Innovations Academy Board Meeting Minutes: March 13, 2018 @ 6:00 pm

Meeting location(s)

Innovations Academy 10380 Spring Canyon Road San Diego, CA 92131	5519 McMillan Street Oakland, CA 94618	Public call in number 641-715-0861* Access code 151642

*Members of the public need not state their names when entering the conference call. Call-in number is provided as a convenience to the public.

Board Attendance

Nathan Cooper	Delano Jones	Faraz Sharafi	Andrea Thiltgen			

Others in Attendance

Tori Dahlberg	Tony Spitzberg	Christine Kuglen				

Agenda

Topic	Minutes
➢ Call to order / roll call	6:08pm on March 13, 2018 Board in Attendance: 1. Nathan Cooper 2. Faraz Sharafi 3. Dre Thiltgen Other Present: 1. Delano Jones 2. Christine Kuglen 3. Tony Spitzberg 4. Tori Dahlberg
➢ Approval of current agenda	Vote to approve current agenda - 1st motion - Dre Thiltgen 2nd motion- Faraz Sharafi **Vote**: Unanimous approved by: -Dre Thiltgen -Nathan Cooper -Faraz Sharafi
➢ Approval of prior month meeting minutes	Move names that are in the wrong place of those in attendance 1st motion- Faraz Sharafi 2nd motion- Nathan Cooper **Vote**: Unanimously approved by:

	-Dre Thiltgen -Nathan Cooper -Faraz Sharafi
➢ Public comments (3 mins per person)	No callers on the public line at this time
o Teacher briefing (Dre) ✓ Tori Dahlberg - 4th grade teacher	Discussion: ➢ Presentation of 4th grade Spring 2018 project - a gold rush experience with Dingeman Elementary ➢ Students have created activities and presentation to help the 4th graders of a local school engage in 4th grade standards.
o Financial update (Delano) ✓ Second Interim Financial Report	Discussion: ➢ Compliance Calendar has financial dates and benchmarks ➢ Student enrollment has stabilized since December ➢ Actuals on track with our projections made on the 2017-2018 budget ➢ Strong balance overall

o   Director update (Christine)
      ✓ LCAP Discussion
      ✓ School Relocation
	<u>Item – Director Update</u>
	Discussion:
	➢ LCAP
	   o LCAP has 5 goals; budget is aligned with the plan's goals
	   o CharterVision helps to determine where the purchases land in the overall budget
	   o Annual update to 2 parties submitted for public reference
	➢ School Relocation
	   o Building in Kearny is being considered. Not a neighborhood location.
	   o Owner contacted Christine directly and she is currently creating a plan with the owner on building design

➢ Action items	
1. Approve 2017-18 Year-end Audit contract for Wilkinson, Hadley, King, & Co LLP.	<u>Action Item 1 - Approval of 2017-18 Year-End Audit</u>

(Delano)
  2. Approval of new SELPA
      Participation Agreement and
      Resolution (Tony)
  3. Approval of Second Interim
      Budget (Delano)
	➢ **Discussion**: Auditor contract needed to be approved yearly at the end of each Fiscal Year. This vote is to certify that the continuation of the 3-year contract (2016-17, 2017-18, 2018-19) is in place again for the upcoming year (2018-19)
	➢ **Vote**:
	1st motion - Nathan Cooper
	2nd motion - Faraz Sharafi
	Unanimous approval by:
	-Nathan Cooper
	-Faraz Sharafi
	-Dre Thiltgen
	
	Actions Item 2 - Approval of new SELPA Participation Agreement & Resolution
	    ➢ **Discussion**: Approval needed for participation & resolution: Every year we complete an agreement for the SELPA (Special-ED local plan area)
	       ○ Special-Ed funding and control is provided by El Dorado School District who created a charter-specific SELPA
	       ○ Meetings held
	    ➢ **Vote**:
	1st motion - Faraz
	2nd motion - Nathan
	Unanimous approval by:
	-Nathan Cooper
	-Faraz Sharafi
	-Dre Thiltgen
	
	Action Item 3- Approval of Second Interim Budget
	    ➢ **Discussion**: Reviewed the current budget standings in the financial report
	    ➢ **Vote**:
	1st motion -Nathan Cooper
	2nd motion- Faraz Sharafi
	Unanimous approval by
	-Nathan Cooper
	-Faraz Sharafi
	-Dre Thiltgen

➢ Discussion items	

- o Status of Charter Renewal <s>(Stephen)</s> (Christine) - o Update on campus move - o Update on Monarch (Stephen) - o Status of Buses (Faraz) - o January 2018 Financials (Delano) - o Conflict of Interest (Christine) - o Second Interim Budget	➢ Item 1. – Status of Charter Renewal **Discussion**: Unanimous approval by the San Diego Unified School District for renewal of the charter for 2018-2023. ➢ Item 2. - Update on campus move **Discussion**: See Director's update above ➢ Item 3. - Update on Monarch **Discussion**: postponed ➢ Item 4. - Update on bus status **Discussion**: Help is needed with the paperwork; inspector, mechanic, CHP reports are complete. Google Doc suggested to share what is needed to be completed. ➢ Item 5 - January 2018 Financials **Discussion**: See Second Interim Budget report above and CharterVision Financial Reports ➢ Item 6 - Conflict of Interest **Discussion**: Verbal reminder to look for Conflict of Interest Form. Complete and submit ASAP. ➢ Item 7- Second Interim Budget **Discussion**: Reviewed the current budget standings in the financial report
➢ Next board meeting	
o Confirm date of next meeting	June 26th, 2018
o Identify agenda items for next meeting	➢ Review Board Threshold ➢ Review requirements for bringing proposals to the board for approval
Meeting adjourned	7:33pm

The foregoing minutes were approved by the Board of Directors of Innovations Academy on _____.

_____

Secretary

Please contact Innovations Academy Board @ Board@InnovationsAcademy.org if you require special assistance or a listening device to attend the Board Meeting. Requests must be made 48 hours in advance.

1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

   ● At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;

   ● All votes taken during a teleconference meeting shall be by roll call;

   ● If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference
   locations with each teleconference location being identified in the notice and agenda of the
   meeting;

   ● All locations where a member of the Board of Directors constituting the quorum participates in a
   meeting via teleconference must be fully accessible to members of the public and shall be listed on
   the agenda;

   ● Members of the public must be able to hear what is said during the meeting and shall be provided
   with an opportunity to address the Board of Directors directly at each teleconference location;
   and

   ● The agenda shall indicate that members of the public attending a meeting conducted via
   teleconference need not give their name when entering the conference call.

   ● The Brown Act prohibits requiring members of the public, to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be required to identify themselves.

Innovations Academy
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Immigration Enforcement Policy

Responding to On-Campus Immigration Enforcement

Innovations Academy personnel shall notify the school Director of any request by an immigration or law-enforcement officer for school or student access, requests for review of school documents, or requests of the services of lawful subpoenas, petitions, complaints etc., as soon as possible.

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, Innovations Academy personnel must take the following actions:

1. Advise the officer that school personnel must have the Director review written notification prior to beginning with request;
2. Ask to see (and make a copy of or note) the officer's name and badge number;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the campus, school personnel should comply and contact the Director.

If the officer does not declare that exigent circumstances exist, school personnel shall inform the officer that the school must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the school's legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document his or her actions while on campus.

School personnel shall provide notes of the interaction to Innovations Academy's legal counsel and provide the governing board a report of the interaction as timely as possible. These notes must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;

4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested and proof that the warrant was/wasn't signed;
5. Innovations Academy personnel's response to the officer's request;
6. Any further action taken by the officer;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

<u>Parental Notification</u>

Before a student can be interviewed or searched by any officer seeking to enforce civil immigration laws at Innovations Academy, Innovations Academy personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order, stating otherwise.

Innovations Academy personnel must immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member

Responding to the Detention or Deportation of a Student's Family Member

Innovations Academy shall encourage families and students to be prepared in the event that a family member is detained or deported. Innovations Academy shall encourage families and students to:

- Know their emergency phone numbers;
- Know where to find important documentation such as birth certificates, passports, Social Security Cards, doctors' contact information, medication lists, and lists of allergies.

Innovations Academy shall permit students and families to update a student's emergency contact information as needed throughout the school year and to provide alternative contacts if parent or guardian is not available.

- Innovations Academy shall ensure that families may include the contact information of a trusted adult guardian as a secondary emergency contact in the event a student's parent or guardian is ever detained.
- Innovations Academy shall communicate to families that the information provided on the emergency cards will only be used to respond to emergency situations – and will never be used for any other purpose.

The student's emergency card contact information is the information that shall be used in the event a student's parent or guardian is detained or deported and the student must be released to an adult designated on that card. Alternately, Innovations Academy shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. Innovations Academy shall only contact Child Protective Services if school staff are unable to arrange for timely care through the methods outlined above or other instructions given by the parent or guardian.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

<u>**Educational Records and Student Information Policy**</u>

Definitions

Education Record

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by the School. Such information includes but is not limited to:

1. Date and place of birth; parent and/or guardian's address, and where the parties may be contacted for emergency purposes.

2. Grades, test scores, courses taken, academic specializations and school activities;

3. Special education records;

4. Disciplinary records;

5. Medical and health records;

6. Attendance records and records of past schools attended;

7. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, the School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

The School shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

2. Records maintained by a law enforcement unit of the School that were created by that law enforcement unit for the purpose of law enforcement;

3. Records relating to a School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are

not available for use for any other purpose;

4. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the School;

5. Records that only contain information about an individual after he or she is no longer a student at the School.

6. Grades on peer-graded papers before they are collected and recorded by a teacher.

Directory Information

Part of the education record, known as directory information, includes personal information about a student that the School may make public. Directory information includes a student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received and the most recent previous educational agency or institution attended by the student.

Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

Eligible Student

Eligible student means a student who has reached 18 years of age or is attending an institution of postsecondary education.

Disclosure of Directory Information

At the beginning of each year, the School shall provide parents and eligible students with a notice containing the following information: 1) The categories or types of personally identifiable information it designates as directory information 2) A statement that directory information does not include citizenship status, immigration status, place of birth or any other information indicating national origin (except where the School receives consent as required under state law);

3) The recipients of the directory information; 4) The parent's or eligible student's right to refuse to let the School designate any or all of those types of information about the student as directory information; and 4) The period of time within which a parent or student has to notify the School in writing that he/she does not want any or all of those types of information about the student designated as directory information. The notice shall be in the form of information contained in the Family Handbook. Within 7 days of sending notice, any parent(s) who does not want his/her child's directory information made public without prior written consent must inform the School in writing. This parental notice must identify what student directory information (any or all) is subject to the prior written consent requirement.

The right to require prior written consent does not apply to disclosure or requiring a student to disclose his/her name, identifier or institutional email address in a class in which the student is enrolled or to require the student to wear, display publicly or disclose a student ID card or badge that exhibits directory information.

Annual Notification to Parents and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the School shall provide parents and eligible students with a notice of their rights under FERPA. The notice shall inform the parents and eligible students that they have the right to:

➢ Inspect and review the student's education records;

➢ Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;

➢ Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and

➢ File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.

The notice must also include the following:

➢ The procedure for exercising the right to inspect and review educational records;

➢ The procedure for requesting amendment of records;

➢ A statement that the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.

➢ Assurances that the School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order;

➢ A description of the types of student records maintained by the School;

➢ A list of the circumstances or conditions under which the School might release student information to outside people or entities;

➢ A statement that, unless the School is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the School shall notify parents or guardians and eligible students – and receive their written consent – before it releases a student's personally identifiable information.

Parental and Eligible Student Rights Relating to Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Donna Napier. Within 15 days, the School shall comply with the request. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records.

Copies of Education Records

The School will provide copies of requested documents within 10 days of a request for copies. The School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from obtaining the records.

Approved _____

Harassment, Discrimination, Intimidation and Bullying Prevention Policy

Compliant with the Safe Place to Learn Act

It is the policy of Innovations Academy to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Innovations Academy (subsequently termed "the School") to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, our school is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

> ➢ Discuss the varying immigration experiences among members of the student body and school community;

> ➢ Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;

> ➢ Identify the signs of bullying or harassing behavior;

> ➢ Take immediate corrective action when bullying is observed; and

> ➢ Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:
- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:
- Unwanted sexual advances

- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:
- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other

wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.

Retaliation: Retaliation is any adverse action taken against a student or staff member because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student or staff member who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:
- Their teacher, school counselor or other school staff member
- The director or assistant director of the School

Complaints may be submitted to the Director by any of the following methods:
- By phone at 858-271-1414
- By email at info@innovationsacademy.org
- By mail at 10380 Spring Canyon Rd. San Diego 92131

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Director, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information

regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Director or Assistant Director and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Director and/or Board of Directors will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Principal shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Adopted:

Homeless Students Policy

Innovations Academy's School Board of Trustees recognizes the right of all students residing within the school's boundaries, including those who are homeless, the opportunity to enroll in, and participate in the charter schools educational and support programs.

Student Rights

- Homeless students who are enrolled in Innovations Academy have the right to:
- Equal access to all educational programs and services, including transportation and school nutrition programs
- Continue to attend Innovations Academy for the duration of homelessness or the current school year, whichever ends first
- Attend Innovations Academy while homeless, unless there exists a legitimate reason for requiring attendance at another school
- Receive all educational services for which they are eligible (i.e., special education, gifted and talented, and LEP).

District Responsibilities

Innovations Academy will develop strategies for meeting the needs of homeless students and eliminating barriers to their attendance at school, including identification, and the provision of appropriate support services.

Transportation

Innovations Academy shall provide homeless students with transportation services comparable to those offered to other students at the school.

If a homeless student attending school at the charter school moves to a shelter outside of its school boundaries, the superintendent or designee may arrange transportation that enables the student to continue attending Innovations Academy through the services of the charter school, the new home district, or an outside agency.

Legal Reference:
Elementary and Secondary Education Act (2001)
McKinney-Vento Homeless Assistance Act (2001, Section 724(g))

Adopted _____

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
Innovations Academy	Christine Kuglen Director	christine@innovationsacademy.org 858.271.1414

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Innovations Academy opened our doors in September 2008 and located in four different locations in our first five years. We renewed our charter in 2013 and have been located in the northern part of the city of San Diego since.We renewed our charter again this year and are seeking a permanent facility as our current site is being redeveloped by the school district. This year the students of Innovations Academy came from 106 different neighborhood schools in 5 different school districts of our county. The population is comprised of approximately 20% special education students, 25% FRL, and many working class families of all races that are facing increasing economic hardship due to the high cost of living in San Diego. Many rely heavily on the support of extended family even when they don't qualify as low income. Following a constructivist philosophy, our community is comprised of families that see value in both interactive learning and a strong social emotional program. The diversity of religion, family culture, world views and ethnicities create an environment in which we experience diversity on a daily basis.

