

§ 15497. Local Control and Accountability Plan and Annual Update**Introduction:****LEA: Innovations Academy****Contact (Name, Title, Email, Phone Number):**Christine Kuglen, Director, Christine@innovationsacademy.org, 858-271-1414 **LCAP Year: 2014*****Local Control and Accountability Plan and Annual Update Template***

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Involvement Process	Impact on LCAP
<p>Innovations Academy renewed our charter last year and involved stakeholders in the process of evaluating and redefining goals and outcomes.</p> <p>Innovations Academy Board discussed LCAP/LCFF at board meetings (11/19/13, 01/21/14). Innovations Board sent training and informational documents for board meeting (04/2014)</p> <p>All staff members attended a training regarding LCFF and LCAP. Input received (05/02/2014). Additional staff input session held (5/2014)</p> <p>Meetings were held for parents (04/30/2014, 2 times offered)</p> <p>A stakeholder survey was conducted. Invitation to the survey were disseminated via email and telephone multiple times and posted to our website. (initiated 05/02/2014)</p>	<p>The input received from various stakeholders served to:</p> <ul style="list-style-type: none"> • Inform Innovations Academy administration and staff regarding community perception and needs. • Align our LCAP plan to the needs of the community. • Identify actions that Innovations Academy and the community can take to work collaboratively to implement our LCAP. • Communicate with parents the importance of working as a team to develop and implement the LCAP

