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

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

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

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

Goal Analysis [2021-22]

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

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

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

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

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

An explanation of how effective the specific actions were in making progress toward the goal.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

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

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.

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

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

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

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

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

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

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

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

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

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

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

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

Required Descriptions

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

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

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

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

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

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

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

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

Total Expenditures Table

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

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

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

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

Contributing Expenditures Tables

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

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

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

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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