As progressive constructivist educators, we believe that every student brings experiences, skills and knowledge to their education and the learning environment. Additionally, our job is to help students construct their learning by providing learning experiences that provoke thought and invite action for learning. We believe that each person's journey is unique to them and is practically immeasurable. Our goal is to facilitate learning along that journey. The testing and data culture that has been created over the past 25 years has been destructive to both schools and children. Children are not data points, they are individuals, each with unique variables contributing to their learning, their

decisions and their educational experiences. What have recently been called 21st century skills, are truly skills for the education of all people, no matter the century, in order to be civic minded, highly functioning learners. The skills of collaboration and teamwork, creativity and imagination, critical thinking and problem solving are deeply rooted in our program. How we teach is profoundly different than the typical public school.
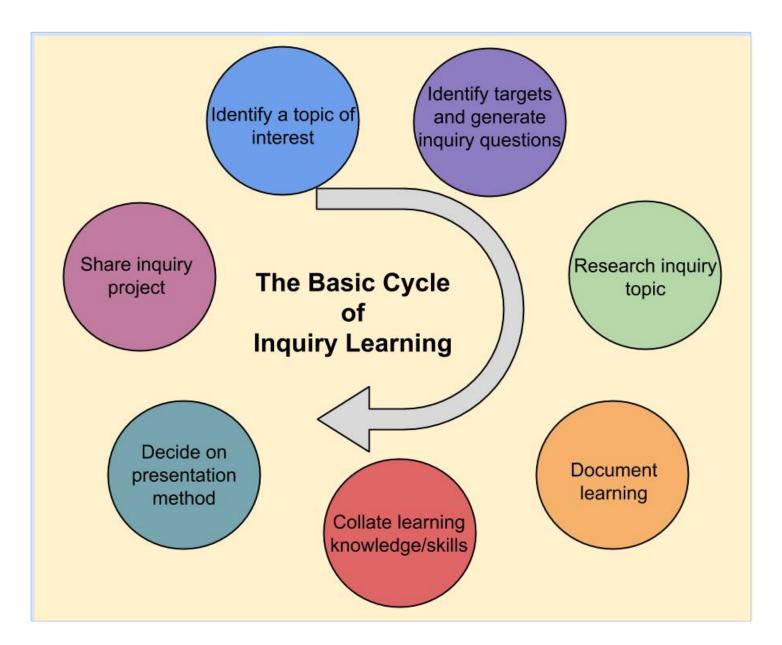
How we interact is also different. Our behavior management is community centered and designed to promote doing the right thing when no one is looking. Our social emotional program is based on Adlerian theory and is the antithesis of what you would find in a traditional school environment, which is typically designed from a behaviorist based philosophy.

How we assess whether or not our school has achieved its goals is crucial to determining the overall effectiveness of our program components and structure. Frequent and varied assessments, both summative and formative, provide insight to teachers when planning instruction and serve as relevant data for use by school leadership when making decisions leading to program evaluation and improvement. Regular assessment and reporting of student outcomes also allows parents, students and teachers the information needed to guide and decide the paths to take on the educational journey.

Innovations Academy utilizes both traditional assessments, teacher designed assessments and observation to continually review current levels and progress. Traditional assessments such as the DRA and NWEA MAP assessment, writing rubrics, published curriculum and online resources are utilized alongside of student inquiry based learning and project work, Exhibitions, Student Lead Conferences, student Talk-aloud Problem Solving, portfolio assessment and student Presentations of Learning. We are very aware that no single assessment can define the skills, knowledge or academic level of a student and that there are many very different ways that a demonstration of learning can and should look. Most important is that a student knows their strengths and challenges and builds fortitude for their own long educational journey.

Innovations Academy students learn the same content, standards and skills as all other students but how we do it is wonderful. At Innovations Academy we are dedicated to inquiry, deep project work and hands-on exploration. Our students wonder, build, discuss, debate, perform, create, interact, research, defend, cut, color, draw, paint, challenge, diagnose, interview, speak, determine, explore in collaboration with each other and the real world. We provide the resources, guidance and expertise as adults who are further along in the journey.

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

The Basic Cycle of Inquiry Learning

- Identify a topic of interest
- Identify targets and generate inquiry questions
- Research inquiry topic
- Document learning
- Collate learning knowledge/skills
- Decide on presentation method
- Share inquiry project

LCAP Highlights

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

Last year's LCAP revision allowed us to focus on five main goals. Our charter renewal also took place this year allowing us to align our charter goals with our LCAP. We have not made any changes to our LCAP goals from 2017-18, believing a deep focus on these goals will further develop a quality program and academic and social-emotional success for our students. The five goals are listed below.

Goal 1: Develop and implement a school wide assessment plan to effectively analyze student performance data and utilize the data to improve instruction and achievement(assessment).
Goal 2: Teachers will use effective pedagogical strategies to engage students in high quality, vigorous inquiry based learning including the use of firm classroom management and behavioral interventions and supports (pedagogy/instruction)..
Goal 3: Provide high quality standards aligned materials and resources to teachers and students within facilities maintained for optimal learning (curriculum).
Goal 4: Develop a structure for ongoing analysis and intervention of student absences and tardies.
Goal 5: Develop stronger parent partnerships through effective communication tools, increased means of input and parent education

Doing so provided a cohesive and predictable plan that enabled us to focus and make progress. Within these five goals, we focused more specifically on mathematics learning. Math was chosen due to chronically low test scores. We created a schoolwide plan, used assessment to inform instruction, created a schoolwide curricular approach and materials and strategies to align with that approach. Our test scores for the CAASPP 2017-18 came in demonstrating and increase in scores from last year for all grade levels. We need time to unpack this success and detail where improvement was made and use that knowledge applied in other areas.

Another highlight is that direct intervention through phone calls to parents of chronically tardy/absent students made an impact on their attendance. And our surveys for school climate came back positively. The number of events planned by the school and parent association increased and participation increased along with it.

We will not alter our LCAP goals for the coming year but will focus on detailed implementation of our actions to meet the goals.

Review of Performance

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

Greatest Progress

We are proud of creating an academic culture of critical thinking and problem solving in which persistence and determination are sought after skills. We are also proud of creating a social-emotional culture in which students are acquiring high level skills in the area of communication and personal responsibility, feeling self-expressed and loved at school. Our greatest academic progress is in the success of the implementation of changes to our assessment, lesson design and implementation in Mathematics. We focused on this subject area since that is where we were seeing the lowest scores. Based on newly arrived CAASPP data, our math scores increased for "standard exceeded" and "standard met" for ALL grade levels. Our MAP scores and DRA scores also showed increases. We will apply what we have learned to ELA for this year.
Our greatest social emotional success is that we have a supportive staff that supports each other and children. In a survey, students express feeling liked and helped in all realms by the staff. We have a MFT on campus who provides support to all staff, parents and students.
In the area of parent engagement, we celebrate improvement in how we share test scores with parents. A teacher initiated document went out second semester. Parents expressed, via a survey, a desire to have more assessment data which will be provided this year. We had more events that were well attended this year than any previous years. We offer parent engagement in a variety of ways: through volunteering, planning and implementing events, field trip support and attending school functions. Our events and conferences have a high turnout.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not

Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our greatest needs for improvement are in the area of parent communication, especially about test scores. Our math intervention strategies were successful so we need to continue to implement those and develop similar interventions for ELA. We are embarking on a deeper quest to explore more of a variety of ways to provide inquiry in the classroom in such a way that we are absolutely able to see student growth by their questions and learning outcomes. We have become proficient in project learning but other types of inquiry are just as important. Another area of need for us is with absences and tardies. We need a more consistent structure, on a quarterly basis, for commuication and problem solving with parents about repetitive absences. This year we will be exploring a new parent communication platform.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There were no State Indicators for which any student sub-group fell two or more levels below the performance of the "all student" category. The category of "socioeconomically disadvantaged" students scored lower than all students by one level in the "suspension" indicator. Additionally "students with disabilities" scored one performance level below the "all student" group.

This is an improvement from last year but our focus is on how to lift all groups to higher performance levels. We are doing this by looking at each subject matter through the lens of informed assessment, instructional practices and curriculum continuity (our LCAP goals 1, 2 and 3) to strengthen vertical alignment and teacher collaboration in the various subjects. Our focus for the 2017-18 school year was mathematics instruction and all grades, 3-8 were able to show improvement on CAASPP scores. Our academic focus for the 2018-19 school year is English Language Arts.

We are a school that uses restorative practices through Positive Discipline. We facilitate resolution through intensive conflict resolution on a regular basis. We disagree with the focus on improving suspensions when they are low to begin with. We call for an understanding that suspension is at times necessary to protect the community from a repeat offender and to let parents in denial know that their child is in need of attention. For the 2017-18 year we were able to decrease suspensions.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Innovations Academy is dedicated to equity in education. We have identified the need to closely follow absences and tardies and appropriately communicate with parents in these subgroups. This will happen by cross checking our populations with our attendance reports.

We will continue to invest in our staff's abilities to understand and develop highly differentiated inquiry lessons in all subject areas. We will continue to develop our successful mathematics program and build collaboration and support for teachers in the area of ELA.

Through early assessment and the use of a variety of assessments, we will pinpoint the students with the biggest needs and provide support services via our teacher assistants, special education staff and volunteers. Additionally, we will communicate with their parents about the needs and provide those parents with resources and information, inviting them into the improvement process. These students will be closely followed by teachers and information from the MAP test and our new reading program will be used to make academic decisions.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$3,675,271
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$1,838,661.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$3,005,011

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Parents teachers and students are all aware of what assessments are saying about a child. • Increase the value of the tools that being used to evaluate students. • Assessments used are varied and adjusted to meet the uniqueness of the students. • Portfolios demonstrate the progress of a student and allow parents and teachers to understand a child's needs as a learner. • Growth targets are established by teachers for their students.	• Teachers kept data in a single shared document. This goal was met for teachers and other important staff. Data collected from our LCAP survey showed about half of parents were aware of the variety of assessments we give to students. This was an improvement but our goal is unmet. In June, a form was created by teachers to share assessment data. This form will be streamlined and used multiple times during the 18-19 school year. • The value of the tools was increased by sharing information with parents about assessments being given in a schoolwide call, provided staff development and collaboration time to review assessments. This was successful.

Expected	Actual
17-18 • Students and parents receive clear feedback about their progress • Tools being used will be transparent and accessible • Students will experience a variety of assessments • All students will have a portfolio of student work with monthly samples. • Establish growth targets at the beginning of the school year and evaluate at end of year. **Baseline** • Students participate in a number of assessments. Feedback is currently at report card times, student lead conferences, exhibitions, portfolio review and presentations of learning. The question remains if the progress is understood. • We are unsure if the tools are transparent. • Students experience a variety of assessments. • All students have a portfolio. We would like portfolios to make clear the progress a students is making, • We have not established our own growth targets.	• Assessments are varied and adjusted. The DRA is a one-on-one test given by teachers; the MAP test adjusts to the level of the student, and the CAASPP test is a standardized test. • All students produced portfolios and over 90% of parents atttended a meeting with the teacher to review the portfolio work. This goal was met. We will continue to utilize this action to inform parents. • Growth targets were set by a cohort of teachers for students in the STMATH program and using the DRA assessment, for reading development.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Collect and score a writing assessment at the beginning and end of the school year. Administer DRA for all grade levels at the beginning and end of the year. Administer the MAP for grades 2-8 at the beginning and end of the year.	Writing samples were collected and scored by a designated staff member. The DRA was administered to all students in grades K-8 at the beginning and end of the year and scores were placed in a shared document. MAP was administered to all students in grades 2-8 at the	PD, CCSA conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3800	map testing, PD, CCSA conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1765
		Assessment Coordinator, Teacher assistant 2000-2999: Classified Personnel Salaries LCFF $33,855	Assessment Coordinator, Teacher assistant 2000-2999: Classified Personnel Salaries LCFF $33,856.79

Use the MAP tools to inform growth goals at the start of the year. Analyze plan created through this goal for establishment of a possible permanent protocol. Administer state mandated assessments Administer the Physical Fitness Test Administer CELDT or other state mandated designated EL assessment All students will participate in Exhibitions twice per year. All students will participate in a student lead conference All students will create and present a Presentation of Learning Effective methods of formative assessment will be created and shared with teachers. Designate a staff member responsible for data collection and disbursement	beginning and end of the year and midyear for math. MAP tools were available to all teachers to use for intervention strategies. This protocol was acknowledged to be helpful to all and a permanent document has created a protocol. State tests were administered to all students in grades 3-8, including ELPAC, CAASPP and Fitnessgram. All students had work on display during two Exhibitions. All students participated in a student lead conference. All students created and presented a Presentation of Learning, which involved reflection in academic and social emotional areas. Teachers did trainings in formative assessment. There was a staff member designated for data collection and administration.	Teacher assistant 2100-65 Special Education $33,855	Teacher assistant 2100-65 Special Education $33,858.84
			Cost of benefits 3000-3999: Employee Benefits LCFF $13543
			map testing, 4000-4999: Books And Supplies Supplemental and Concentration $3375

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

A shared google document was used to input all data from the school designated assessments. The teachers completed the assessments and input the data to be reviewed and updated over the course of the school year. This met the goal for teachers. The parents, when surveyed, did not all feel informed about the assessments, nor did they all have the data from the assessments. This has guided us towards a next step, which will be to streamline a document that all will utilize to share the assessment data at the first conferences in the fall and again at report card times.

