

# Board LCAP Report March 2015

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	
Goal 1 & 2 discussed at November Board Meeting Goal 3 & 4 discussed at December Board Meeting Goals 5-8 discussed at January 2015 Board Meeting								
<b>Need:</b> Revise current ELD (English Language Development Program <b>Metric:</b> -EL assessment -reclassification rates	<b>Goal #9</b> 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
<b>Need:</b> Continue to grow and expand the social emotional learning opportunities of our students. <b>Metric:</b> -Flow chart implementation for intervention - behavior documentation, monitoring, interventions	<b>Goal #10</b> 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

**Goal #9**

Status: There are 7 English Language Learners at Innovations Academy. All of them speak English and are in the process of mastering English. Since our program involves extensive verbal and written communication, students are supported in the classroom as their skills develop.

Actions Taken: At the beginning of the year, we had one student who was a beginning-intermediate speaker. He had access to DuoLingo (an ipad app) and Rosetta Stone.

**Goal #10**

Status: Innovations Academy has a strong social emotional program. We have a full time Marriage and Family Therapist (MFT) Intern who runs our Solution Center.

Actions Taken: Instituted use of TISBIS, a behavioral documentation system. All staff have access and follow up is done by our Solution Center counselor. Additionally, all staff, including teacher assistants have been trained in Positive Discipline at the beginning of the year. An important note is that all of our classrooms have one teacher assistant and one teacher which facilitates our social emotional program (as well as our academic program) because there is always an adult that can help students work through issues that arise.