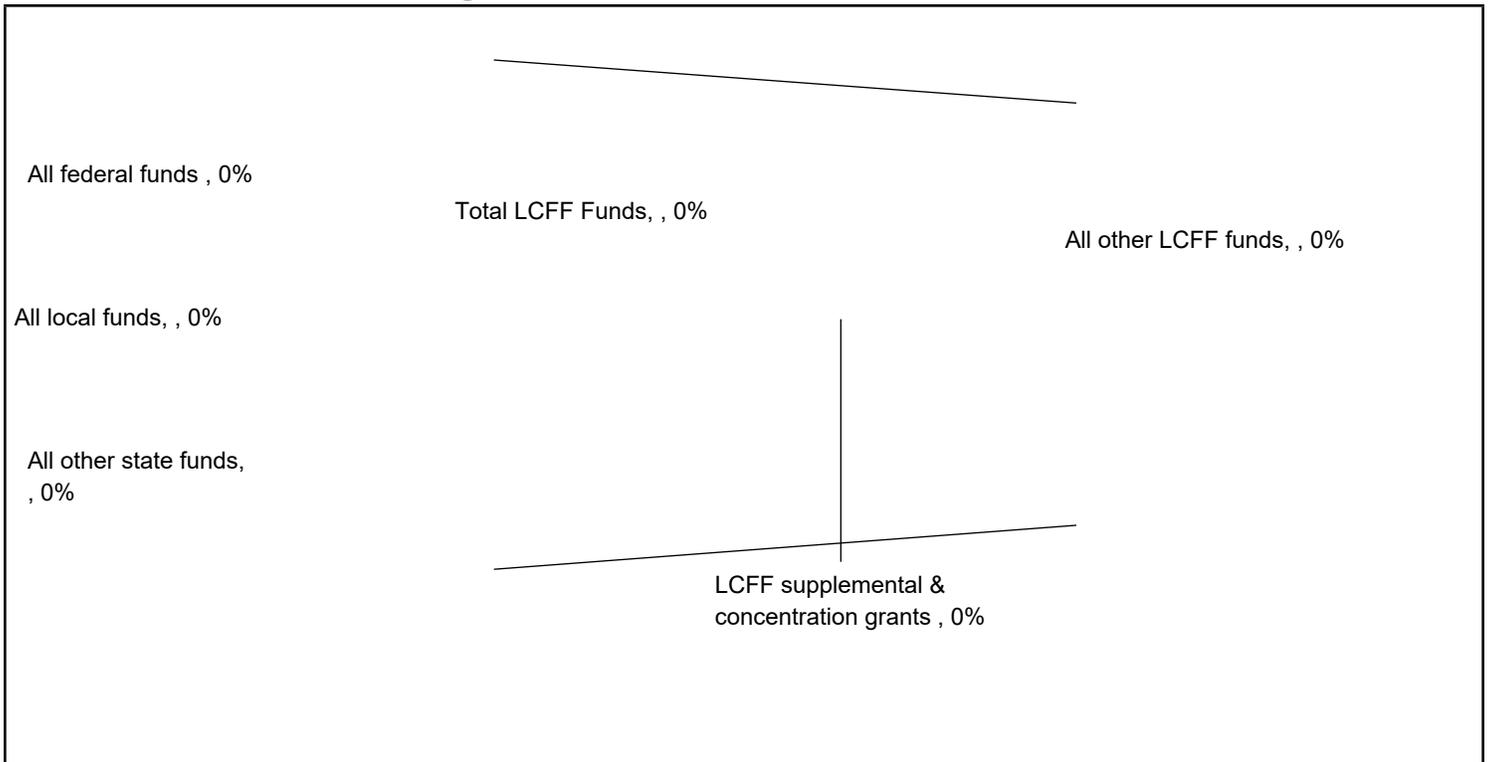


# LCFF Budget Overview for Parents

Local Education Agency (LEA) Name: Ivy Bound Academy of Math, Science, and Technology  
Charter Middle 2 (Northridge)  
CDS Code: 19 64733 0128389  
School Year: 2022-23  
LEA contact information: Dr. Stephen Bluestein, (818) 646-4992, bluestein\_ste@ivybnd.com