We chose three different types of assessments to give a more informed evaluation of a student. We also used IEP information and historical information given by parents. We are going to continue utilizing these three assessments and other information to inform instruction. Innovations is a constructivist school and learning progress is as important as assessments which are snapshots in time. Therefore all students collected portfolio work- one artifact per month per subject area. The portfolios were reviewed with parents in February. We established three minimum days and scheduled them with the needs of all families in mind by holding them based on parents' schedules. A cohort of teachers set reading goals for students which were ultimately achieved. We are going to have to take deeper looks at the scores of these students to determine if goal setting was an advantage. All teachers will look at growth targets for students in the 2018-19 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions taken to address the goals were effective in the areas of informing teachers, altering instruction as well as discussing ongoing work with parents. We need improvement in the area of reaching a larger percentage of parents and in setting goals for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to have more parents informed about the assessments that are used, we will hold in person assemblies that will address all parents about a variety of topics, including assessment. We have also purchased a new parent communication tool, ParentSquare, for more two way engagement in parent communication with the hopes of increasing timely feedback from parents. We will also create a specific form that all teachers will use to share information about schoolwide assessments. Additionally, we will formulate a structure for goal setting by teachers for student progress.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

<table>
<tr><td align="center">Expected</td><td align="center">Actual</td></tr>
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Metric/Indicator
- Teachers will participate in a variety of professional development that aligns with charter, CCSS, NGSS, constructivist philosophy.
- Parent survey responses show a sense of awareness of their child's progress.
- There is accurate data on student behavior that is used by staff to determine next steps and interventions.
- Suspensions will only take place after other significant interventions have taken place.
- There will be a designated instructional coach available to teachers on staff.
- Students will take fine arts, performing arts and media arts during the year.
- Teachers have student assistants if their class is 20 students or more.

17-18
- Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school
- Student behavior is tracked and analyzed to inform decision making
- 100% of teachers receive professional development on multiple academic and social emotional strategies
- New teachers report feeling supported in an annual survey
- Maintain low suspension rates
- 100% of teachers will have access to instructional coaching
- 100% of students will have access to a variety of arts instruction
- Teachers are given support in the classroom

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- Teachers at Innovations Academy participated in a variety of professional development including Responsive Classroom, The Teachers College of Reading and Writing, History and Social Science Framework, National Science Teacher Conference. Each participant developed and presented the information from the experience to the rest of the teachers.
- 90.4% of families responded to a survey. In that survey 95.98% felt their child was being prepared academically for their future. In another survey over 50% of respondents expressed a desire to receive more communication regarding their child's standardized assessments.
- School completed and implemented a behavior intervention flow chart to allow all staff to communicate where each individual student was on the spectrum of interventions.
- School implemented the use of a behavioral incident tracker.
- The assistant director, serving as instructional coach spent more than 50% of each school day observing and giving feedback to teachers. 100% of teachers observed at least one other teacher and followed up the observation with feedback.
- 100% of new teachers expressed satisfaction with the support they received.
- Only one suspension took place this year, a reduction from previous years.
- 100% of students participated in arts instruction
- 100% of teachers worked with a teacher assistant.

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	Expected	Actual

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

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 100% of teachers will receive professional development on the following topics: Positive Discipline Effective use of academic language Classroom management	• Teachers at Innovations Academy received training in Responsive Classroom, Classroom management based on Teach Like A Champion & Discipline using Responsive Classroom methods.	Positive Discipline Effective use of academic language Classroom management Project Based Learning CCSS Math CCSS writing NGSS Differentiating for Special Education students ELA and ELD instruction Student achievement data	Positive Discipline Effective use of academic language Classroom management Project Based Learning CCSS Math CCSS writing NGSS Differentiating for Special Education students ELA and ELD instruction Student achievement data

Project Based Learning CCSS Math CCSS writing NGSS Differentiating for Special Education students ELA and ELD instruction Student achievement data analysis • Two weeks of summer professional development and two full non instructional days of professional development • Weekly Monday staff development • Access to weekly meetings with the director • Collaborative opportunities with a partner teacher • Observations by an instructional coach and peer teachers • Opportunities for PLC on formative assessment strategies • Student behavior data tracked • Access to an intervention flow chart aligned with school philosophy • New teachers will be provided the Responsive Classroom training	Project Based Learning project development Alignment of Math instruction with learning paths and the spiral approach. The Teachers College of Reading and Writing, Creating balanced literacy instruction Addressing literacy for dyslexic students History and Social Science Framework, NGSS standards 100% of teachers participated in 2 weeks of professional development 100% of teachers attended Monday staff development meetings including topics on formative assessment. 100% of teachers participated in weekly meetings with the director 100% of teachers received coaching ach participant developed and presented the information from the experience to the rest of the teachers. 100% of teachers and students had access to three art instructors	analysis 5210-00 Supplemental and Concentration $47,091	analysis 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $41,840
		.50% AD salary 1000-1999: Certificated Personnel Salaries LCFF $34,000	.50% AD salary 1000-1999: Certificated Personnel Salaries LCFF $34,000
		Jenifer Kubler 2000-2999: Classified Personnel Salaries Special Education $17,500	Jenifer Kubler 2000-2999: Classified Personnel Salaries Special Education $27,026
		Teachers salary to support program 1000-1999: Certificated Personnel Salaries LCFF $1,119,400	Teachers salary to support program 1000-1999: Certificated Personnel Salaries LCFF $860,701
			SPED Teachers salary to support program 0001-0999: Unrestricted: Locally Defined Special Education $147,274
			Benefits to support program 3000-3999: Employee Benefits LCFF $267,250

• 100% of students will be provided opportunities to work with experts in a variety of arts instruction • Classes fully enrolled with be given instructional aide support - • Teachers supported by a MFT intern for guidance in implementation of social emotional and mindfulness strategies	for consultation and for direct instruction. 100% of classrooms had a teacher assistant The school had a FT MFT intern who directed mindfulness practice, Positive Discipline implementation and services to staff and students.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our leadership and staff participated in a variety of training for teachers, teacher assistants and support staff in the areas of social emotional learning, mindfulness instruction, classroom management, creating deeper learning within projects, literacy for dyslexic students and reviewing literacy in the classroom, restructuring mathematics teaching in the classroom and assessment tools. Information regarding the different assessment tools was shared with parents via school email, conferences. Data was kept about behavior and academic assessment in one place accessible to all staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

100% of teachers expressed a feeling of support from other teachers and administrators during the school year.
100% participation of teachers is a variety of trainings.
Academic coach observed teachers using techniques from the trainings.
93% of students expressed that they were able to get help when they need it on campus.
97.8% of students expressed feeling cared about by their teacher.
Suspensions decreased this year from the previous year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There will be no changes to the goal. The school will be exploring ways to inject inquiry and deep thought throughout the curriculum and teachers will receive training regarding methods for strengthening inquiry. We expect to see inquiry reflected throughout the instruction of all subject matter. We will be utilizing ParentSquare for school to home communication and expect parents to express greater satisfaction with school communications. Teachers will continue to receive quality professional development experiences. We expect to maintain low suspension rates.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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Expected

Actual

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Metric/Indicator

High level of inquiry, cognitive demand and academic language being used by students as evidences by regular classroom observation and walk-throughs.

- Students present their learning using a variety of artistic expression.
- Materials and resources reflect Common Core skills and knowledge.
- Students will be using technology throughout their learning as evidenced by observations.
- Records demonstrate that teachers are credentialed in their area of instruction.
- Facilities are in clean and safe state.
- A variety of field trips are taken in each class and guest experts brought in that pertain to the academic subject matter.

17-18

- Increased inquiry, cognitive demand and academic language in instruction and quality of student work

100% of students will have access to instruction in a variety of arts

100% of students will have access to Common Core aligned instructional materials

100% of students will have access to technology that enhances their learning

100% of classroom teachers will be appropriately credentialed and assigned.

Ensure facilities are in good repair

100% of students will attend multiple field trips and guest experts related to academic work during each school year.

Innovations Academy is proud of our progess in this area. Our student project work is reflective of students who are thinking deeply and producing work that is cognitively demanding. The struggle seems to be in the testing of this work. Our students are creative thinkers and their abilities don't always translate to high test scores. We are analyzing our materials and computer use to support improvement of test scores.

- 100% of students participated in a minimum of 4 projects during the year that involved cross curricular studies. They demonstrated their learning in 2 different exhibitions.
- 100% of students participated in a trimester of fine art and performing arts and demonstrated their learning through the creation and display of work.
- 100% of students accessed instruction in math and language arts aligned with CCSS.
- 100% of teachers utilized CCSS curriculum for math instruction.
- 100% of students in our full time program used math software designated by school
- 100% of students in our full time 2-8 had access to a chromebook
- All of our K-1 classes had a 2:1 ipad access for students.
- our facilities were designated as safe and in good repair per our SARC
- We have a custodian paid as part of our lease and classroom cleaning staff paid by the school.
- We repaired broken furniture prior to the start of the school year.
- 100% of our students attended at least 5 field trips during the school year.
- 100% of our FT 6-8 grade students attended an overnight field trip.
- We are in search of a new facility for the 2019-20 school year.

Expected	Actual

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

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids	• Chromebooks were provided for all students in 2nd-8th grade. • Doc Cams, projectors and audio equipment were provided for all classrooms and repaired or replaced in a timely manner. Software was provided for all students and differentiated based on grade level and student need. • All software licenses planned, were purchased • We now have at least 1/3 of the FOSS kits for each grade level. Additional kits were purchased this year and some classes have 2/3 of the kits.	Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids	Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids

Reflex Math

Lexia Learning

IXL

Activated Reader
- Provide materials for hands on instruction: math manipulatives, FOSS kits,
- Provide curricular supports for mathematics.
- Provide staff member that tracks teacher credentialing documents.
- Provide experts to work with students in multiple areas of art expression (performing arts, media arts, fine arts, pottery, music)
- Maintain internet access for teacher and student use of web and app based learning supports
- Provide app based application for behavior tracking and interventions
- Provide application for portfolio building
- Maintain school facility in clean and optimal conditions
- Seek to acquire a bus to support transportation for field trips.

- Mystery Science was acquired through a free trial for K-5 classrooms.
- An office staff member is designated to review credentials regularly.
- Staff includes one performing arts teacher, one fine art teacher, one ceramics teacher, access to a media arts expert on call.

We need to continue to find a way to provide a music instructor. For now our performing arts teacher teaches music.
- We acquired "Incident Tracker" for the tracking of incidences of behavioral interventions.
- We have a custodian as part of our lease and we also have a cleaning team that supports our custodian with classroom cleaning.
- Two buses were acquired to support our field study experiences.
- All students participated in a minimum of five field trip experiences and interacted with a minimum of 3 guest experts.

Reflex Math

Lexia Learning

IXL

Provide materials for hands on instruction: math manipulatives, FOSS kits,

- Provide curricular supports for mathematics.

performing arts teacher teaches music.

Reflex Math

Lexia Learning

IXL

Provide materials for hands on instruction: math manipulatives, FOSS kits,

- Provide curricular supports for mathematics.

performing arts teacher teaches music. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $38,200

Two buses were acquired to support our field study experiences. 7000-7439: Other Outgo LCFF $30,000

- Provide field trip funds and guest expert experiences for students

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have been on a search for software that will support differentiated learning while providing opportunities for student independence in learning. We utilized STMATH and made class goals for completion. Our classes met their goals. Students expressed satisfaction with the new math implementation and our math scores increased in all grade levels. We have found a number of applications for learning of different subject matter (STMATH, Zingy Science). We are now at a point of re-analyzing our use of computer applications for learning. There is a limited number of hours in a day and we have to becareful that there is not an overuse of technology during the school day when we can best take advantage of collaborative opportunities for interactive, hands on experiences.
Our K-5 teachers discovered and ran a trial of Mystery Science, a hands on experience for science instruction. We also continued to use FOSS kits for science experimentation. Our math program implementation. All teachers utilized a Saxon math spiraliing approach to math instruction. Students completed mini lessons, practice problems and review problems daily. We initiated a TAPS (Talking About Problem Solving) for middle school students. We continued to integrate arts into our program by maintaining performing arts, pottery and fine arts instructors. We also provided a media arts expert to provide support to students and teachers on an as needed basis. All students had art work on display at two exhibition opportunities during the school year.
We continued to contract with a cleaning team to support our district provided custodian (as part of our lease). Our classrooms were cleaned twice per week. Per our SARC, our schools are safe and clean.
IA students participate in field trip experiences as part of their learning. These experiences are part of the inquiry work being done in projects and hands on learning. They often involve interactions with experts in different academic areas. Additionally, guest experts are invited to campus to discuss their work with students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

99.12% of parents responded positively to "My child is learning social-emotional/relationship skills that support collaboration."
97.33% of parents responded positively to "The academic work my child is doing at school is meaningful."
93% of students responded positively to "When I am at school I am able to get help when I need it."
87.2% of parents said they felt informed about their child's behavior at school.
Parents were given open ended opportunities to share their needs via surveys. Parents were given multiple opportunities to give input about our programs. Information about LCAP actions and goals was shared with parents during the year.

Teachers researched and selected Mystery Science. Teachers participated in committees giving input on school and curriculum matters. Teachers and students had working equipment throughout the school year.
Our math program restructure was successful in that our math scores went up on the 2018 CAASPP tests. We still need to unpack these scores and find which areas showed most improvement. We have decided to restructure our ELA program because of these positive results.
Two buses were purchased this school year and worked on by a mechanic but due to regulations, we are still getting all permits necessary to run them. The goal is to have those buses in action in September 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There will be no substantial change to this goal. We are currently evaluating the impact of the actions for this goal on test scores. Our math scores improved and we will take a deeper look at this in our two week staff development in August. We will be adding a software for ELA as that is our new academic focus for the school year. At the same time we are evaluating the amount of computer time used for learning applications. We will be getting our buses on the road to evaluate the cost effectiveness support they provide teachers.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Absences/tardies will be recorded in a unique document that allows for yearly comparisons. • Cumulative absences will decrease each year. • Parents of chronic absence/tardy students will have scheduled meetings. • Independent study contracts will be selected by more families when they are out.	Powerschool was used to record student absences and tardies. The attendance clerk reported to the director when necessary. At the semester transition, parents of chronically absent and tardy students were notified by phone. Absences and tardies subsequently decreased. A baseline was not set this year prior to the start of the school year, so monitoring was not as effective as it could have been. A note about absences and tardies was added to the parent handbook. There will be baselines set for the coming school year and a protocol set in place. Use of school acquired software for work from absent students was increased. This helped students keep up with their work while out of school. This is an effective use of software as measured by parent awareness of our programs.

	Expected	Actual

Expected / **Actual**

17-18
Set a baseline for absences over the past year and tardies.
Decreased number of absences.
Increased intervention throughout the year.
Decreased number of tardies Decreased number of students who are absent or tardy repeatedly.
Increased work while home for absent students.

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

Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Set a baseline for absences through analyzing past and present data. Maintain or improve P1 and P2 ADA Increase communication with families of chronically absent students. Increase support of families with chronically absent students. Develop a method of improved work at home when student must be absent.	A baseline was not set. This action will be moved to the 2018-19 school year. Baseline will be set prior to the commencement of the school year. P2 improved from 96.32% in 2017 to 96.53% in 2018.