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and

specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: To implement the use of effective assessment tools for measuring student progress and use to inform parents</p> <p>Metric: -Number of tools selected/developed for a variety of curricular areas -Data gathered and disseminated using appropriate tools</p>	<p>Goal #1 Teacher/Admin committees and teams developing or selecting formative assessment tools.</p> <p>Goal #2 Effective dissemination of information gathered from tools to parents and staff</p>	<p>All pupils</p> <p>Socioeconomically disadvantaged</p> <p>English Learners</p> <p>Students with Disabilities</p> <p>Foster Youth</p>	All	<p>Tools will be selected for 50% of subjects being measured</p> <p>Students will experience a variety of assessments</p> <p>Parents and teachers will receive specific data to help them support students</p>	<p>Students and parents receive clear feedback about their progress</p> <p>Tools will have been selected for 50% of subjects being measured</p> <p>Students will experience a variety of assessments</p>	<p>Full implementation of effective formative assessment measures</p> <p>Clear feedback</p> <p>Students will experience a variety of assessments</p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement 7. Course Access 8. Other Student Outcomes 	
<p>Need: Provide resources and support to align instruction with the CCSS and NGSS</p>	<p>Goal #3 -Teachers will receive professional development from experts to inform their practice and materials that support</p>	<p>All pupils</p> <p>Socioeconomically disadvantaged</p> <p>English Learners</p>	All	<p>Increased inquiry, cognitive demand and academic language in instruction and quality of student work</p>	<p>Increased inquiry, cognitive demand and academic language in instruction and quality of student work</p>	<p>Increased inquiry, cognitive demand and academic language in instruction and quality of student work</p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Basic Services 2. Implementation of State Standards 4. Student Achievement 7. Course Access 8. Other Student 	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: -Contracts and materials purchases with external providers -Notes from teacher meetings -CCSS progress demonstrated in student work	implementation of CCSS and NGSS Goal #4 -Teacher teams will be developed for observation and feedback	Students with Disabilities Foster Youth			Increased lab science instruction for all students Full implementation of middle school math curriculum Increased quality of instruction Student portfolios showing growth	Continued lab science instruction for all students continued middle school math curriculum Increased quality of instruction Student portfolios showing growth	Continued lab science instruction for all students Full implementation of middle school math curriculum Increased quality of instruction Student portfolios showing growth	Outcomes
Need: Enhance core instruction with digital resources Metrics: -student schedules -computer assessments -student/parent surveys	Goal #5 Select and integrate digital resources into the curriculum to utilize a blended learning model to increase student and parent engagement	All students Socioeconomically disadvantaged English Learners Students with Disabilities Foster Youth	All		Increased variety and quantity of access to digital resources Increased home access to digital learning Small group instruction time increased	Increased variety and quantity of access to digital resources Increased home access to digital learning Small group instruction time increased	Increased variety and quantity of access to digital resources Increased home access to digital learning Small group instruction time increased	State Priorities: 1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 7. Course Access 8. Other Student Outcomes
Need: Research and develop a plan for increasing engagement through technology Metric: -Continued 1 device per 2 students ratio -increased BYOD	Goal #6 Develop a plan for replacement and upkeep of technology Goal #7 Improve technology access for teachers and students	All students English Learners Students with Disabilities	All		Effective use of class time Decreased wait time on internet Increase in engagement	Effective use of class time Decreased wait time on internet Increase in engagement	Effective use of class time Decreased wait time on internet Increase in engagement	State Priorities: 1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 7. Course Access 8. Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
-decreased computer and connectivity issues	Goal #8 Improve internet access.							
Need: Revise current ELD (English Language Development Program Metric: -EL assessment -reclassification rates	Goal #9 Increase language development time and resources for EL students	English Language Learners	All		Increase in class participation Increase in sense of security Improved social interactions	Increase in class participation Increase in sense of security Improved social interactions	Increase in class participation Increase in sense of security Improved social interactions	State Priorities: 1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 7. Course Access 8. Other Student Outcomes
Need: Continue to grow and expand the social emotional learning opportunities of our students. Metric: -Flow chart implementation for intervention - behavior documentation, monitoring, interventions	Goal #10 Implement the use of a system of behavior documentation that supports positive intervention and training for teachers to hold kind and firm boundaries that offer support to challenged students	All students Students with Disabilities	All		Improved social interactions Improved ability to problem solve Deeper understanding of human behavior Increased resilience	Increased growth: Improved social interactions Improved ability to problem solve Deeper understanding of human behavior Increased resilience	Increased growth: Improved social interactions Improved ability to problem solve Deeper understanding of human behavior Increased resilience	State Priorities: 2. Implementation of State Standards 3. Parent Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 7. Course Access 8. Other Student Outcomes
Needs: Continue to provide students access to a highly effective teacher in every classroom	Goal #11 Provide clear structure for documentation of credential needs. Goal #12	All students Socioeconomically disadvantaged English Learners	All		Consistent safe, structured environment Feeling supported in learning	Consistent safe, structured environment Feeling supported in learning	Consistent safe, structured environment Feeling supported in learning	State Priorities: 1. Basic Services 2. Implementation of State Standards 4. Student Achievement 5. Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
each year Metrics: -Staff protocol verifying credentials -New teacher selection process involves parents and teachers	Provide support for newer teachers	Students with Disabilities Foster Youth			Improved learning through academic excellence	Improved learning through academic excellence	Improved learning through academic excellence	3. Parent Involvement 6. School Climate 7. Course Access 8. Other Student Outcomes
Needs: Decrease tardiness and absences Metric: Attendance reporting documents	Goal #13 Gather data about tardiness and absences and increase communication with parents of targeted students	All students	All		Increase in learning Increase in social connection	Increase in learning Increase in social connection	Increase in learning Increase in social connection	1. Basic Services 3. Parental Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 8. Other Student Outcomes
Need: Parent education regarding academic excellence includes project based learning, social emotional learning, developmental needs of children, play and hands on learning. Metric: -parent surveys -parent education participation	Goal #14 Parent education to improve the understanding of social emotional learning and developmental needs and readiness of children	All students	All		Increase connection and communication between home and school Consistent expectations between home and school	Increase connection and communication between home and school Consistent expectations between home and school	Increase connection and communication between home and school Consistent expectations between home and school	State Priorities: 3. Parent Involvement 5. Student Engagement 6. School Climate
Need: To close the achievement gap for underperforming students	Goal #15 Increase communication with parents of low performing students	Students with Disabilities English Language Learners	All		Increased sense of self-worth and student achievement Increased literacy	Increased sense of self-worth and student achievement Increased literacy	Increased sense of self-worth and student achievement Increased literacy	1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: -EL reclassification rates -Grade 1 and 3 and 5 reading levels -ongoing school-wide assessments -Special Education student work quality -attendance rates	Goal #16 Increase teacher access to high quality materials and resources	All students Socioeconomically disadvantaged English Learners Students with Disabilities Foster Youth			rates for students Increased academic language use by teachers and students	rates for students Increased academic language use by teachers and students	rates for students Increased academic language use by teachers and students	5. Student Engagement 6. School Climate 7. Course Access 8. Other Student Outcomes