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

## Budget Overview for the 2022-23 School Year

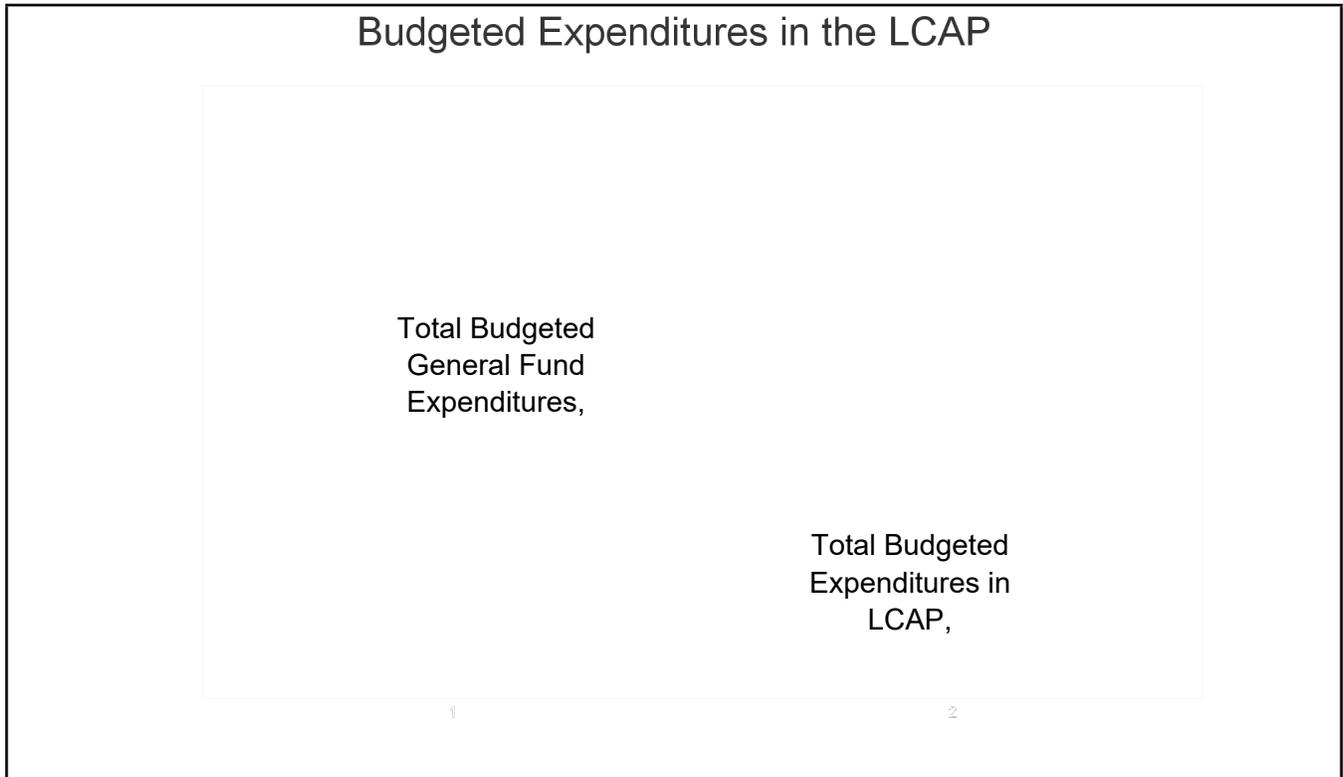


This chart shows the total general purpose revenue Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) expects to receive in the coming year from all sources.

The total revenue projected for Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) is of which is Local Control Funding Formula (LCFF), is other state funds, is local funds, and is federal funds. Of the in LCFF Funds, is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

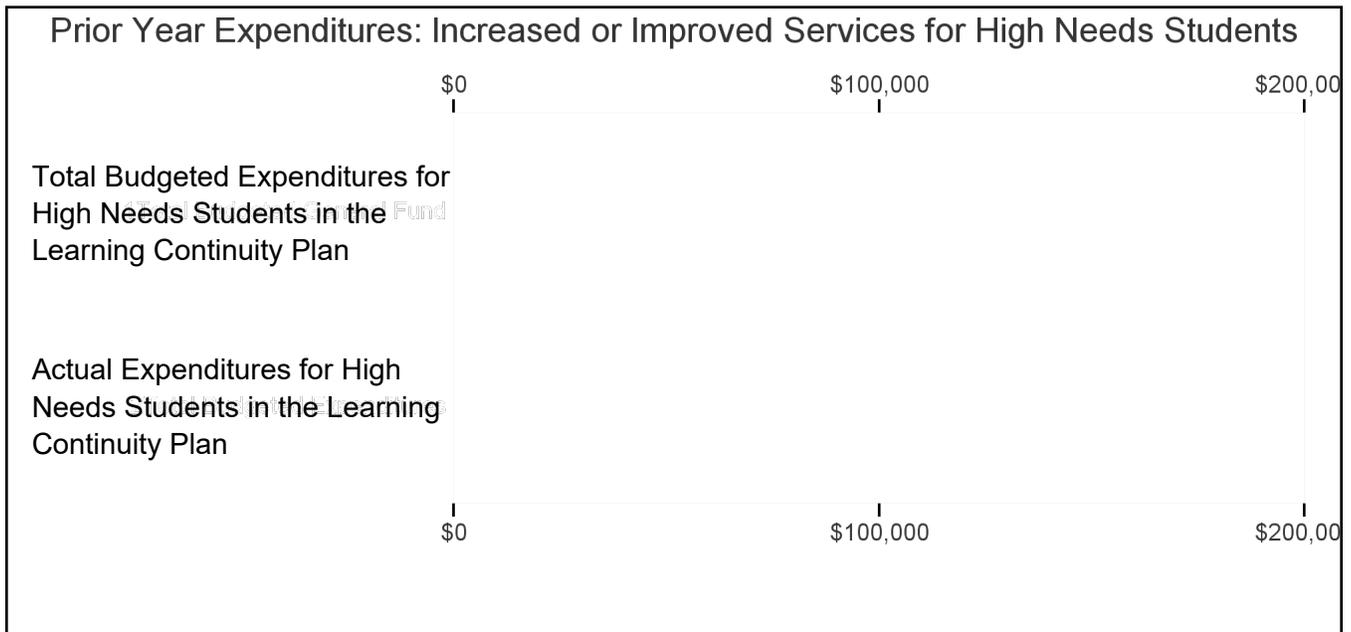
Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) plans to spend for the 2022-23 school year. Of that amount, is tied to actions/services in the LCAP and is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) is projecting it will receive based on the enrollment of foster youth, English learner, and low-income students. Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) must describe how it intends to increase or improve services for high needs students in the LCAP. Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) plans to spend towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) 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 Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) estimates it has spent on actions and services that contribute to

In 2021-22, Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge)'s Learning Continuity Plan budgeted for planned actions to increase or improve services for high needs students. Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) actually spent for actions to increase or improve services for high needs students in 2021-22.