We found that phone calls to families with chronically tardy and absent students made more impact than emails.
We utilized software and teacher provided materials for short term | Cost of Power school 5800: Professional/Consulting Services And Operating Expenditures LCFF $12,000 | Cost of Power school 5800: Professional/Consulting Services And Operating Expenditures LCFF $12,000 |
		cost associated with Goal 3, action 1 $0.00	cost associated with Goal 3, action 1 $0.00
		Telephone cost 5900: Communications LCFF $3,600	Telephone cost 5000-5999: Services And Other Operating Expenditures LCFF $6,562
		cost associated with Goal 3, action 1 $0.00	cost associated with Goal 3, action 1 $0.00

| Increased communication with families of repeated tardy students | independent study contracts where students were ill. | Website cost, Host Gator 5800: Professional/Consulting Services And Operating Expenditures LCFF $3,500 | Website cost, Host Gator 5800: Professional/Consulting Services And Operating Expenditures LCFF $3,500 |
| | | cost associated with Goal 3, action 1 $0.00 | cost associated with Goal 3, action 1 $0.00 |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We are not satisfied with the absences and tardies of certain families, especially the tardy rate and will continue to pursue solution based problem solving with those families. A baseline was not set. This action will be moved to the 2018-19 school year. Baseline will be set prior to the commencement of the school year.
We found that sharing the impact of tardies and absences over an all school call was impactful. We found that phone calls to families with chronically tardy and absent students made more impact than emails. We will continue to use phone calls as a method to communicate and make plans with parents. We plan to do this on a quarterly basis at a minimum.
We utilized software and teacher provided materials for short term independent study contracts when students were ill and absent for brief periods and found that to be more effective for some students than paper based assignments.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We found that sharing the impact of tardies and absences via an all school call decreased them over a short period following the call.
We found that problem solving via a telephone call also decreased tardies and absences.
We found that calling at the semester was not frequent enough to make significant changes across the year.
Powerschool is an effective tool to monitor this data.
Some students are more likely to complete work at home when they can use school purchased software.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No substantial changes to this goal. We will set a fixed baseline from previous years based on Powerschool data. We will monitor and make contact with parents of chronically absent/tardy students on a quarterly basis. We will continue to pursue a decrease in absences and tardies and explore possibilities for doing so.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parents know exactly how to access their child's academic standing. Parents have several options for parent education during the school year. • There will be school based activities that exhibit student work, engage parents in experiencing their child's work and participate in the process. • All parents will attend a student lead conference, one exhibition and a portfolio review each year. • 80% or more of parents will respond to a survey. • Parents will approach their child's mistakes with understanding based on the child's stage of development.	

Expected	Actual
17-18 100% of parents will receive specific information pertaining to their child's academic and social emotional learning. 100% of parents will be given parent education regarding ways to extend academic learning at home. 100% of parents will be provided multiple opportunities to participate in school based activities. 100% of parents will participate in at least one school event. Parents will respond to a parent survey. Parents will be provided parent educational opportunities and information about child developmental needs. **Baseline** 100% of parents receive a weekly email from the school and a weekly email/call from the teacher. - Parent educational resources are offered to parents. 100% Parents receive a phone invitation to our school events. 100% of parents will sign in at any parent event. - Less than 30% of parents typically respond to our surveys. - Parents will grow in their understanding about why we do not punish or reward/bribe children.	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Weekly Parent communication through a multi media approach Students will write in the school to home journal weekly. Weekly school emails will include parent education materials. Open House will provide information about project based	Weekly parent communication happened via Kaymbu (a parent communication platform) and Blackboard (another platform that sends texts, emails and calls) Students used weekly journals to share their progress with their parents.	Kaymbu 4400-00 Supplemental and Concentration $2800	Kaymbu 4000-4999: Books And Supplies Supplemental and Concentration $2800
		Student materials 4315-00 Lottery $3,500	Student materials 4000-4999: Books And Supplies Lottery $17,441

learning, school policies and our social emotional program.
Student Lead Conferences will be scheduled to accommodate parents schedules.
Administer parent surveys for feedback
Parent education seminar provided to parents.
Coffee Connections held monthly for parents.
Support Parent Association events.
Share student achievement information at least twice yearly.
Recognize parent volunteers at an appreciation ceremony
Volunteer Coordinator on staff
Parents are invited to participate on field trips, in the classroom and on campus in a variety of capacities.

Open House provided information about our curriculum and programs.
Student Lead Conferences were held at the end of the first six weeks of school for 100% of parents.
Two different surveys were administered that addressed parents and one that addressed students.
Two parent education seminars were presented regarding Positive Discipline style parenting.
Coffee Connections were held monthly.
A Parent Volunteer Appreciation Ceremony took place on 5/31/18.
The Parent Association increased their number of events with support of the administration.
Report cards were sent twice and family conferences were held twice during the year. Both shared academic achievements.
Parent participation included support through parent readers, parent drivers for field trips, parent support in the school garden, parent volunteers organizing field trips, parents as guest experts and parents as classroom volunteers.

Blackboard connect 5900: Communications LCFF $1850

Copy, printing cost, Parent education seminar provided to parents.
Coffee Connections held monthly for parents.
Support Parent Association events.
5000-5999: Services And Other Operating Expenditures LCFF $1900

Volunteer Coordinator on staff 2000-2999: Classified Personnel Salaries LCFF $2500

Coffee Connections held monthly for parents.Recognize parent volunteers at an appreciation ceremony 4300-00 Supplemental and Concentration $1000

Blackboard connect 5000-5999: Services And Other Operating Expenditures LCFF $1850

Copy, printing cost, Parent education seminar provided to parents.
Coffee Connections held monthly for parents.
Support Parent Association events.
4000-4999: Books And Supplies Supplemental and Concentration $1,900

Volunteer Coordinator on staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration $2500

Coffee Connections held monthly for parents.Recognize parent volunteers at an appreciation ceremony 4000-4999: Books And Supplies Supplemental and Concentration 1344

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

For parent communication, we utilized a new platform to help teachers and parents communicate. We also continued the use of blackboard for school to home communication. We held a training for teachers in how to create school to home journals and requred teachers to send one email per week to parents addressing the work being done in class and upcoming events and activities. In order to increase parent participation, the administration met with parent association organizers to discuss volunteerism and to coordinate events. We also held two conference times and two exhibition nights, all of which had participation rates greater than 90%. Two parent surveys collected information. One survey had a 90% participation rate. For the first time we provided two opportunities for free parent education workshops that aligned with school philosophy (one held on a weekday and one on a weekend).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The work done towards this goal was successful in generating parent involvement and participation in their childrens' education. Overall parents express satisfaction with the school and the work their children are doing. Surveys showed an ongoing need to have more academic information or more ongoing access to academic information, including test scores from standardized testing. Surveys also showed a desire for help in learning how to provide academic support for their children at home.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made to this goal. We will continue to strive for 100% participation rates in surveys, exhibitions of student work, school activities and all conferences. We will offer more parent education opportunities and measure participation and satisfaction at the activity. We will continue to pursue better ways to communicate with parents. We did not like the Kaymbu platform for all grades so we are eliminating our two communication platforms and making a switch to ParentSquare. Coffee Connections were not well attended but some parents expressed a wish to have more education about specific aspects of the school, so we are going to make themed coffee connections in order to draw parents to that informal format. We will continue to support parent volunteerism and celebrate it at school.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Innovations Academy Board reviewed and discussed LCAP as a regular agenda item at public board meetings that are held quaterly. Distinct goals in the charter are addressed at each meeting.

All staff members attended training and discussion regarding LCFF and LCAP. Input received 8/23/17 and 1/2/18.
Staff had the opportunity to participate in a teacher committee, open to all and optional that was held on Wednesdays from 3/14 until the end of the school year.
Students in grades 3-8 were surveyed by teachers and participated in an anonymous survey. Students in K-2 were surveyed by the teacher.
Parent opportunities for discussion were held 9/11/17 and 11/6/17.
Parent input survey was conducted (3/12/17 and 5/27/18)

Parents are invited to open dialogue with director during open office hours and Coffee Connections. Parents are involved in the parent organization, volunteering on campus, on committees, and as class to home liaisons.

For the 2018-19 school year, Innovations Academy will hold a monthly review and discussion at our public board meetings.

The LCAP is posted on the website.

Parents will be informed at Parent Information meetings and Coffee Connections. An LCAP survey will be utilized for parent input
One staff training per semester will take place to both inform and gather data for LCAP.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Information was gathered through the variety of methods. Parent, Teacher, Teacher Assistant, Special Ed team and board input will continue to inform the administration about our progress.

Our LCAP plan will continue to be informed by our community so that the actions are aligned with needs.The input received from various stakeholders served to:
- -Inform Innovations Academy administration and staff regarding community perception and needs.
- -Evaluate our LCAP plan, create more focus on a particular area and make progress to the needs of the community (staff, students, parents and board members).
- -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 and all programs and assessments on campus.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Use effective tools for formative and summative assessment.
Monitor student progress and achievement.
Use data to inform instruction
Full community awareness of progress and achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Parents teachers and students are all aware of what assessments are saying about a child. • Increase the value of the tools that being used to evaluate students. • Assessments used are varied and adjusted to meet the uniqueness of the students. • Portfolios demonstrate the progress of a student and allow parents and teachers to understand a child's needs as a learner. • Growth targets are established by teachers for their students.	• Students participate in a number of assessments. Feedback is currently at report card times, student lead conferences, exhibitions, portfolio review and presentations of learning. The question remains if the progress is understood. • We are unsure if the tools are transparent. • Students experience a variety of assessments. • All students have a portfolio. We would like portfolios to make clear the progress a students is making,	• Students and parents receive clear feedback about their progress • Tools being used will be transparent and accessible • Students will experience a variety of assessments • All students will have a portfolio of student work with monthly samples. • Establish growth targets at the beginning of the school year and evaluate at end of year.	• Students and parents receive clear feedback about their progress • Tools being used will be transparent and accessible • Students will experience a variety of assessments • All students will have a portfolio of student work with monthly samples. • Establish growth targets at the beginning of the school year and evaluate at end of year.	• Students and parents receive clear feedback about their progress • Tools being used will be transparent and accessible • Students will experience a variety of assessments • All students will have a portfolio of student work with monthly samples. • Establish growth targets at the beginning of the school year and evaluate at end of year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• We have not established our own growth targets.			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| Collect and score a writing assessment at the beginning and end of the school year. Administer DRA for all grade levels at the beginning and end of the year. Administer the MAP for grades 2-8 at the beginning and end of the year. Use the MAP tools to inform growth goals at the start of the year. Analyze plan created through this goal for establishment of a possible permanent protocol. Administer state mandated assessments Administer the Physical Fitness Test Administer CELDT or other state mandated designated EL assessment All students will participate in Exhibitions twice per year. All students will participate in a student lead conference All students will create and present a Presentation of Learning Effective methods of formative assessment will be created and shared with teachers. Designate a staff member responsible for data collection and disbursement | Administer DRA for all grade levels at the beginning and end of the year. Build in class libraries that are leveled and assign students leveled books for reading workshop. Administer the MAP for grades 2-8 at the beginning and end of the year. Use the MAP tools to inform growth goals at the start of the year. Define protocol in teacher expectations Administer state mandated assessments Administer the Physical Fitness Test Administer ELPAC or other state mandated designated EL assessment All students will participate in Exhibitions twice per year. All students will participate in a student lead conference All students will create and present a Presentation of Learning Effective methods of formative assessment will be shared with teachers. Designate a staff member responsible for data collection and disbursement | Administer DRA for all grade levels at the beginning and end of the year. Administer the MAP for grades 2-8 at the beginning and end of the year. Use the MAP tools to inform growth goals at the start of the year. Analyze plan created through this goal for establishment of a possible permanent protocol. Administer state mandated assessments Administer the Physical Fitness Test Administer EIPAC or other state mandated designated EL assessment All students will participate in Exhibitions twice per year. All students will participate in a student lead conference All students will create and present a Presentation of Learning Effective methods of formative assessment will be shared with teachers. Designate a staff member responsible for data collection and disbursement |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3800	$4180	$4598
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures map testing, PD, CCSA conference	5000-5999: Services And Other Operating Expenditures map testing, PD, CCSA conference	5000-5999: Services And Other Operating Expenditures map testing, PD, CCSA conference

Amount	$33,855	$34,870	$34,870
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Assessment Coordinator, Teacher assistant	2000-2999: Classified Personnel Salaries Assessment Coordinator	2000-2999: Classified Personnel Salaries Assessment Coordinator
Amount	$33,855	$34,532	$34,532
Source	Special Education	Special Education	Special Education
Budget Reference	2100-65 Teacher assistant	2100-65 Teacher assistant	2100-65 Teacher assistant
Amount		$17,341	$17,341
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits Cost of Benefits	3000-3999: Employee Benefits Cost of Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Professional Development
Student Motivation and Engagement
Community Engagement
Academic Achievement
Suspension rate
ELL proficiency rates

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Teachers will participate in a variety of professional development that aligns with charter, CCSS, NGSS, constructivist philosophy. • Parent survey responses show a sense of awareness of their child's progress. • There is accurate data on student behavior that is used by staff to determine next steps and interventions. • Suspensions will only take place after other significant interventions have taken place. • There will be a designated instructional coach available	• Currently parents receive 2 report cards yearly and participate in student lead conferences, exhibitions, portfolio weeks and presentations of learning, but we don't know if they feel informed or how best to communicate with them or help them evaluate their own child. • Student behavior is tracked and accessible on paper but is not quickly accessed. • All teachers receive professional development on a variety of academic and social	• Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school • Student behavior is tracked and analyzed to inform decision making • 100% of teachers receive professional development on multiple academic and social emotional strategies • New teachers report feeling supported in an annual survey • Maintain low suspension rates • 100% of teachers will have access to	• Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school • Student behavior is tracked and analyzed to inform decision making • 100% of teachers receive professional development on multiple academic and social emotional strategies • New teachers report feeling supported • Maintain low suspension rates • 100% of teachers will have access to	• Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school • Student behavior is tracked and analyzed to inform decision making • 100% of teachers receive professional development on multiple academic and social emotional strategies • New teachers report feeling supported • Maintain low suspension rates • 100% of teachers will have access to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
to teachers on staff. • Students will take fine arts, performing arts and media arts during the year. • Teachers have student assistants if their class is 20 students or more.	emotional areas. • New teachers are provided a variety of support, but we need to know that they feel supported. • Suspension is an important tool when absolutely necessary. We will maintain our low suspension rate. • Students receive arts instruction. • Teachers currently have peer and admin support. • Teachers have teacher assistants in their class if they have 20 students or more.	instructional coaching • 100% of students will have access to a variety of arts instruction • Teachers are given support in the classroom	instructional coaching • 100% of students will have access to a variety of arts instruction • Teachers are given support in the classroom • 100% of students will have access to a variety of arts instruction	instructional coaching • Teachers are given support in the classroom • 100% of students will have access to a variety of arts instruction