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether

supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<p>Goal #1 Teacher/Admin committees and teams developing or selecting formative assessment tools.</p> <p>Goal #2 Effective dissemination of information gathered from tools to parents and staff</p>	<p>1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement 7. Course Access 8. Other Student Outcomes</p>	<p>Development of assessments Selection of assessments</p> <p>Increased parent communication</p>	Innovations Academy		<p>LCFF Base Funding for Teacher Salaries \$950,795</p> <p>Maps Testing \$25,000 LCFF Base Funding</p> <p>LCFF Base Funding for Cost of Operating PowerSchool \$12,000 News letter \$5000 Web costs \$4500</p>	<p>LCFF Base Funding for Teacher Salaries \$950,795</p> <p>Maps Testing \$25,000 LCFF Base Funding</p> <p>LCFF Base Funding for Cost of Operating PowerSchool \$13,200 News letter \$5500 Web costs \$5500</p>	<p>LCFF Base Funding for Teacher Salaries \$950,795</p> <p>Maps Testing \$25,000 LCFF Base Funding</p> <p>LCFF Base Funding for Cost of Operating PowerSchool \$14,520 News letter \$6000 Web costs \$6500</p>
<p>Goal #3 -Teachers will receive professional development from experts to</p>	<p>1. Basic Services 2. Implementation of State Standards 4. Student Achievement 7. Course Access 8. Other Student</p>	<p>Contracted and internal professional development for teachers</p> <p>Materials purchases for science and other core</p>	Innovations Academy		<p>\$40,345 LCFF Base Funding</p> <p>\$26,551 LCFF Base Funding</p>	<p>\$44,379 LCFF Base Funding</p> <p>\$29,206 LCFF Base Funding</p>	<p>\$48,817 LCFF Base Funding</p> <p>\$32,126 LCFF Base Funding</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
inform their practice and materials that support implementation of CCSS and NGSS Goal #4 -Teacher teams will be developed for observation and feedback	Outcomes	subjects Use of observation tool Release time for observations Designated staff time for collaboration	Innovations Academy		See Above \$10,000-Substitutes LCFF Base Funding \$35,000 for release time LCFF Base Funding	See Above \$10,000-Substitutes LCFF Base Funding \$35,000 for release time LCFF Base Funding	See Above \$10,000--substitutes LCFF Base Funding \$35,000 for release time LCFF Base Funding
Goal #5 Select and integrate digital resources into the curriculum to utilize a blended learning model to increase student and parent engagement	1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 7. Course Access 8. Other Student Outcomes	Implement a variety of digital instruction in a blended learning environment Provide support for managing blended learning (classified staff support and training)	Innovations Academy		\$20,000 Purchase of software programs licenses,(Reflex Math, ST Math, Read, Lexia, RazKids Reading) LCFF Base Funding	\$25,000 Purchase of software programs licenses,(Reflex Math, ST Math, Read, Lexia, RazKids Reading) LCFF Base Funding	\$30,000 Purchase of software programs licenses,(Reflex Math, ST Math, Read, Lexia, RazKids Reading) LCFF Base Funding
Goal #6 Develop a plan for replacement and upkeep of technology Goal #7 Improve technology access for teachers and students Goal #8 Improve internet	1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 7. Course Access 8. Other Student Outcomes	Invest staff time in plan development Purchase of equipment that will improve internet access Purchase and roll out a variety of technology to support learning	Innovations Academy		\$15,345 Purchase of Lap tops LCFF Base Funding \$30,640 Chrome Books, iPads, MacBooks, Doc Cams LCFF Base Funding \$25,000 Technology equipment for	\$16,879 Purchase of Lap tops LCFF Base Funding \$33,704 Chrome Books, iPads, MacBooks, Doc Cams LCFF Base Funding \$25,000 Technology equipment for	\$18,567 Purchase of Lap tops LCFF Base Funding \$33,704 Chrome Books, iPads, MacBooks, Doc Cams LCFF Base Funding \$25,000 Technology equipment for

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
access.					Internet access (servers, routers, switches) LCFF Base Funding	Internet access (servers, routers, switches) LCFF Base Funding	Internet access (servers, routers, switches) LCFF Base Funding
Goal #9 Increase language development time and resources for EL students	1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 7. Course Access 8. Other Student Outcomes	Increase EL instruction Provide digital learning resources for EL at home Field trips connecting language to real world experiences	Innovations Academy Innovations Academy		\$44,392 Inst. Aides for EL program support LCFF Base Funding \$5000 Field trips LCFF Base Funding	\$44,392 Inst. Aides for EL program support LCFF Base Funding \$6000 Field trips LCFF Base Funding	\$44,392 Inst. Aides for EL program support LCFF Base Funding \$7200 Field trips LCFF Base Funding
Goal #10 Implement the use of a system of behavior documentation that supports positive intervention and training for teachers to hold kind and firm boundaries that offer support to challenged students	2. Implementation of State Standards 3. Parent Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 7. Course Access 8. Other Student Outcomes	Adopt a system to manage behavior Train teachers in use of the system Integrate school counselor time into system Ongoing social emotional training for teachers	Innovations Academy		\$51,000 MFT, Mental Health support LCFF Base Funding \$14,580 Positive Discipline Training LCFF Base Funding \$12,000 PowerSchool behavior documentation software LCFF Base Funding	\$53,000 MFT, Mental Health support LCFF Base Funding \$16,580 Positive Discipline Training LCFF Base Funding \$14,000 PowerSchool behavior documentation software LCFF Base Funding	\$55,000 MFT, Mental Health support LCFF Base Funding \$18,580 Positive Discipline Training LCFF Base Funding \$16,000 PowerSchool behavior documentation software LCFF Base Funding
Goal #11 Provide clear	3. Parent Involvement 6. School Climate	Identify and communicate with teachers regarding	Innovations Academy		\$17,500 Parent outreach	\$17,500 Parent outreach	\$17,500 Parent outreach