# 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
Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge)	Dr. Stephen Bluestein Executive Director	bluestein_ste@ivybnd.com (818) 646-4992

## Plan Summary [2021-22]

### General Information

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

The Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) is a middle school charter school in Los Angeles county serving a suburban community in grades 5-8. The charter school has 1 school. The current enrollment is 131 students of which 19 are ELs, 65 are socio-economically disadvantaged, 12 are white, 103 are hispanic, 33 are students with disabilities and the district has no foster youth.

### Reflections: Successes

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

The LEA is most proud of the progress on the following state and local indicators.

90% - % on the *Facilities Inspection Tool* overall rating

69.0% - % on the *District Parent Survey* agreeing that district seeks parent input ( Item 24 )

N/A

N/A

N/A

N/A

N/A

N/A

The LEA has included the following actions in the LCAP to assist in maintaining and building upon this progress: 01.01, 02.01 and 03.01

### 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.

There were no state indicators on the 19-20 school year CA School Dashboard in which any student group was Red or Orange.

There were no state indicators on the 19-20 school year CA School Dashboard in which any student group was two or more performance levels below the all student performance.

## LCAP Highlights

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

The 2022-23 LCAP has the following goals as top priorities:

01 - Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.

02 - Maintain the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the school to increase.

To measure this progress the LCAP calls for the following expected outcomes:

100% - % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching ( Baseline: 100% )

35% - % meeting standard on CAASPP ELA ( Baseline: 28.0% )

27% - % meeting standard on CAASPP Math ( Baseline: 21.2% )

The following actions are designed to assist in meeting the highlighted goals: 01.01, 02.02 and 02.06

- 01.01: Staff ( retain and/or hire ) all classrooms with fully credentialed and highly qualified teachers, including RSP and particularly in the English department, to build consistency and pedagogical knowledge over time. (SEP)
- 02.02: Use a 3 tier intervention system for all students in need of strategic or intensive academic, behavioral, and social emotional interventions. The academic interventions will include both ELA and Math. The LEA will use intervention strategies that can be employed in both a distance learning and in-person environment.
- 02.06: Staff a 1.0 FTE Student Engagement Administrator to monitor student engagement and to work with EL, LI, and FY students and parents to improve engagement.

## 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.

No schools were identified for CSI.

### **Support for Identified Schools**

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

No schools were identified for CSI.

### **Monitoring and Evaluating Effectiveness**

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

No schools were identified for CSI.

# Engaging Educational Partners

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

The board was informed about the LCAP progress, LCFF and progress towards the LCAP metrics during board meetings on and .

The IBNR administration team met to discuss both current year and next year's LCFF, LCAP, and progress towards completion of LCAP Actions on 2/23/2022 and 3/30/2022. During these meetings the admin team discussed all five sections of the LCAP and how all goals and the eight state priorities are covered by various actions in the plan. The group specifically discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.

IBNR conducted a focus group with all teachers including certificated staff local bargaining unit members on 1/21/2022. During the focus group a facilitator reviewed: the LCFF, the LCAP's purpose, the eight state priorities, the district's current LCAP including the district's goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could take that would assist students in developing these traits. The groups then wrote the student traits and supporting actions on "digital" posters. These posters were then shared out with the rest of the group. After the focus group meeting the traits and actions on the posters were then aggregated and used to modify the district's goals as well as identify new and continued actions for the LCAP. The results can be found in the 2nd response section of this stakeholder engagement section of the LCAP. An identical focus group process was used for the classified staff, student and parent / community stakeholder groups.

IBNR conducted a focus group with the all non certificated staff including classified staff local bargaining unit members on 1/21/2022.

IBNR conducted a focus group with the student stakeholder group on 2/10/2022.

IBNR conducted a focus group with the parent / community stakeholder group on 2/1/2022.

IBNR 's LCAP Committee met on 4/5/2022 and 5/3/2022. The committee consists of parents of low income students, English learners, and students with special needs. This body serves as the district's Parent Advisory Committee. During this meeting the committee reviewed the purpose of the LCAP and the eight state priorities. Once these topics were covered the committee began a review of both the progress on the current LCAP (Annual Update), and the coming year's Draft LCAP. All five sections of the Draft LCAP were reviewed. The committee members were asked for any concerns about or comments to the draft. The members were also asked if anyone wanted to submit written questions to be answered by the superintendent.

IBNR met on with the SELPA to receive technical support for special education actions in the LCAP.

The charter school has a small enough numbers of ELs that it is not required to have a DELAC and thus the DELAC did not review the LCAP.

The Draft LCAP was posted on IBNR s' website for review on 4/15/2022.