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action
Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

- 100% of teachers will receive professional development on the following topics:

Positive Discipline

2018-19 Actions/Services

- 100% of teachers will receive professional development on the following topics:

Positive Discipline

2019-20 Actions/Services

- 100% of teachers will receive professional development on the following topics:

Positive Discipline

Effective use of academic language	Effective use of academic language	Effective use of academic language
Classroom management	Classroom management	Classroom management
Project Based Learning	Inquiry Learning	Project Based Learning
CCSS Math	CCSS Math	CCSS Math
CCSS writing	CCSS writing	CCSS writing
NGSS	NGSS	NGSS
Differentiating for Special Education students	Differentiating for Special Education students	Differentiating for Special Education students
ELA and ELD instruction	ELA and ELD instruction	ELA and ELD instruction
Student achievement data analysis • Two weeks of summer professional development and two full non instructional days of professional development • Weekly Monday staff development • Access to weekly meetings with the director • Collaborative opportunities with a partner teacher • Observations by an instructional coach and peer teachers • Opportunities for PLC on formative assessment strategies • Student behavior data tracked • Access to an intervention flow chart aligned with school philosophy • New teachers will be provided the Responsive Classroom training	Student achievement data analysis • Two weeks of summer professional development and two full non instructional days of professional development • Weekly Monday staff development • Access to weekly meetings with the director • Collaborative opportunities with a partner teacher • Observations by an instructional coach and peer teachers • Opportunities for PLC on formative assessment strategies • Student behavior data tracked • Access to an intervention flow chart aligned with school philosophy • New teachers will be provided the Responsive Classroom training	Student achievement data analysis • Two weeks of summer professional development and two full non instructional days of professional development • Weekly Monday staff development • Access to weekly meetings with the director • Collaborative opportunities with a partner teacher • Observations by an instructional coach and peer teachers • Opportunities for PLC on formative assessment strategies • Student behavior data tracked • Access to an intervention flow chart aligned with school philosophy • New teachers will be provided the Responsive Classroom training

- 100% of students will be provided opportunities to work with experts in a variety of arts instruction
- Classes fully enrolled with be given instructional aide support -
- Teachers supported by a MFT intern for guidance in implementation of social emotional and mindfulness strategies

- 100% of students will be provided opportunities to work with experts in a variety of arts instruction
- Classes fully enrolled with be given instructional aide support
- Teachers supported by a MFT intern for guidance in implementation of social emotional and mindfulness strategies

- 100% of students will be provided opportunities to work with experts in a variety of arts instruction
- Classes fully enrolled with be given instructional aide support
- Teachers supported by a MFT intern for guidance in implementation of social emotional and mindfulness strategies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$47,091	$51,800	$51,800
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5210-00 Positive Discipline Effective use of academic language Classroom management Project Based Learning CCSS Math CCSS writing NGSS Differentiating for Special Education students ELA and ELD instruction Student achievement data analysis	5210-00 Positive Discipline Effective use of academic language Classroom management Project Based Learning CCSS Math CCSS writing NGSS Differentiating for Special Education students ELA and ELD instruction Student achievement data analysis	5210-00 Positive Discipline Effective use of academic language Classroom management Project Based Learning CCSS Math CCSS writing NGSS Differentiating for Special Education students ELA and ELD instruction Student achievement data analysis
Amount	$34,000	$35,020	$35,020
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries .50% AD salary	1000-1999: Certificated Personnel Salaries .50% AD salary	1000-1999: Certificated Personnel Salaries .50% AD salary

Amount	$17,500	$18,025	$18,025
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Jenifer Kubler	2000-2999: Classified Personnel Salaries Jenifer Kubler	2000-2999: Classified Personnel Salaries Jenifer Kubler
Amount	$1,119,400	$1,152,982	$1,152,982
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers salary to support program	1000-1999: Certificated Personnel Salaries Teachers salary to support program	1000-1999: Certificated Personnel Salaries Teachers salary to support program
Amount		$301,506	$301,506
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

High quality resources and materials
Student course access
Variety of learning access points
Technology access for learning
(NOTE: modified of old #16 goal)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High level of inquiry, cognitive demand and academic language being used by students as evidences by regular classroom observation and walk-throughs. • Students present their learning using a variety of artistic expression. • Materials and resources reflect Common Core skills and knowledge. • Students will be using technology throughout their learning as evidenced by observations. • Records demonstrate that teachers are credentialed in their area of instruction.	• observations are at times documenting inquiry, cognitive demand and academic language. • Students receive arts instruction throughout the year. • Materials and resources are often aligned with common core. • 3rd-8th graders have 1:1 chromebooks. • Teachers are appropriately assigned. • Facilities are clean 80% of the time and broken things are repaired several times a year.	• Increased inquiry, cognitive demand and academic language in instruction and quality of student work 100% of students will have access to instruction in a variety of arts 100% of students will have access to Common Core aligned instructional materials 100% of students will have access to technology that enhances their learning 100% of classroom teachers will be appropriately credentialed and assigned. Ensure facilities are in good repair 100% of students will attend multiple field trips	• Increased inquiry, cognitive demand and academic language in instruction and quality of student work 100% of students will have access to instruction in a variety of arts 100% of students will have access to Common Core aligned instructional materials 100% of students will have access to technology that enhances their learning 100% of classroom teachers will be appropriately credentialed and assigned. 100% of students will attend multiple field trips and guest experts related to academic	• Increased inquiry, cognitive demand and academic language in instruction and quality of student work 100% of students will have access to instruction in a variety of arts 100% of students will have access to Common Core aligned instructional materials 100% of students will have access to technology that enhances their learning 100% of classroom teachers will be appropriately credentialed and assigned. 100% of students will attend multiple field trips and guest experts related to academic

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Facilities are in clean and safe state. • A variety of field trips are taken in each class and guest experts brought in that pertain to the academic subject matter.		and guest experts related to academic work during each school year.	work during each school year. Ensure facilities are in good repair	work during each school year. Ensure facilities are in good repair

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Students with Disabilities [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners
Foster Youth
Low Income
[Add Students to be Served selection here] | LEA-wide
[Add Scope of Services selection here] | All Schools
[Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids Reflex Math Lexia Learning IXL Activated Reader	• Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids Reflex Math Activated Reader • Provide materials for hands on instruction: math manipulatives, FOSS kits,	• Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids Reflex Math Lexia Learning IXL Activated Reader

- Provide materials for hands on instruction: math manipulatives, FOSS kits,
- Provide curricular supports for mathematics.
- Provide staff member that tracks teacher credentialing documents.
- Provide experts to work with students in multiple areas of art expression (performing arts, media arts, fine arts, pottery, music)
- Maintain internet access for teacher and student use of web and app based learning supports
- Provide app based application for behavior tracking and interventions
- Provide application for portfolio building
- Maintain school facility in clean and optimal conditions
- Seek to acquire a bus to support transportation for field trips.
- Provide field trip funds and guest expert experiences for students

- Provide math instructional design to teachers
- Provide ELA instructional design to teachers
- Provide staff member that tracks teacher credentialing documents.
- Provide experts to work with students in multiple areas of art expression (performing arts, media arts, fine arts, pottery, music)
- Maintain internet access for teacher and student use of web and app based learning supports
- Provide app based application for behavior tracking and interventions
- Provide application for portfolio building
- Maintain school facility in clean and optimal conditions
- Provide field trip funds and guest expert experiences for students

- Provide materials for hands on instruction: math manipulatives, FOSS kits,
- Provide curricular supports for mathematics.
- Provide staff member that tracks teacher credentialing documents.
- Provide experts to work with students in multiple areas of art expression (performing arts, media arts, fine arts, pottery, music)
- Maintain internet access for teacher and student use of web and app based learning supports
- Provide app based application for behavior tracking and interventions
- Provide application for portfolio building
- Maintain school facility in clean and optimal conditions
- Provide field trip funds and guest expert experiences for students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$54,675	$60,142	$60,142
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4430-000 Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids Reflex Math Lexia Learning IXL	4000-4999: Books And Supplies Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids Reflex Math Lexia Learning IXL	4000-4999: Books And Supplies Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids Reflex Math Lexia Learning IXL

Amount	$13,029	$14,332	$14,332
Source	LCFF	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Provide materials for hands on instruction: math manipulatives, FOSS kits, • Provide curricular supports for mathematics.	4000-4999: Books And Supplies Provide materials for hands on instruction: math manipulatives, FOSS kits, • Provide curricular supports for mathematics.	4000-4999: Books And Supplies Provide materials for hands on instruction: math manipulatives, FOSS kits, • Provide curricular supports for mathematics.
Amount		$62,676	$62,676
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures -Provide experts to work with students in multiple areas of art expression (performing arts, media arts, fine arts, pottery, music)	5000-5999: Services And Other Operating Expenditures -Provide experts to work with students in multiple areas of art expression (performing arts, media arts, fine arts, pottery, music)
Amount		$15,000	$15,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures -Provide field trip funds and guest expert experiences for students	5000-5999: Services And Other Operating Expenditures -Provide field trip funds and guest expert experiences for students

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Decrease chronic absenteeism and tardies
Maintain or improve ADA
Provide access to instructional materials for absent students
Increase engagement through reduced tardies and absences

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Absences/tardies will be recorded in a unique	Absences and tardies are kept in Powerschool. • Students have less than 15	Set a baseline for absences over the past year and tardies.	Set a baseline for absences over the past year and tardies.	Set a baseline for absences over the past year and tardies.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
document that allows for yearly comparisons. • Cumulative absences will decrease each year. • Parents of chronic absence/tardy students will have scheduled meetings. • Independent study contracts will be selected by more families when they are out.	absences per school year. • Repeat offenders are called infrequently. • Some students complete independent study short term when absent.	Decreased number of absences. Increased intervention throughout the year. Decreased number of tardies Decreased number of students who are absent or tardy repeatedly. Increased work while home for absent students.	Decreased number of absences. Increased intervention throughout the year. Decreased number of tardies Decreased number of students who are absent or tardy repeatedly. Increased work while home for absent students.	Decreased number of absences. Increased intervention throughout the year. Decreased number of tardies Decreased number of students who are absent or tardy repeatedly. Increased work while home for absent students.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
Students with Disabilities
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Set a baseline for absences through analyzing past and present data.
Maintain or improve P1 and P2 ADA
Increase communication with families of chronically absent students.
Increase support of families with chronically absent students.
Develop a method of improved work at home when student must be absent.
Increased communication with families of repeated tardy students

2018-19 Actions/Services

Find a reliable baseline to gauge status on absences or tardies.
Maintain or improve P1
Increase communication with families of chronically absent students.
Increase support of families with chronically absent students.
Develop a method of improved work at home when student must be absent.
Increased communication with families of repeated tardy students

2019-20 Actions/Services

Use the baseline to gauge status on absences or tardies.
Maintain improved P1
Increase communication with families of chronically absent students.
Increase support of families with chronically absent students.
Develop a method of improved work at home when student must be absent.
Increased communication with families of repeated tardy students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,000	$13,200	$13,200
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Cost of Power school	5800: Professional/Consulting Services And Operating Expenditures Cost of Power school	5800: Professional/Consulting Services And Operating Expenditures Cost of Power school
Amount	$0.00	0.00	0.00
Budget Reference	cost associated with Goal 3, action 1	cost associated with Goal 3, action 1	cost associated with Goal 3, action 1
Amount	$3,600	$4,875	$4,975
Source	LCFF	LCFF	LCFF
Budget Reference	5900: Communications Telephone cost	5900: Communications Telephone cost	5900: Communications Telephone cost
Amount	$0.00	$0.00	$0.00
Budget Reference	cost associated with Goal 3, action 1	cost associated with Goal 3, action 1	cost associated with Goal 3, action 1
Amount	$3,500	$4,000	$4,500
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Website cost, Host Gator	5800: Professional/Consulting Services And Operating Expenditures Website cost, Host Gator	5800: Professional/Consulting Services And Operating Expenditures Website cost, Host Gator
Amount	$0.00	$0.00	$0.00
Budget Reference	cost associated with Goal 3, action 1	cost associated with Goal 3, action 1	cost associated with Goal 3, action 1

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Parent engagement in student learning
Parent understanding of child development
Parent participation in school events
Parent awareness of student progress and achievement

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parents know exactly how to access their child's academic standing.	100% of parents receive a weekly email from the school and a weekly email/call from the teacher.	100% of parents will receive specific information pertaining to their child's academic	100% of parents will receive specific information pertaining to their child's academic	100% of parents will receive specific information pertaining to their child's academic

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parents have several options for parent education during the school year. • There will be school based activities that exhibit student work, engage parents in experiencing their child's work and participate in the process. • All parents will attend a student lead conference, one exhibition and a portfolio review each year. • 80% or more of parents will respond to a survey. • Parents will approach their child's mistakes with understanding based on the child's stage of development.	• Parent educational resources are offered to parents. • 100% Parents receive a phone invitation to our school events. • 100% of parents will sign in at any parent event. • Less than 30% of parents typically respond to our surveys. • Parents will grow in their understanding about why we do not punish or reward/bribe children.	and social emotional learning. 100% of parents will be given parent education regarding ways to extend academic learning at home. 100% of parents will be provided multiple opportunities to participate in school based activities. 100% of parents will participate in at least one school event. Parents will respond to a parent survey. Parents will be provided parent educational opportunities and information about child developmental needs.	and social emotional learning. 100% of parents will be given parent education regarding ways to extend academic learning at home. 100% of parents will be provided multiple opportunities to participate in school based activities. 100% of parents will participate in at least one school event. Parents will respond to a parent survey. Parents will be provided parent educational opportunities and information about child developmental needs.	and social emotional learning. 100% of parents will be given parent education regarding ways to extend academic learning at home. 100% of parents will be provided multiple opportunities to participate in school based activities. 100% of parents will participate in at least one school event. Parents will respond to a parent survey. Parents will be provided parent educational opportunities and information about child developmental needs.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Weekly Parent communication through a multi media approach Students will write in the school to home journal weekly. Weekly school emails will include parent education materials. Open House will provide information about project based learning, school policies and our social emotional program.	Weekly Parent communication through a multi media approach Students will write in the school to home journal weekly and be signed by parents. Weekly school emails will include parent education materials. Open House or other meeting opportunity for parents will provide information about	Weekly Parent communication through a multi media approach. Students will write in the school to home journal weekly. Weekly school emails will include parent education materials. Open House will provide information about project based learning, school policies and our social emotional program.