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<p>structure for documentation of credential needs.</p> <p>Goal #12 Provide support for newer teachers and professional development on research based strategies for high quality instruction</p>	<p>7. Course Access 8. Other Student Outcomes</p>	<p>credential needs</p> <p>Staff associated with teacher support</p> <p>BTSA and intern credential support</p> <p>Costs of teacher assistants who are credentialed and wishing to learn our pedagogy</p> <p>Costs of professional consultants</p>			<p>coordinator LCFF Base Funding</p> <p>BTSA program support cost \$15,000 LCFF Base Funding \$32,400 Interns & TA's for observation and release time LCFF Base Funding Consultants PD training \$15,000 LCFF Base Funding</p>	<p>coordinator LCFF Base Funding</p> <p>BTSA program support cost \$15,000 LCFF Base Funding \$32,400 Interns & TA's for observation and release time LCFF Base Funding Consultants PD training \$15,000 LCFF Base Funding</p>	<p>coordinator LCFF Base Funding</p> <p>BTSA program support cost \$15,000 LCFF Base Funding \$32,400 Interns & TA's for observation and release time LCFF Base Funding Consultants PD training \$15,000 LCFF Base Funding</p>
<p>Goal #13 Gather data about tardiness and absences and increase communication with parents of targeted students</p>	<p>1. Basic Services 3. Parental Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 8. Other Student Outcomes</p>	<p>Purchase of information system for accurate data collection and information dissemination</p> <p>Increased parent education awareness of attendance issues</p>	Innovations Academy		<p>\$25,000 (Blackboard connect, PowerSchool attendance) LCFF Base Funding</p> <p>\$31,860 Classified Salaries to support Parent education and awareness LCFF Base Funding</p>	<p>\$25,000 (Blackboard connect, PowerSchool attendance) LCFF Base Funding</p> <p>\$31,860 Classified Salaries to support Parent education and awareness LCFF Base Funding</p>	<p>\$25,000 (Blackboard connect, PowerSchool attendance) LCFF Base Funding</p> <p>\$31,860 Classified Salaries to support Parent education and awareness LCFF Base Funding</p>
<p>Goal #14 Parent education to improve the understanding of social emotional</p>	<p>State Priorities: 3. Parent Involvement 5. Student Engagement 6. School Climate</p>	<p>Provide parent education opportunities</p>	Innovations Academy		<p>\$10,000 Parent outreach, workshops and information</p>	<p>\$10,000 Parent outreach, workshops and information</p>	<p>\$10,000 Parent outreach, workshops and information</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
learning and developmental needs and readiness of children		Provide access for parents information about to student online learning Access to MFT intern on campus full time			sessions LCFF Base Funding See Goal 2 See Goal 10	sessions LCFF Base Funding See Goal 2 See Goal 10	sessions LCFF Base Funding See Goal 2 See Goal 10
Goal #15 Increase communication with parents of low performing students Goal #16 Increase teacher access to high quality materials and resources	1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 7. Course Access 8. Other Student Outcomes	Provide resources for regular field trip activities to bridge the gap between school and real world applications Purchase and implement new middle school math curriculum Purchase of new technology Purchase of high quality software applications to support blended learning models	Innovations Academy		\$4500 Field trips LCFF Base Funding \$17,000 Math curriculum LCFF Base Funding See Goals 6,7,8	\$4500 Field trips LCFF Base Funding \$17,000 Math curriculum LCFF Base Funding See Goals 6,7,8	\$4500 Field trips LCFF Base Funding \$17,000 Math curriculum LCFF Base Funding See Goals 6,7,8