A group of certificated staff, classified staff, parents, and students served as the primary group used to conduct the Annual Update. This group consisted of parents, certificated and classified bargaining unit members, administrators, and students. This committee met on 1/28/2022 and 4/1/2022 to review the progress

made on the previous LCAP and LCP. The committee was tasked with determining the percentage of each action that had been completed along with creating a brief narrative describing the progress made on each action. To facilitate the process the committee was briefed on the state purposes and guidelines for LCFF and LCAP, as well as the district's current year LCAP. Participants were given a very brief overview of the metrics that are used to measure LCAP progress.

On the IBNR administration and LCAP team met with representatives of the SELPA to discuss the coming year's LCAP and how the LCAP might support the Special Education program.

#### A summary of the feedback provided by specific educational partners.

The board gave input that they were pleased with the focus and direction of the LCAP and encouraged the district to effectively implement the plan. The board held a Public Hearing on 5/5/2022 and approved the final version of the LCAP on 5/19/2022.

The administration team's feedback was primarily to discuss how to implement the LCAP and what specific priorities from the various stakeholder groups were more readily achievable and based on this to provide a direction for the goals and actions within the LCAP.

The certificated staff focus group listed the following five traits and actions that they would like students to develop as top priorities.

##### Traits:

- 13% - Emotionally Healthy (compassionate / empathetic)
- 13% - Problem Solvers
- 13% - Self-Aware (confident, focused, responsible)
- 08% - Academically Proficient (Reading, Writing, Math)
- 08% - Creative

##### Actions:

- 08% - Teach organization and responsibility through senior portfolio, community service projects, interactive notebooks, etc.
- 08% - Provide more problem solving classes.
- 08% - Provide social-emotional health curriculum and instruction to all students.
- 08% - Provide more project based learning.
- 08% - Provide more hands-on learning activities.

The classified staff focus group listed the following five traits and actions that they would like students to develop as top priorities.

##### Traits:

- 13% - Academically Proficient (Reading, Writing, Math)
- 13% - College / Career Ready
- 13% - Creative
- 13% - Effective Leaders
- 13% - Problem Solvers

##### Actions:

- 08% - Provide more leadership classes and opportunities.
- 08% - Provide tutoring after school.

- 08% - Provide professional guest speakers.
- 08% - Provide PD to teachers to on facilitating critical thinking skills.
- 08% - Provide more socialization activities.

The student focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 13% - College / Career Ready
- 11% - Bi-lingual
- 11% - Self Disciplined
- 09% - Critical Thinker (Analytical, Independent)
- 06% - Effective Leaders

Actions:

- 07% - Take field trips to colleges.
- 07% - Provide more and better food options in the cafeteria.
- 07% - Implement/continue the bilingual program.
- 05% -
- 05% - Implement/continue the Dual Language Academy.

The parent / community focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 13% - Emotionally Healthy (compassionate / empathetic)
- 13% - Socially Responsible
- 13% - Productive
- 06% - Academically Proficient (Reading, Writing, Math)
- 06% - Collaborators

Actions:

- 11% - Provide planners to all students.
- 11% -
- 11% - Provide more socialization activities.
- 06% - Provide class buddies.
- 06% - Create an additional English class as an elective.

The LCAP Committee is serving as the advisory body to the superintendent with regards to edit and revisions of the LCAP. Any suggestions given by this committee were taken under advisement and if possible were incorporated into the Final LCAP.

The DELAC had several questions which were answered and a few comments for the plan. Any suggestions given by the DELAC were taken under advisement and if possible were incorporated into the Final LCAP.

The LCAP Annual Update Committee provided information on the progress, successes and challenges of the previous year's plans. While this committee did not provide specific feedback regarding the coming years' LCAP, the information from this group was used by administration and the LCAP Committee to inform the

goals and actions in the LCAP.

The feedback from the SELPA was to provide some actions items in the LCAP that relate to the Special Education program as well as to briefly describe the program in the introductory section of the plan.

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

IBNR values the significant role that all stakeholders played in contributing to the development of this LCAP. The process used for stakeholder engagement is reflective of IBNR's commitment to all members of the school community. The input of stakeholders was essential in the review of data and especially in soliciting ideas regarding the future direction of the district including goals and actions for the LCAP as well as which metrics to focus on for measuring success. The following traits and actions were cited repeatedly by multiple stakeholder groups signaling the importance attached to these and the desire to see these reflected in the LCAP.

##### Traits:

- 8% - College / Career Ready
- 8% - Emotionally Healthy (compassionate / empathetic)
- 7% - Critical Thinker (Analytical, Independent)
- 7% - Self-Aware (confident, focused, responsible)
- 6% - Effective Leaders

The traits College / Career Ready and Critical Thinker (Analytical, Independent) helped to inform the development of goal 01. The traits Emotionally Healthy (compassionate / empathetic) and Self-Aware (confident, focused, responsible) helped to inform the development of goal 02. These two goals are:  
01: Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.  
02: Maintain the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the school to increase.

##### Actions:

- 4% - Provide more hands-on learning activities.
- 4% - Provide social-emotional health curriculum and instruction to all students.
- 3% - Increase support for music and art programs.
- 3% - Provide more socialization activities.
- 3% - Provide professional guest speakers.

The suggested actions listed above helped to inform the development of the following actions within the LCAP.

01.01: Staff ( retain and/or hire ) all classrooms with fully credentialed and highly qualified teachers, including RSP and particularly in the English department, to build consistency and pedagogical knowledge over time. (SEP)

01.03: Provide instructional time each day for students to work on Lexia and ALEKS as part of asynchronous instruction as well as tiered intervention in both ELA and Math. (SEP)

# Goals and Actions

## Goal

Goal #	Description
01	Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.