Student Lead Conferences will be scheduled to accommodate parents schedules.
Administer parent surveys for feedback
Parent education seminar provided to parents.
Coffee Connections held monthly for parents.
Support Parent Association events.
Share student achievement information at least twice yearly.
Recognize parent volunteers at an appreciation ceremony
Volunteer Coordinator on staff
Parents are invited to participate on field trips, in the classroom and on campus in a variety of capacities.

project based learning, school policies and our social emotional program.
Student Lead Conferences will be scheduled to accommodate parents schedules.
Administer parent surveys for feedback
Parent education seminar provided to parents.
Coffee Connections held monthly for parents.
Support Parent Association events.
Share student achievement information quarterly
Recognize parent volunteers at an appreciation ceremony
Volunteer Coordinator appointed
Parents are invited to participate on field trips, in the classroom and on campus in a variety of capacities.

Student Lead Conferences will be scheduled to accommodate parents schedules.
Administer parent surveys for feedback
Parent education seminar provided to parents.
Coffee Connections held monthly for parents.
Support Parent Association events.
Share student achievement information at least twice yearly.
Recognize parent volunteers at an appreciation ceremony
Volunteer Coordinator on staff
Parents are invited to participate on field trips, in the classroom and on campus in a variety of capacities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2800	$3080	$3080
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4400-00 Kaymbu	4400-00 Kaymbu	4400-00 Kaymbu
Amount	$3,500	$3,850	$3,850
Source	Lottery	Lottery	Lottery
Budget Reference	4315-00 Student materials	4315-00 Student materials	4315-00 Student materials

Amount	$1850	$2850	$2850
Source	LCFF		LCFF
Budget Reference	5900: Communications Blackboard connect	5900: Communications Blackboard connect	5900: Communications Blackboard connect
Amount	$1900	$2900	$2900
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Copy, printing cost, Parent education seminar provided to parents. Coffee Connections held monthly for parents. Support Parent Association events.	4000-4999: Books And Supplies Copy, printing cost, Parent education seminar provided to parents. Coffee Connections held monthly for parents. Support Parent Association events.	4000-4999: Books And Supplies Copy, printing cost, Parent education seminar provided to parents. Coffee Connections held monthly for parents. Support Parent Association events.
Amount	$2500	$0	$0
Source	LCFF		
Budget Reference	2000-2999: Classified Personnel Salaries Volunteer Coordinator on staff	Volunteer Coordinator on staff	Volunteer Coordinator on staff
Amount	$1000	$1500	$1500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4300-00 Coffee Connections held monthly for parents.Recognize parent volunteers at an appreciation ceremony	4300-00 Coffee Connections held monthly for parents.Recognize parent volunteers at an appreciation ceremony	4300-00 Coffee Connections held monthly for parents.Recognize parent volunteers at an appreciation ceremony

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$164,467	5.79%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All English Language Learner students were provided English language instruction by a specifically designated ELL coordinator, independent of and in addition to the support they received in class.
Socioeconomically disadvantaged students had all school events and field trips paid as needed.
Socioeconomically disadvantaged students have access to after school program at a different to no cost than other students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$121,724	4.15%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All English Language Learner students were provided English language instruction by a specifically designated ELL coordinator, independent of and in addition to the support they received in class.

Socioeconomically disadvantaged students had all school events and field trips paid as needed.
Socioeconomically disadvantaged students have access to after school program at a different to no cost than other students.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA.
LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

    * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

    For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

    Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged
As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served
The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds
>Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis
1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement
1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

	Total Expenditures by Funding Source					
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,389,855.00	1,638,574.63	1,389,855.00	1,838,661.00	1,839,679.00	5,068,195.00
	0.00	0.00	0.00	2,850.00	0.00	2,850.00
LCFF	1,225,634.00	1,303,266.79	1,225,634.00	1,566,694.00	1,570,144.00	4,362,472.00
Lottery	3,500.00	17,441.00	3,500.00	3,850.00	3,850.00	11,200.00
Special Education	51,355.00	208,158.84	51,355.00	52,557.00	52,557.00	156,469.00
Supplemental and Concentration	109,366.00	109,708.00	109,366.00	212,710.00	213,128.00	535,204.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,389,855.00	1,638,574.63	1,389,855.00	1,838,661.00	1,839,679.00	5,068,195.00
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	147,274.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,153,400.00	894,701.00	1,153,400.00	1,188,002.00	1,188,002.00	3,529,404.00
2000-2999: Classified Personnel Salaries	53,855.00	63,382.79	53,855.00	52,895.00	52,895.00	159,645.00
2100-65	33,855.00	33,858.84	33,855.00	34,532.00	34,532.00	102,919.00
3000-3999: Employee Benefits	0.00	280,793.00	0.00	318,847.00	318,847.00	637,694.00
4000-4999: Books And Supplies	13,029.00	66,864.00	14,929.00	77,374.00	77,374.00	169,677.00
4300-00	1,000.00	0.00	1,000.00	1,500.00	1,500.00	4,000.00
4315-00	3,500.00	0.00	3,500.00	3,850.00	3,850.00	11,200.00
4400-00	2,800.00	0.00	2,800.00	3,080.00	3,080.00	8,960.00
4430-000	54,675.00	15,984.00	54,675.00	0.00	0.00	54,675.00
5000-5999: Services And Other Operating Expenditures	5,700.00	90,217.00	3,800.00	81,856.00	82,274.00	167,930.00
5210-00	47,091.00	0.00	47,091.00	51,800.00	51,800.00	150,691.00
5800: Professional/Consulting Services And Operating Expenditures	15,500.00	15,500.00	15,500.00	17,200.00	17,700.00	50,400.00
5900: Communications	5,450.00	0.00	5,450.00	7,725.00	7,825.00	21,000.00
7000-7439: Other Outgo	0.00	30,000.00	0.00	0.00	0.00	0.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,389,855.00	1,638,574.63	1,389,855.00	1,838,661.00	1,839,679.00	5,068,195.00
		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Special Education	0.00	147,274.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	1,153,400.00	894,701.00	1,153,400.00	1,188,002.00	1,188,002.00	3,529,404.00
2000-2999: Classified Personnel Salaries	LCFF	36,355.00	33,856.79	36,355.00	34,870.00	34,870.00	106,095.00
2000-2999: Classified Personnel Salaries	Special Education	17,500.00	27,026.00	17,500.00	18,025.00	18,025.00	53,550.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	2,500.00	0.00	0.00	0.00	0.00
2100-65	Special Education	33,855.00	33,858.84	33,855.00	34,532.00	34,532.00	102,919.00
3000-3999: Employee Benefits	LCFF	0.00	280,793.00	0.00	318,847.00	318,847.00	637,694.00
4000-4999: Books And Supplies	LCFF	13,029.00	40,004.00	14,929.00	2,900.00	2,900.00	20,729.00
4000-4999: Books And Supplies	Lottery	0.00	17,441.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	9,419.00	0.00	74,474.00	74,474.00	148,948.00
4300-00	Supplemental and Concentration	1,000.00	0.00	1,000.00	1,500.00	1,500.00	4,000.00
4315-00	Lottery	3,500.00	0.00	3,500.00	3,850.00	3,850.00	11,200.00
4400-00	Supplemental and Concentration	2,800.00	0.00	2,800.00	3,080.00	3,080.00	8,960.00
4430-000	Supplemental and Concentration	54,675.00	15,984.00	54,675.00	0.00	0.00	54,675.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,900.00	8,412.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	3,800.00	81,805.00	3,800.00	81,856.00	82,274.00	167,930.00
5210-00	Supplemental and Concentration	47,091.00	0.00	47,091.00	51,800.00	51,800.00	150,691.00

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5800: Professional/Consulting Services And Operating Expenditures	LCFF	15,500.00	15,500.00	15,500.00	17,200.00	17,700.00	50,400.00
5900: Communications		0.00	0.00	0.00	2,850.00	0.00	2,850.00
5900: Communications	LCFF	5,450.00	0.00	5,450.00	4,875.00	7,825.00	18,150.00
7000-7439: Other Outgo	LCFF	0.00	30,000.00	0.00	0.00	0.00	0.00

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

			Total Expenditures by Goal			
Goal	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	71,510.00	86,398.63	71,510.00	90,923.00	91,341.00	253,774.00
Goal 2	1,217,991.00	1,378,091.00	1,217,991.00	1,559,333.00	1,559,333.00	4,336,657.00
Goal 3	67,704.00	124,188.00	67,704.00	152,150.00	152,150.00	372,004.00
Goal 4	19,100.00	22,062.00	19,100.00	22,075.00	22,675.00	63,850.00
Goal 5	13,550.00	27,835.00	13,550.00	14,180.00	14,180.00	41,910.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00
Goal 12			0.00	0.00	0.00	0.00
Goal 13			0.00	0.00	0.00	0.00
Goal 14			0.00	0.00	0.00	0.00
Goal 15			0.00	0.00	0.00	0.00

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

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name

Innovations Academy

CDS Code:

37683380118083

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

(note: _This list only includes ESSA programs with LEA plan_
requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Our ongoing goal at Innovations Academy is to help students learn to create their lives through self-expression, compassionate connection and purposeful learning. This primary goal is addressed in a variety of ways through our five LCAP goals. The three pronged mission leads us to support students social-emotionally and academically. We first assess students academically using multiple measures: CAASPP scores (state assessment), the Developmental Reading Assessment (DRA) and the NWEA Measure of Academic Progress (MAP). The DRA and MAP are given in the first month of school, providing data for teachers who need it immediately. Teachers also review assessment data from previous years of continuing students. We assess students' social emotional health through observations, school designed surveys, data from previous years for continuing students and the California Healthy Kid Survey. Once assessed we determine who is in need of academic support and who is in need of social-emotional support. Then we engage the following programs.

For social emotional support we train all of our teachers on teambuilding, conflict resolution, solution-seeking strategies for chidren, self-regulation and mindfulness. We also have a full time MFT intern contracted on staff who provides support to staff, parents and students. We also provide training for our MFT as needed. We also hire teacher assistants and train them in Positive Discipline strategies for conflict resolution, self-regulation, problem solving with students and minimally invasive classroom strategies. Intervention groups are designed to address specific social -emotional needs.

For academic intervention, our teachers are provided access to MAP specific interventions based on student assessments. Teachers are also provided coaching on a weekly basis through our assistant director who has received training in ways to support instructional shifts for teachers, teaching strategies. Throughout the year our teachers are observed and given feedback and participate in a variety of staff development designed to improve instruction.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Innovations Academy, a single charter school site, works with integrity to align all of our program goals and the activities put in place to meet them with our charter. We achieve that by maintaining our dual focus of supporting students to grow social emotionally and academically through the programs listed above.

The use of federal funds through Title I A, Title II A and Title IV A will support the funding of these programs to meet our five LCAP goals which all support academic and social emotional improvement:
LCAP Goal #1 Develop and implement a school wide assessment plan to effectively analyze student performance data and utilize the data to improve instruction and achievement.
LCAP Goal #2 Teachers will use effective pedagogical strategies to engage students in high quality, vigorous inquiry based learning including the use of firm classroom management and behavioral interventions and supports.
LCAP Goal #3 Provide high quality standardized aligned materials and resources to teachers and students within facilities maintained for optimal learning.
LCAP Goal #4 Develop a structure for ongoing analysis and intervention of student absences and tardies.
LCAP Goal #5 Develop stronger parent partnerships through effective communication tools, increased means of input and parent education.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

A) A well-rounded program of instruction involves an alignment between pedagogy, curriculum and assessment. We provide this alignment in a constructivist learning environment where students are valued, work collaboratively, have teachers trained in the methods and curriculum and use assessment information to guide their interactions with students. Additionally, teachers are given the support, feedback and skill alignment to support students. LCAP goals 1-3 (addressing state priorities 1,2,4,7,8) and the actions designated to address those goals align with meeting the needs of all students.
B) Our comprehensive assessments listed above are all different and when given together, offer teachers a more clear picture of a student's academic strengths and needs, including those that are at the lowest levels of achievement. When used in conjunction with the social-emotional assessments, we get a picture of who is most at risk.
C) We hire teacher assistants to work with our teachers to focus on the needs of low achieving students. They are trained and work closely aligned with specific teachers and students. This consistency supports academic and social-emotional growth. In the afternoons on Mondays, our teacher assistants support students in small groups and one-on-one. Our LCAP goal 3 addresses the environment at school.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Innovations Academy has a low suspension and a zero expulsion rate. We also have a strong social emotional program based on Positive Discipline by Jane Nelsen, a program that is aligned with restorative practices, Adlerian based interactions, and a no punishments/no rewards (intrinsic motivation) approach that treats children with a profound respect.
We also have a MFT full time on campus and have provided training for all staff in these practices. We have a strong special education team that is also trained and works with staff to focus on solution seeking interactions.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

We are a K-8 school, so CCTE is not a typical focus at this level, however, we provide monthly field trip experiences and regular interactions with guest experts from a variety of careers to work alongside our students in their inquiry work.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

Providing high quality teachers is of utmost importance to providing a high quality learning experience. Specifically our LCAP goal 2 addresses professional growth for teachers. At Innovations Academy we have several intern teachers on staff that work alongside mentor teachers to grow into effective teachers. We also provide staff development to all teachers prior to starting work in a classroom (Responsive Classroom, Positive Discipline, several texts related to school philosophy). A teacher coach is on staff and observes in classrooms daily, providing timely feedback to teachers. We all follow a school philosophy which allows for a common language on campus. Our teachers are given both peer collaboration time weekly and planning time during the school day.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

N/A

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

As a charter school, our attendance boundaries are set in our charter. We accept all students equally from San Diego County. Additonally, we check the housing status of all of our students in order to provide any necessary supports for homeless students. See ou Consolidated Application for more details.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a single charter school this is less of an issue because we are only managing a small number of teachers. All of our teachers are adequately credentialed and given support to work with a diverse group of children. Once again, we also provide a teaching coach, ample resources and peer collaboration for all teachers.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Innovations Academy LCAP goal 5 addresses continued encouragement of parent engagement strategies including the following categories:
Engagement through awareness of academic and social-emotional progress
Engagement through a variety of volunteer opportunities
Engagement through parent education workshops
Engagement through whole school events

Innovations intends to utilize all Federal funds designated for increasing family engagement in these four categories.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

This provision is designated for County Offices but Innovations Academy has a homeless student and foster care student coordinator who seeks families needing support and orchestrating the support given.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
    (A) coordination with institutions of higher education, employers, and other local partners; and
    (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

    (A) assist schools in identifying and serving gifted and talented students; and
    (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Innovations Academy inquiry instruction is the primary method utilized by teachers. This involves project and hands on learning and collaborative explorations. This pedagogy lends itself to naturally differentiated instruction. Teachers receive training in this type of instruction and differentiate within classrooms to meet the needs of all students. We do not specifically assess for Gifted and Talented Students as we believe all students are gifted and talented in so many ways. We find it insulting to some students to refer to others as "gifted" and "talented" meaning others are not.