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		For low income pupils:					
Supplemental Goal #1 Utilize student data system and surveys to identify individual academic needs of low income students	1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 8. Other Student Outcomes	Survey low income families Identify any additional support needed	Innovations Academy		\$3000 Parent Outreach Newsletters, Website cost LCFF Supplemental Funding Maps Testing \$5,000 LCFF Supplemental Funding	\$3000 Parent Outreach Newsletters, Website cost LCFF Supplemental Funding Maps Testing \$5,000 LCFF Supplemental Funding	\$3000 Parent Outreach Newsletters, Website cost LCFF Supplemental Funding Maps Testing \$5,000 LCFF Supplemental Funding
		For English learners:					
Goal #9 (Sec 2) Increase language development time and resources for EL students	1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 7. Course Access 8. Other Student Outcomes	Increase EL instruction Provide digital learning resources for EL at home Field trips connecting language to real world experiences	Innovations Academy		\$23,913 Inst. Aides for EL program support LCFF Supplemental Funding \$1000 Field trips LCFF Supplemental Funding	\$23,913 Inst. Aides for EL program support LCFF Supplemental Funding \$1000 Field trips LCFF Supplemental Funding	\$23,913 Inst. Aides for EL program support LCFF Supplemental Funding \$1000 Field trips LCFF Supplemental Funding

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		For foster youth:					
Supplemental Goal #2 Foster Care coordinator performs check in with foster care children 2x per year	1. Basic Services 3. Parental Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 8. Other Student Outcomes	Contact foster families for check-ins once each semester	Innovations Academy		LCFF Supplemental Funding for Cost of Operating PowerSchool \$2,000 News letter \$500 Web costs \$500	LCFF Supplemental Funding for Cost of Operating PowerSchool \$2,000 News letter \$500 Web costs \$500	LCFF Supplemental Funding for Cost of Operating PowerSchool \$2,000 News letter \$500 Web costs \$500
		For re-designated English Learners:					
Goal #3 (Sec 2) -Teachers will receive professional development from experts to inform their practice and materials that support implementation of CCSS and NGSS	State Priorities: 1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Student Achievement 7. Course Access 8. Other Student Outcomes	Provide professional development to support increased academic language in the classroom	Innovations Academy		\$16,200 cost of Inst. Aide LCFF Supplemental Funding \$550 for Professional Development LCFF Supplemental Funding	\$16,200 cost of Inst. Aide LCFF Supplemental Funding \$550 for Professional Development LCFF Supplemental Funding	\$16,200 cost of Inst. Aide LCFF Supplemental Funding \$550 for Professional Development LCFF Supplemental Funding

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils:

Innovations Academy projects to receive an increase in LCFF funding for 2014-15 of approximately \$34,538 over the prior year (2013-14) of which \$52,663 is attributed to Supplemental funding. After identifying \$22,646 in FY 2013-14 expenditures which support and serve the unduplicated student population. The projected unduplicated count of low socio-economic students (eligible for free/reduced priced meals), English learners, and foster youth used for determining the 2020-21 target funding level is estimated to be 28.94%. Therefore, Innovations Academy is receiving Supplemental funding but no Concentration funding. Innovations Academy plans to use Supplemental funding in a Charter wide manner.

Describe how the LEA is expending these funds in the LCAP year.

Students will receive instruction from fully certified high quality teacher; students will have access to Common Core standards-aligned curriculum & instructional materials. Hiring of additional staff (MFT counselors & interims, Instructional Aides) purchase of Lap-tops, Chrome Books, iPads, Mac Books, new Math Curriculum, Various software (ST Math, ST Read, ST Write & Type, Lexia, RazKids reading)to enhance and improve student learning. Unduplicated count students will benefit from additional Technology and software designed to their instructional needs. Specific use of Supplemental funds includes cost associated with Academic Intervention programs. Additional counselor/mental health support to provide academic counseling and psycho-social services. Purchase of ELD reading intervention program, CELDT testing. Additional professional Development for CCSS, ELA, & ELD to support English-Learner population.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated

pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Goals for special populations require the school to be engaging those families in communication about needs. This personalizes learning in a way that decreases the possibility of overlooking student needs.

Innovations Academy calculates that the percentage by which services for unduplicated pupils must be increased or improved compared to services for all pupils in the LCAP year is 2.67%. Increasing the school budget allocations consistent with the foundation of the LCFF model-Base Grant and Supplemental funding will provide increased or improved services for unduplicated count students. Specific actions include:

Purchase of additional Technology, software, and support staff including additional counselor/mental health support to provide academic counseling and psycho-social services. Purchase of Reflex Math, ST Math, Read, Lexia, RazKids. Additional professional Development for CCSS, ELA, & ELD to support English-Learner, low-socio economic students, and Foster youth population.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.