An explanation of why the LEA has developed this goal.

Analysis of student performance on CAASP showed that at most 28.0% of students are proficient in both RLA and Math. Stakeholder focus groups showed that having students be academically proficient in reading, writing and math as well as being college or career ready were tops priorities for a majority of stakeholder groups. We plan to improve RLA and Math skills performance by closely monitoring metrics 4.A.1 - CAASPP ELA and metrics 4.A.2 - CAASPP Math.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2024-25
1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at	100%	100%			100%
1.B.1: Maintain the % of students with CA State Standards aligned core curriculum to	100%	100%			100%
1.B.2: Increase the % of ELs with CA State Standards aligned ELD curriculum to	100%	100%			100%
2.A: Increase the % implementation of CA State Standards for all students to	93%	63%			95%
2.B: Increase the % implementation of SBE adopted ELD standards for all ELs to	85%	10%			90%
4.A.1: Increase the % meeting standard on CAASPP ELA to	28.0%	24.0%			35%
4.A.2: Increase the % meeting standard on CAASPP Math to	21.2%	9.6%			27%
4.D: Increase the % of ELs making progress towards English Proficiency (CA Dashboard, Status) to	35.0%	N/D			40.0%
4.E: Maintain the % of ELs reclassified (Reclassification Rate) above	14.8%	0.0%			15%
4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) above	N/D	N/D			N/D
7.A: Maintain the % of students enrolled in required courses of study at	100%	100%			100%

7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS ( per UDS average ) above	6.3	4.0		6.3
7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS ( per ENS average ) above	2.6	3.7		2.6
8.A: Maintain the % of students completing 2 formative local assessments to	100%	55%		100%

## Actions

Action #	Title	Description	Total Funds	Contributing
01.01	Classroom Teachers	01.01: Staff ( retain and/or hire ) all classrooms with fully credentialed and highly qualified teachers, including RSP and particularly in the English department, to build consistency and pedagogical knowledge over time. ( SEP )	\$514,804	No
01.02	Reduce the Average Class Size	01.02: Staff additional FTEs to with fully credentialed and highly qualified teachers to reduce class sizes to enable more teacher student interaction and better interventions.	\$122,268	Yes
01.03	Lexia, ALEKS and Tiered Intervention	01.03: Provide instructional time each day for students to work on Lexia and ALEKS as part of asynchronous instruction as well as tiered intervention in both ELA and Math. ( SEP )	\$61,617	Yes
01.04	Instructional Materials and Learning Platforms	01.04: Purchase instructional materials and distance learning subscriptions ( Lexia, ALEKS, etc.) that are aligned to CA Common Core State Standards and the charter petition. Also purchase devices that allow both teachers and students to effectively access these programs.	\$31,000	No
01.05	Professional Development	01.05: Provide professional development to all teachers on the following topics: subject based PD, ELD strategies and curriculum PD, growth mindset, and learning loss recovery / MTSS.	\$14,300	No
01.06	Teacher Induction Program Support	01.06: Support the educational program by providing funds for teachers to complete the teacher induction program and by ensuring that all teachers are properly credentialed, have CLAD certifications and are in compliance with any other appropriate credentialing requirements.	\$3,000	Yes
01.07	CAASPP Interim Assessments	01.07: Ensure that all students, and especially special ed students, complete at least 2 CAASPP Interim Assessments prior to the SmarterBalanced test. ( SEP )	\$0	No
01.08	Special Ed Instructional Aide	01.08: Staff an extra full time instructional aid for special education students. ( SEP )	\$64,605	No

01.09	Collaboration around Special Ed	01.09: Continue to collaborate between general ed and special ed and between the school and Charter Operated Programs at LAUSD. ( SEP )	\$0	No
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## Goal Analysis for 21-22

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.

One action in this goal had substantive differences between the planned action and the actual action.

- 01.07: Ensure that all students, and especially special ed students, complete at least 2 CAASPP Interim Assessments prior to the SmarterBalanced test.

The following is the substantive difference for the action listed above.

- 01.07: The LEA uses the NWEA assessment instead of the CAASP Interim. These assessments are given 3 times yearly.

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

The following 5 actions had significant differences between the budgeted and the actual expenditures:

- 01.01: Staff ( retain and/or hire ) all classrooms with fully credentialed and highly qualified teachers, including RSP and particularly in the English department, to build consistency and pedagogical knowledge over time.

- 01.03: Provide instructional time each day for students to work on Lexia and ALEKS as part of asynchronous instruction as well as tiered intervention in both ELA and Math.

- 01.04: Purchase instructional materials and distance learning subscriptions ( Lexia, ALEKS, etc.) that are aligned to CA Common Core State Standards and the charter petition. Also purchase devices that allow both teachers and students to effectively access these programs.

- 01.06: Support the educational program by providing funds for teachers to complete the teacher induction program and by ensuring that all teachers are properly credentialed, have CLAD certifications and are in compliance with any other appropriate credentialing requirements.

- 01.08: Staff an extra full time instructional aid for special education students.

Reasons for the difference in budgeted and actual expenditures are:

- 01.01:

- 01.03: The average FTE cost for this time was lightly more than originally estimated.