We have and will continue to have one-to-one chromebooks in our 2nd through 8th grade classrooms and promote digital literacy in our classrooms.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A We are a K-8 school.

Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Innovations Academy partners with many nonprofit organizations for the implementation of our inquiry/project based program. Our students partner with many nonprofits who provide guidance, information and mentors to our students while they explore academic content through an applied approach. We also utilize nonprofits and community groups to bring in a variety of instruction such as dance, music and media arts. Our students participate in field study experiences monthly, often to State and National Parks, museums, community based/non profits (such as the food bank, homeless shelter) where they practice academic skills or participate in service learning. Technology is one way to connect with outside organizations. Our students send emails, Skype, make podcasts and listen to them, research etc. Funds that are designated for technology and platforms that allow students to safely access the internet are important to our program. All of these resources mentioned are effective in meeting our charter goals and LCAP goals and providing high quality, well-rounded educational experiences.

<u>2018-19 Budget Narrative</u>

State Budget Overview

The May Revision marks Governor Jerry Brown's last statutory opportunity to formally amend his January Budget to reflect current economic realities.

Overview:

- Overall positive state economic situation
- State unemployment at 4.2%, lowest on record for this data definition
- Economic expansion longest on record
- The Governor proposes bringing everyone to their LCFF target rate (several years earlier than initially planned)
- COLA 2.71% (January estimate of 2.71%)
- One-time grant proposed at *\$344—budget \$275

  *This is just a proposal, only the actual state budget due June 15th matters

Innovations Academy Charter Budget Overview

The 2018-19 budget assumes enrollment of 375 students with an Average Daily Attendance Rate (ADA) of 96% or 360.0 ADA.

Staffing:

- 1 Director
- 1 Assistant Director
- 27 FTE Certificated Staff
- 4 FTE Instructional Aide support staff/ 7 Hourly
- 6 FTE Classified Support Staff(Office/Janitorial)

2017-18 Funding Highlights.

LCFF composite rate	Lottery unrestricted	Mandate blk grant	SPED
\$8347	\$146	\$16	State-\$515
SB 740	Lottery restricted \$48	One-time mandate \$275	SPED Federal-\$125

Revenues

The 2018-19 budget assumes revenues of $3,699,541 of which $3,005,011 falls under the Local Control Funding Formula—LCFF (State Aid, EPA, & In-lieu Property Tax). The remaining $694,530 is comprised of —State, Lottery, and State Mandates, SPED revenues and local contributions.

Expenses

Employer rates for Medical Benefits, Unemployment Insurance, & Workers Compensation updated to reflect new rate changes. The employer portion of STRS rates increases from 14.43% to 16.28%.

Certificated Salaries	Classified Salaries	Employer portion of Benefits
$1,582,320	$603,025	$656,890

 Total personnel cost $2,842,235 which constitutes 77% of total expenses

Instructional expenditures	Operating expenditures
$164,288	$668,747

Estimated surplus of $24,270 with a projected ending fund balance $1,635,111

Innovations Academy
Budget Summary
5 Year Budget

SACS Code Description		2018-19	2019-20	2020-21	2021-22	2022-23
Revenue						
	State	3,178,459	3,275,221	3,529,387	3,857,790	3,866,789
	Federal	161,682	162,182	164,551	169,771	173,210
	Local	359,400	359,970	370,527	382,372	385,458
Total Revenue		$ 3,699,541	$ 3,797,373	$ 4,064,465	$ 4,409,933	$ 4,425,457
Expenses						
1000	Certificated Salaries	1,582,320	1,617,875	1,709,325	1,760,355	1,808,806
2000	Classified Salaries	603,025	594,707	614,286	631,671	649,057
3000	Benefits	656,890	696,292	746,176	782,094	802,946
4000	Books and Supplies	164,288	199,786	220,500	239,764	255,739
5000	Services and Other Operating Expenses	661,509	667,662	708,381	765,531	797,111
6000	Capital Outlay	7,238	8,141	9,157	10,299	11,584
7000	Other Outgoing					
Total Expenses		$ 3,675,271	$ 3,784,463	$ 4,007,825	$ 4,189,715	$ 4,325,242
Surplus / (Deficit)		$24,270	$12,910	$56,640	$220,218	$100,215
As a % of LCFF revenue		0.81%	0.42%	1.70%	6.05%	2.75%
As a % of Total expenses		0.66%	0.34%	1.41%	5.26%	2.32%
Beginning Balance		1,610,841	1,635,111	1,648,021	1,704,661	1,924,879
Ending Balance		$ 1,635,111	$ 1,648,021	$ 1,704,661	$ 1,924,879	$ 2,025,094
As a % of Total expenses		44.49%	43.55%	42.53%	45.94%	46.82%
Saved for Reserve		$50,000	$50,000	$50,000	$50,000	$50,000
Saved for Uncertainty		-$25,730	-$37,090	$6,640	$170,218	$50,215

Innovations Academy
Student Input
5 Year Budget

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment By Grade					
Kindergarten	48	48	48	48	48
Grade 1	39	48	48	48	48
Grade 2	48	39	48	48	48
Grade 3	50	48	39	48	48
Grade 4	47	50	48	39	48
Grade 5	43	47	50	48	39
Grade 6	25	43	47	50	48
Grade 7	27	25	43	47	50
Grade 8	48	27	25	43	47
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Other Enrollment (Grade 12+, etc.)					
Total Enrollment	**375**	**375**	**396**	**419**	**424**
Growth Rate	0.99	1.00	1.06	1.06	1.01
Daily Attendance Rate					
Kindergarten	96.0%	96.0%	96.0%	96.0%	96.0%
Grade 1	96.0%	96.0%	96.0%	96.0%	96.0%
Grade 2	96.0%	96.0%	96.0%	96.0%	96.0%
Grade 3	96.0%	96.0%	96.0%	96.0%	96.0%
Grade 4	96.0%	96.0%	96.0%	96.0%	96.0%
Grade 5	96.0%	96.0%	96.0%	96.0%	96.0%
Grade 6	96.0%	96.0%	96.0%	96.0%	96.0%
Grade 7	96.0%	96.0%	96.0%	96.0%	96.0%
Grade 8	96.0%	96.0%	96.0%	96.0%	96.0%
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Other Enrollment (Grade 12+, etc.)					
Average Daily Attendance Rate	**96.0%**	**96.0%**	**96.0%**	**96.0%**	**96.0%**

Average Daily Attendance by Grade

Innovations Academy
Student Input
5 Year Budget

	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	46.1	46.1	46.1	46.1	46.1
Grade 1	37.4	46.1	46.1	46.1	46.1
Grade 2	46.1	37.4	46.1	46.1	46.1
Grade 3	48.0	46.1	37.4	46.1	46.1
Grade 4	45.1	48.0	46.1	37.4	46.1
Grade 5	41.3	45.1	48.0	46.1	37.4
Grade 6	24.0	41.3	45.1	48.0	46.1
Grade 7	25.9	24.0	41.3	45.1	48.0
Grade 8	46.1	25.9	24.0	41.3	45.1
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Other Enrollment (Grade 12+, etc.)					
Average Overall Daily Attendance	**360.0**	**360.0**	**380.2**	**402.2**	**407.0**

Average Daily Attendance by Grade Range

	2018-19	2019-20	2020-21	2021-22	2022-23
ADA Grades K-3	177.60	175.68	175.68	184.32	184.32
ADA Grades 4-6	110.40	134.40	139.20	131.52	129.60
ADA Grades 7-8	72.00	49.92	65.28	86.40	93.12
ADA Grades 9-12					
Average Overall Daily Attendance	**360.00**	**360.00**	**380.16**	**402.24**	**407.04**

	2018-19	2019-20	2020-21	2021-22	2022-23
Unduplicated Pupil Count	109	109	115	122	123
Prior YearEnrollment	371				
Prior Year P2 ADA	356.04	360.00	360.00	380.16	402.24

	2018-19	2019-20	2020-21	2021-22	2022-23
Total Cert FTEs Neded	14	14	15	16	16

Innovations Academy
Revenue
5 Year Budget

SACS		2018-19	2019-20	2020-21	2021-22	2022-23	Revenue Rates 2018-19	2019-20	2020-21	2021-22	2022-23	Assumptions
State												
8011	LCFF for all grades; state aid portion	917,011	985,837	1,119,164	1,307,853	1,307,853	$ 8,347.25	$ 8,538.44	$ 8,743.93	$ 9,051.42	$ 9,346.29	LCFF Composite Rate
8012	LCFF for all grades; EPA portion	72,000	72,000	76,032	80,448	80,448	$ 200.00	$ 200.00	$ 200.00	$ 200.00	$ 200.00	
8096	In-Lieu of Property Taxes, all grades	2,016,000	2,016,000	2,128,896	2,252,544	2,252,544	$ 5,600.00	$ 5,600.00	$ 5,600.00	$ 5,600.00	$ 5,600.00	
8019	Prior Year Income/Adjustments (State Aid)											
8520	State Child Nutrition program	-	-	-	-	-						
8550	Mandated Cost Reimbursements (K-8)	5,697	5,544	5,544	5,854	6,194	$ 16.00	$ 15.40	$ 15.40	$ 15.40	$ 15.40	Per CDE-Based on PY P-2 ADA
8550	Mandated Cost Reimbursements (9-12)						$ 42.00					Per CDE-Based on PY P-2 ADA
8560	Lottery - Restricted	17,280	17,280	18,248	19,308	19,538	$ 48.00	$ 48.00	$ 48.00	$ 48.00	$ 48.00	Per CDE
8560	Lottery - Unrestricted	52,560	52,560	55,503	58,727	59,428	$ 146.00	$ 146.00	$ 146.00	$ 146.00	$ 146.00	Per CDE
8590	Other State Revenues-One Time Mandates	97,911	126,000	126,000	133,056	140,784	$ 275.00	$ 350.00	$ 350.00	$ 350.00	$ 350.00	Per CDE-Based on PY P-2 ADA
8591	SB 740 Rent re-imbursement program	-	-	-	-	-	$ -	$ -	$ -	$ -	$ -	
8599	Prior Year State Income	-										
	State Revenue	3,178,459	3,275,221	3,529,387	3,857,790	3,866,789						
Federal												
8220	Federal Child Nutrition Programs	-	-	-	-	-						
8181	Special Education - Federal Entitlement	46,375	46,875	46,875	49,500	52,375	$ 125.00	$ 125.00	$ 125.00	$ 125.00	$ 125.00	Per EDCOE Charter SELPA rates based on PY enrollment
8182	Special Education - Mental Health	73,000	73,000	73,000	73,000	73,000						EDCOE Charter SELPA Reimbursement for ERMHS
8291	Title I	35,144	35,144	37,112	39,268	39,736	0.99	1.00	1.06	1.06	1.01	Based on 17/18 preliminary entitlements
8292	Title II	7,163	7,163	7,564	8,003	8,099	0.99	1.00	1.06	1.06	1.01	Based on 17/18 preliminary entitlements
8293	Title III	-	-	-	-	-						
8294	Title IV											
8295	Title V	-	-	-	-	-						
8299	Prior Year Federal Revenue	-										
	Federal Revenue	161,682	162,182	164,551	169,771	173,210						
Local												
8660	Interest	6,000	6,570	6,744	7,218	7,832						
8682	Foundation Grants/Donations	-	-	-	-	-						
8792	Transfers of Apportionments from County	185,400	185,400	195,782	207,154	209,626	$ 515.00	$ 515.00	$ 515.00	$ 515.00	$ 515.00	Per EDCOE Charter SELPA rates P-2 ADA
8639	Student Lunch Revenue	18,000	18,000	18,000	18,000	18,000						Estimated contibution to offset lunch purchases
8699	All Other Local Revenue	-	-	-	-	-						
8685	School Site Fundraising Revenue	150,000	150,000	150,000	150,000	150,000						Donations/Fundraising/Gala/events goals for 18/19 FY
8650	Rental Income	-	-	-	-	-						
	Local Revenue	$ 359,400	$ 359,970	$ 370,527	$ 382,372	$ 385,458						
	Total Revenue	$ 3,699,541	$ 3,797,373	$ 4,064,465	$ 4,409,933	$ 4,425,457						