- 01.04: Due to the availability of ESSER funds the LEA purchased additional materials.

- 01.06: No teachers have needed or requested use of these funds.

- 01.08: This item was incorrectly budgeted for a 1.0 FTE instead of a 0.5 FTE in the 21-22 LCAP

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

Below is a list of the stakeholder responses regarding the effectiveness of each action.

- 01.01: This has been effective since students have had the same teacher from previous years and/or have had at the same teacher since the beginning of the year. ( 90% )

- 01.02: NWEA more than 50% of our students that are seen by TOSA have increased their scores in one or more subject areas of testing. ( 100% )
- 01.03: Students are able to work at their own pace and are able to receive explanations to help them understand the topics. ( 100% )
- 01.04: Action has been effective since all students have the necessary materials to access the additional resources ( 100% )
- 01.05: Information that has been provided so far during this year has been helpful towards improving instruction. ( 90% )
- 01.06: The action is very effective for all current and incoming participants of the induction program. ( 100% )
- 01.07: Test taking may still cause challenges for the students, but implementing the test taking action has been successful. ( 50% )
- 01.08: This has been effective in that two full time instructional aids are able to provide services and support to the special education population. ( 60% )
- 01.09: Continued collaboration between general and special education staff allows for everyone to be aware and work towards achieving students to demonstrate proficiency in math and literacy skills. ( 60% )

When the effectiveness ratings above are averaged, the overall effectiveness of the actions in this goal on a scale of 1 to 100 is 83%.

### CHALLENGES

While there were no perceived significant challenges, the following were concerns about potential challenges to student success:

- Pulling students out of instructional time in core classes,
- Keeping students motivated to complete the assignments each week (note: currently rewards and incentives are offered for reaching certain goals)
- Scheduling conflicts have created challenges in ensuring that Professional Development takes place during staff meetings.
- Maintaining the Chromebooks in good working order.

### EFFECTIVENESS

The action is very effective for all current and incoming participants of the induction program.

All students have the necessary materials to access additional resources

Students have had the same teacher from previous years and/or have had at the same teacher since the beginning of the year.

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.

This goal remains unchanged in next year's LCAP.

No metrics in this goal were added as new or deleted in next year's LCAP.

No actions in this goal were added, changed, completed, deleted or deleted and combined in next year's LCAP.

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

# Goal

Goal #	Description
02	Maintain the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the school to increase.

An explanation of why the LEA has developed this goal.

Analysis of data such as the Chronic Absenteeism Rate ( 12.5% ) showed that engagement and connectedness with the school can increase. Stakeholder focus groups showed the desire to have students be college and career ready and to be more self-aware / responsible. IBNR plans to improve the outcomes on the Chronic Absenteeism Rate and the Suspension Rate over the course of this plan.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2024-25
1.C: Maintain the % on the <i>Facilities Inspection Tool</i> overall rating above	90%	98.1%			90%
5.A: Maintain the School attendance rate above	92%	91.4%			95%
5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to	12.5%	N/D			10.0%
5.C: Maintain the % on Middle school dropout rate at	0%	0%			0%
6.A: Maintain the % on Suspension rate (CA Dashboard, Status) below	0.6%	N/D			0.6%
6.B: Maintain the % on Expulsion rate at	0%	0%			0%
6.C.1: Increase the # on the <i>District School Climate Survey</i> overall index rating to	76.3	78.1%			80
6.C.2: Maintain the % of stakeholders that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents ) above	81.5%	78.3%			81.5%
6.C.3: Increase the % of stakeholders that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents ) to	66.1%	73.0%			70.0%

## Actions

Action #	Title	Description	Total Funds	Contributing
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02.01	Maintain Facilities	02.01: Maintain facilities by staffing a full time Plant Manager for each campus.	\$58,136	No
02.02	Tiered Intervention System	02.02: Use a 3 tier intervention system for all students in need of strategic or intensive academic, behavioral, and social emotional interventions. The academic interventions will include both ELA and Math. The LEA will use intervention strategies that can be employed in both a distance learning and in-person environment.	\$1,000	No
02.03	Attendance Monitoring	02.03: Monitor attendance trends including: absenteeism, daily instruction time, remote synchronous tie, remote asynchronous time, assignment completion and all other CDE requirements regarding instructional time reporting.	\$0	No
02.04	School Psychologist / Counselor	02.04: Staff a school counselor to address the mental health and social emotional needs of students.	\$40,000	Yes
02.05	Technology Infrastructure Support	02.05: Maintain high level distance learning by ensuring that all critical technology infrastructure is working by staffing a full time IT coordinator to will maintain the school's computers and network infrastructure.	\$36,124	No
02.06	Student Engagement Administrator	02.06: Staff a 1.0 FTE Student Engagement Administrator to monitor student engagement and to work with EL, LI, and FY students and parents to improve engagement.	\$76,675	Yes
02.07	Community Circles	02.07: Continue to use "Community Circles" as part of the Restorative Justice efforts to focus on the prevention of problems and to provide a safe space for a closed group of students to discuss social and emotional issues.	\$0	No

## Goal Analysis for 21-22

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.

In this goal 2 actions had substantive differences between the planned action and the actual action. &

- 02.02: Use a 3 tier intervention system for all students in need of strategic or intensive academic, behavioral, and social emotional interventions. The academic interventions will include both ELA and Math. The LEA will use intervention strategies that can be employed in both a distance learning and in-person environment.

- 02.05: Maintain high level distance learning by ensuring that all critical technology infrastructure is working by staffing a full time IT coordinator to will maintain the school's computers and network infrastructure.

The following are the substantive difference for the actions listed above.

- 02.02: The LEA maintains a 2 tier intervention system.

- 02.05: The full time IT Coordinator is shared between both Ivy Bound sites.

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

Remains to be completed.

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

Below is a list of the stakeholder responses regarding the effectiveness of each action.

- 02.01: We have a safe environment for all students and staff. ( 90% )
- 02.02: The community circle has provided students who have social emotional challenges with consistency that they to talk about those challenges on a regular basis. Students are use to the routine of keeping their hands and desks clean with proper sanitizers. ( 90% )
- 02.03: With these tools, a teacher can stay connected to students who are in person, and close erroneous websites to pull back student focus. It also allows students who are isolating at home to have direct contact with their instructors. ( 90% )
- 02.04: The counselor is able to address most problems that arise with students on campus, ranging from social conflict, to difficulty at home, to stress at school. ( 85% )
- 02.05: Effectiveness: Students are used to the routine of checking their emails and Google Classroom for assignments, as well as maintaining them in their classrooms, and putting them away at the end of the day - including plugging them in to ensure they are charged for the next day's work. ( 90% )
- 02.06: This has been very effective ( 90% )
- 02.07: The students feel supported and lookforward to the next one ( 100% )

When the effectiveness ratings above are averaged, the overall effectiveness of the actions in this goal on a scale of 1 to 100 is 91%.

Remains to be completed.

#### CHALLENGES

With one plant manager for two campuses it is sometimes a challenge to maintain the facility in a timely fashion.

In general, attendance has been a challenge due to the pandemic. It is also difficult to include the virtual students in the community circles since the activity really benefits the students who attend in person.

Additional challenges to keeping the environment clean is running out of supplies, which then required someone to leave the classroom to go to the office for supplies.

One challenge with respect to attendance includes the students who log-in but do not participate or complete the assignments.

There have been some issues with the internet and website. Additionally IT is shared by both campuses which sometime delays services from that department.

Getting parent attendance and involvement.

Scheduling and pulling students out of classrooms has been a challenge.

#### EFFECTIVENESS

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.

This goal remains unchanged in next year's LCAP.

No metrics in this goal were added as new or deleted in next year's LCAP.

No actions in this goal were added, changed, completed, deleted or deleted and combined in next year's LCAP.

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

# Goal

Goal #	Description
03	Maintain high levels of parent, family and community engagement with the school.

An explanation of why the LEA has developed this goal.

Analysis of the ESE Parent Survey data shows that 69.0% of parents agree that the school seeks parent input. The school would like to improve that number while also increasing the percentage of households that respond to the parent survey from 25%. Stakeholder focus groups showed the desire of parents to have students be more academically proficient and be better critical thinkers. While these parental desires will not translate into actions under this goal they will be found in goals 1 and 2.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2024-25
3.A.1: Increase the % on the <i>District Parent Survey</i> agreeing that district seeks parent input ( Item 24 ) to	69.0%	90.0%			70.0%
3.A.2: Maintain the % of households responding to the <i>District Parent Survey</i> above	25%	24%			25%
3.B: Maintain the # of instances a parent of each unduplicated student participates in school program or service for UDS ( per UDS average ) above	0.6	1.0			0.6
3.C: Maintain the # of instances a parent of each exceptional needs student participates in a school program or service for ENS ( per ENS average ) above	1.4	2.6			1.4

## Actions

Action #	Title	Description	Total Funds	Contributing
03.01	Annual Parent Survey	03.01: Administer an annual parent/student survey to obtain feedback/input on school climate and the school's program.	\$2,000	No
03.02	Parent Engagement on Committee	03.02: Use the SSC, School Safety Committee and other such groups to create an action plan to act upon results of the parent/student survey.	\$0	No

03.03	Regular Parent Communication	03.03: Provide regular newsletters and support the use of an effective website and social media to enhance communication with students, teachers, parents, the staff and the community. Communicate with parents regularly using Parent Square messages and group emails in addition to quarterly Zoom Parent Updates.	\$0	No
03.04	Parent Events at School	03.04: Organize quarterly parent involvement events at the school designed to increase parent and sibling connectedness to the school. Events might include: Pace Around the World, School Carnival, Book Fair, Talent Show, Awards Ceremonies, etc.	\$500	No

## Goal Analysis for 21-22

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.

No actions in this goal had substantive differences between the planned action and the actual action.

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

Remains to be completed.

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

Below is a list of the stakeholder responses regarding the effectiveness of each action.

- 03.01: Parents feel like they are apart of the decision making process. ( 90% )
- 03.02: We have created plans to implement suggestions from the surveys received the previous year. ( 80% )
- 03.03: Students are excited to watch and participate in the news. Teachers can also have the office email home specific information about their classes in a mass email per grade. ( 100% )
- 03.04: Due to Covid-19 we have been unable to hold these events so far. ( 0% )

When the effectiveness ratings above are averaged, the overall effectiveness of the actions in this goal on a scale of 1 to 100 is 68%.

Remains to be completed.

### CHALLENGES

The challenge in administering a survey is getting a high number of responses. Getting a good representation of parents to participate is a challenge. Again, the challenge is getting parental involvement.

Due to Covid-19 we are unable to invite parents on to campus for these events forcing the events to go virtual lowering attendance.

## EFFECTIVENESS

The survey helps parents feel as if they are part of the decision making process.

Plans to implement suggestions from the previous survey are in progress.

Students are excited to watch and participate in the news. Teachers can also have the office email home specific information about their classes in a mass email per grade.

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.

This goal remains unchanged in next year's LCAP.

No metrics in this goal were added as new or deleted in next year's LCAP.

No actions in this goal were added, changed, completed, deleted or deleted and combined in next year's LCAP.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.52%	

## 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.

The Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) has an unduplicated student percentage of 79.4%. Because the percentage of unduplicated students is so high the LEA agreed that the following actions / services will be provided LEA-wide. The list below has the action in italics followed by an explanation of how the needs of unduplicated students were considered first, and how these actions are effective in meeting the needs of these students.

- *01.02: Staff additional FTEs to with fully credentialed and highly qualified teachers to reduce class sizes to enable more teacher student interaction and better interventions.* This will be principally directed to unduplicated students, by allowing these students to take a wider variety of classes and by enabling teachers to provide more focused support to unduplicated students.
- *01.03: Provide instructional time each day for students to work on Lexia and ALEKS as part of asynchronous instruction as well as tiered intervention in both ELA and Math. ( SEP )* This action was suggested primarily to support the increased academic outcomes of unduplicated students. Because 74% of the students are unduplicated it was determined that this particular action would be less effective for unduplicated students if the school delivered it to only unduplicated students.
- *01.06: Support the educational program by providing funds for teachers to complete the teacher induction program and by ensuring that all teachers are properly credentialed, have CLAD certifications and are in compliance with any other appropriate credentialing requirements.*
- *02.04: Staff a school counselor to address the mental health and social emotional needs of students.*
- *02.06: Staff a 1.0 FTE Student Engagement Administrator to monitor student engagement and to work with EL, LI, and FY students and parents to improve engagement.*

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

The Ivy Bound Academy of Math, Science, and Technology Charter Middle 2 (Northridge) LCFF Supplemental / Concentration Grant is projected to be \$0.00. The percentage of unduplicated students is 79.4% and the increase in proportionality for English Learners, Low income, and Foster Youth (unduplicated) students is 24.52%. Stakeholder groups provided input and feedback on the most effective use of these dollars to meet the LEA's goals for unduplicated students. The list below has the actions / services that are being increased or improved in italics followed by an explanation of how the each action is increasing or improving services for unduplicated students.

**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Total Personnel	Total Non-personnel

Goal	Action	Students Group (s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
01	01	All	Classroom Teachers	\$467,267.00	\$0.00	\$0.00	\$47,537.00	\$514,804.00
01	02	All	Reduce the Average Class Size	\$122,268.00	\$0.00	\$0.00	\$0.00	\$122,268.00
01	03	English Learners Low Income	Lexia, ALEKS and Tiered Intervention	\$61,617.00	\$0.00	\$0.00	\$0.00	\$61,617.00
01	04	All	Instructional Materials and Learning Platforms	\$21,000.00	\$0.00	\$0.00	\$10,000.00	\$31,000.00
01	05	All	Professional Development	\$10,000.00	\$0.00	\$0.00	\$4,300.00	\$14,300.00
01	06	All	Teacher Induction Program Support	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$3,000.00
01	07	All	CAASPP Interim Assessments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
01	08	All	Special Ed Instructional Aide	\$64,605.00	\$0.00	\$0.00	\$0.00	\$64,605.00
01	09	All	Collaboration around Special Ed	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Total Personnel	Total Non-personnel

Goal	Action	Students Group (s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
02	01	All	Maintain Facilities	\$58,136.00	\$0.00	\$0.00	\$0.00	\$58,136.00
02	02	All	Tiered Intervention System	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
02	03	All	Attendance Monitoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
02	04	Low Income English Learners	School Psychologist / Counselor	\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00
02	05	All	Technology Infrastructure Support	\$36,124.00	\$0.00	\$0.00	\$0.00	\$36,124.00
02	06	All	Student Engagement Administrator	\$76,675.00	\$0.00	\$0.00	\$0.00	\$76,675.00
02	07	All	Community Circles	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
03	01	All	Annual Parent Survey	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
03	02	All	Parent Engagement on Committee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Total Personnel	Total Non-personnel

Goal	Action	Students Group (s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
03	03	All	Regular Parent Communication	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
03	04	All	Parent Events at School	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00

**Contributing Expenditures Table**

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:		
Limited Total:		
Schoolwide Total:		

Goal	Action	Title	Scope	Students Group (s)	Location	LCFF Funds	Total Funds
01	02	Reduce the Average Class Size	LEA-wide	All	All Schools	\$122,268.00	\$122,268.00
01	03	Lexia, ALEKS and Tiered Intervention	LEA-wide	English Learners Low Income	All Schools	\$61,617.00	\$61,617.00
01	06	Teacher Induction Program Support	LEA-wide	All	All Schools	\$1,500.00	\$3,000.00
02	04	School Psychologist / Counselor	LEA-wide	Low Income English Learners	All Schools	\$40,000.00	\$40,000.00
02	06	Student Engagement Administrator	LEA-wide	All	All Schools	\$76,675.00	\$76,675.00