Innovations Academy

Expenses Summary

5 Year Budget

SACS SACS Ot Code Description		2018-19	2019-20	2020-21	2021-22	2022-23
Certificated Salaries						
1100	Teachers' Salaries	1,254,000	1,257,370	1,338,320	1,378,850	1,416,800
1105	Teachers' Stipends		-			
1120	Substitute Expense	-	-			
1200	Certificated Pupil Support Salaries	76,320	87,344	89,888	92,432	94,976
1300	Certificated Supervisor and Administrator Salaries	192,000	193,640	199,280	204,920	210,560
1305	Certificated Supervisor and Administrator Bonuses		-			
1900	Other Certificated Salaries	60,000	79,521	81,837	84,153	86,470
1000	**Subtotal**	$ 1,582,320	$ 1,617,875	$ 1,709,325	$ 1,760,355	$ 1,808,806
Classified Salaries						
2100	Instructional Aide Salaries	335,025	371,830	382,660	393,490	404,320
2105	Instructional Aide Stipends					
2200	Classified Support Salaries	72,000	72,100	74,200	76,300	78,400
2210	Classified Support Overtime					
2300	Classified Supervisor and Administrator Salaries	72,000	73,130	77,518	79,712	81,906
2400	Clerical, Technical, and Office Staff Salaries	124,000	77,647	79,908	82,170	84,431
2410	Clerical, Technical, and Office Staff Overtime					
2900	Other Classified Salaries	-				
2000	**Subtotal**	$ 603,025	$ 594,707	$ 614,286	$ 631,671	$ 649,057
Employee Benefits						
3101	State Teachers' Retirement System, certificated positions	266,392.90	295,230.17	328,551.29	356,071.64	368,602.16
3202	Public Employees' Retirement System, classified positions	-	-	-	-	-
3313	OASDI	34,039.55	36,218.84	37,413.74	38,472.62	39,531.50
3323	Medicare	31,687.50	32,082.43	33,692.36	34,684.39	35,639.00
3403	Health & Welfare Benefits	266,230.32	270,451.55	281,984.27	287,304.73	292,625.19
3503	State Unemployment Insurance	25,760.00	29,120.00	29,680.00	29,680.00	29,680.00
3603	Worker Compensation Insurance	32,780.18	33,188.73	34,854.17	35,880.40	36,867.94
3903	Other Benefits	-	-	-	-	-
3000	**Subtotal**	$ 656,890.44	$ 696,291.71	$ 746,175.83	$ 782,093.78	$ 802,945.79
Total Personnel Expenses		$ 2,842,235	$ 2,908,873	$ 3,069,787	$ 3,174,121	$ 3,260,808
		77%	77%	77%	76%	75%
Books and Supplies						
4100	Approved Textbooks and Core Curricula Materials	3,500	3,937	4,049	4,403	4,696
4200	Books and Other Reference Materials	17,000	19,121	19,668	21,386	22,811
4300	Materials and Supplies	32,000	50,993	67,451	73,344	78,231
4315	Classroom Materials and Supplies	46,288	52,063	53,552	58,231	62,111
4342	School Athletics Program	3,500	3,937	4,049	4,403	4,696
4400	Noncapitalized Equipment	9,000	10,123	10,412	11,322	12,076
4410	Software and Software Licensing	28,000	31,494	32,394	35,224	37,571
4430	Noncapitalized Student Equipment	25,000	28,119	28,923	31,450	33,546
4700	Food and Food Supplies	-	-	-	-	-
4000	**Subtotal**	$ 164,288	$ 199,786	$ 220,500	$ 239,764	$ 255,739
		4%	5%	6%	6%	6%
Services and Other Operating Expenses						
5200	Travel and Conferences	10,000	11,248	11,569	12,580	13,418
5210	Training and Development Expense	17,091	19,223	29,773	32,374	32,531
5300	Dues and Memberships	3,500	3,937	4,049	4,403	4,696
5400	Insurance	30,000	33,743	34,708	37,740	40,255
5500	Operation and Housekeeping Services/Supplies	14,000	15,747	16,197	17,612	18,786
5501	Utilities	-	85,000	87,431	95,069	101,404
5505	Student Transportation	-	-	-	-	-
5600	Space Rental/Leases Expense	140,760	-	-	-	-
5601	Building Maintenance	1,000	1,125	1,157	1,258	1,342

Innovations Academy
Expenses Summary
5 Year Budget

SACS SACS Ol Code	Description	2018-19	2019-20	2020-21	2021-22	2022-23	
5602	Other Space Rental	1,500	1,687	1,735	1,887	2,013	
5605	Equipment Rental/Lease Expense	17,000	19,121	19,668	21,386	22,811	
5610	Equipment Repair	2,500	2,812	2,892	3,145	3,355	
5800	Professional/Consulting Services and Operating Expenses	25,000	28,119	28,923	31,450	33,546	
5803	Banking and Payroll Fees	14,500	16,309	16,776	18,241	19,457	
5805	Legal Fees	10,500	11,810	12,148	13,209	14,089	
5806	Audit Services	10,500	11,810	12,148	13,209	14,089	
5810	Educational Consultants	166,925	187,752	203,122	215,868	215,250	
5811	Student Transportation (bus passes) /Field Trips/Activities	80,000	89,982	92,555	100,641	107,347	
5815	Advertising/Recruiting	5,000	5,624	5,785	6,290	6,709	
5820	Fundraising Expense	3,000	3,374	3,471	3,774	4,025	
5873	Financial Services	60,900	68,499	70,458	76,613	81,718	
5875	District Oversight Fees	30,050	30,738	33,241	36,408	36,408	
5877	IT Services	3,500	3,937	4,049	4,403	4,696	
5890	Interest Expense / Misc. Fees	1,058	1,190	1,224	1,331	1,420	
5899	CMO Management Fees	-	-	-	-	-	
5900	Communications	13,225	14,875	15,301	16,637	17,746	
5999	Expenses Suspense	-	-	-	-	-	
5000	**Subtotal**	$ 661,509	$ 667,662	$ 708,381	$ 765,531	$ 797,111	$ -
		18%	18%	18%	18%	18%	

Capital Outlay

6900	Depreciation Expense	7,238	8,141	9,157	10,299	11,584	
6000	**Subtotal**	$ 7,238	$ 8,141	$ 9,157	$ 10,299	$ 11,584	

Other Outgoing

7000	Miscellaneous Expense	-	-	-	-	-	
7141	Sped Encroachment	-	-	-	-	-	
7438	Debt Service - Interest	-	-	-	-	-	
7500	District Oversight Fee	-	-	-	-	-	
7000	**Subotal**						

Total Non-Personnel Expenses	$ 833,035	$ 875,590	$ 938,038	$ 1,015,594	$ 1,064,434

Total Expenses	$ 3,675,271	$ 3,784,463	$ 4,007,825	$ 4,189,715	$ 4,325,242

Instructional Related:	571,409.00	621,042.89	673,804.72	727,670.45	759,153.70

LCFF Calculator Universal Assumptions

Innovations Academy (118083)

Summary of Funding

		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Target Components:										
Base Grant		2,264,885	2,349,443	2,520,351	2,684,916	2,587,546	2,703,614	2,768,134	3,005,338	3,293,125
Grade Span Adjustment		86,692	101,447	127,243	133,567	126,621	136,930	138,788	142,477	154,645
Supplemental Grant		137,755	140,338	146,995	155,750	153,893	164,467	166,915	176,277	193,075
Concentration Grant		-	-	-	-	-	-	-	-	-
Add-ons		-	-	-	-	-	-	-	-	-
Total Target		2,489,332	2,591,228	2,794,589	2,974,233	2,868,060	3,005,011	3,073,837	3,324,092	3,640,845
Transition Components:										
Target	$	2,489,332 $	2,591,228 $	2,794,589 $	2,974,233 $	2,868,060 $	3,005,011 $	3,073,837 $	3,324,092 $	3,640,845
Funded Based on Target Formula *(based on prior year P-2 certification)*		FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE	TRUE	TRUE
Floor		1,934,816	2,059,487	2,355,242	2,747,404	2,731,681	2,835,536	3,005,010	3,169,092	3,348,802
Remaining Need after Gap (informational only)		*487,965*	*371,367*	*208,437*	*99,631*	*74,777*	*-*	*-*	*-*	*-*
Current Year Gap Funding		66,551	160,374	230,910	127,198	61,602	169,475	-	-	-
Miscellaneous Adjustments		-	-	-	-	-	-	-	-	-
Economic Recovery Target		-	-	-	-	-	-	-	-	-
Additional State Aid		-	-	-	-	-	-	-	-	-
Total LCFF Entitlement	$	**2,001,367** $	**2,219,861** $	**2,586,152** $	**2,874,602** $	**2,793,283** $	**3,005,011** $	**3,073,837** $	**3,324,092** $	**3,640,845**

Components of LCFF By Object Code

		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
8011 - State Aid	$	60,163 $	354,614 $	505,187 $	671,333 $	746,487 $	712,845 $	917,011 $	985,837 $	1,119,164 $	1,307,853
8011 - Fair Share		-	-	-	-	-	-	-	-	-	-
8311 & 8590 - Categoricals		268,657	-	-	-	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)		355,015	351,582	283,297	182,033	74,712	70,898	72,000	72,000	76,032	80,448
Local Revenue Sources:											
8021 to 8089 - Property Taxes		-	-	-	-	-	-	-	-	-	-
8096 - In-Lieu of Property Taxes		1,234,790	1,295,171	1,431,377	1,732,786	2,053,403	2,009,540	2,016,000	2,016,000	2,128,896	2,252,544
Property Taxes net of in-lieu		-	-	-	-	-	-	-	-	-	-
TOTAL FUNDING	$	1,918,625 $	2,001,367 $	2,219,861 $	2,586,152 $	2,874,602 $	2,793,283 $	3,005,011 $	3,073,837 $	3,324,092 $	3,640,845
Basic Aid Status			-	-	-	-	-	-	-	-	-
Less: Excess Taxes	$	- $	- $	- $	- $	- $	- $	- $	- $	- $	-
Less: EPA in Excess to LCFF Funding	$	- $	- $	- $	- $	- $	- $	- $	- $	- $	-
Total Phase-In Entitlement		$	**2,001,367** $	**2,219,861** $	**2,586,152** $	**2,874,602** $	**2,793,283** $	**3,005,011** $	**3,073,837** $	**3,324,092** $	**3,640,845**
8012 - EPA Receipts (for budget & cashflow)	$	*352,986* $	*350,454* $	*313,377* $	*155,110* $	*74,712* $	*70,898* $	*72,000* $	*72,000* $	*76,032* $	*80,448*

Summary of Student Population

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Unduplicated Pupil Population									
Agency Unduplicated Pupil Count	99.00	98.00	92.00	112.00	109.00	105.00	105.00	110.88	117.32
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-	-
Total Unduplicated pupil Count	99.00	98.00	92.00	112.00	109.00	105.00	105.00	110.88	117.32
Rolling %, Supplemental Grant	29.2900%	28.6300%	27.7600%	27.6300%	28.3500%	28.9500%	28.7100%	28.0000%	28.0000%
Rolling %, Concentration Grant	29.2900%	28.6300%	27.7600%	27.6300%	28.3500%	28.9500%	28.7100%	28.0000%	28.0000%
FUNDED ADA									
Adjusted Base Grant ADA	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
Grades TK-3	119.74	139.16	172.65	181.23	169.28	177.60	175.68	175.68	184.32
Grades 4-6	125.44	122.65	107.49	105.40	103.66	110.40	134.40	139.20	131.52

LCFF Calculator Universal Assumptions

Innovations Academy (118083)

Summary of Funding

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Target Components:									
Base Grant	2,264,885	2,349,443	2,520,351	2,684,916	2,587,546	2,703,614	2,768,134	3,005,338	3,293,125
Grade Span Adjustment	86,692	101,447	127,243	133,567	126,621	136,930	138,788	142,477	154,645
Supplemental Grant	137,755	140,338	146,995	155,750	153,893	164,467	166,915	176,277	193,075
Concentration Grant	-	-	-	-	-	-	-	-	-
Add-ons	-	-	-	-	-	-	-	-	-
Total Target	2,489,332	2,591,228	2,794,589	2,974,233	2,868,060	3,005,011	3,073,837	3,324,092	3,640,845
Transition Components:									
Target	$ 2,489,332	$ 2,591,228	$ 2,794,589	$ 2,974,233	$ 2,868,060	$ 3,005,011	$ 3,073,837	$ 3,324,092	$ 3,640,845
Funded Based on Target Formula *(based on prior year P-2 certification)*	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE	TRUE	TRUE
Floor	1,934,816	2,059,487	2,355,242	2,747,404	2,731,681	2,835,536	3,005,010	3,169,092	3,348,802
Remaining Need after Gap (informational only)	487,965	371,367	208,437	99,631	74,777	-	-	-	-
Current Year Gap Funding	66,551	160,374	230,910	127,198	61,602	169,475	-	-	-
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-	-
Total LCFF Entitlement	$ 2,001,367	$ 2,219,861	$ 2,586,152	$ 2,874,602	$ 2,793,283	$ 3,005,011	$ 3,073,837	$ 3,324,092	$ 3,640,845
Grades 7-8	75.33	68.37	70.88	86.93	81.55	72.00	49.92	65.28	86.40
Grades 9-12	-	-	-	-	-	-	-	-	-
Total Adjusted Base Grant ADA	*320.51*	*330.18*	*351.02*	*373.56*	*354.49*	*360.00*	*360.00*	*380.16*	*402.24*
Necessary Small School ADA	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*
Grades TK-3	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-	-	-	-	-
Total Funded ADA	320.51	330.18	351.02	373.56	354.49	360.00	360.00	380.16	402.24
ACTUAL ADA *(Current Year Only)*									
Grades TK-3	119.74	139.16	172.65	181.23	169.28	177.60	175.68	175.68	184.32
Grades 4-6	125.44	122.65	107.49	105.40	103.66	110.40	134.40	139.20	131.52
Grades 7-8	75.33	68.37	70.88	86.93	81.55	72.00	49.92	65.28	86.40
Grades 9-12	-	-	-	-	-	-	-	-	-
Total Actual ADA	320.51	330.18	351.02	373.56	354.49	360.00	360.00	380.16	402.24
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-	-

LCAP Percentage to Increase or Improve Services

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Current year estimated supplemental and concentration grant funding in the LCAP year	$	140,338	$ 146,995	$ 155,750	$ 153,893	$ 164,467	$ 166,915	$ 176,277	$ 193,075
Current year Percentage to Increase or Improve Services		6.75%	6.03%	5.73%	5.83%	5.79%	5.74%	5.60%	5.60%

BACKGROUND INFORMATION:

The voter's approved Proposition 50, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 50 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, Innovations Academy Charter is required to annually report on their website an accounting of the EPA funds received and how those funds were spent.

CURRENT INFORMATION:

Proposition 50 is estimated to generate $6 billion in revenue to the State of California. The budget implication is additional revenue that cannot be spent on administrative expense.

INNOVATIONS ACADEMY CHARTER SCHOOL
A California Nonprofit Public Benefit Corporation
Resolution No. 2018-001
RESOLUTION OF THE BOARD OF DIRECTORS OF INNOVATIONS
ACADEMY CHARTER SCHOOL REGARDING THE EDUCATION
PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

1

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1.The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **INNOVATIONS ACADEMY CHARTER SCHOOL**;

2.In compliance with Article XIII, Section 36(e), with the California Constitution,the governing board of the **INNOVATIONS ACADEMY CHARTER SCHOOL** has determined to spend the monies received from the Education Protection Act as attached.

Passed and Adopted by said Governing board on _____, 2018 by the following vote:
                                                                                    (date)

AYES:._____   NOES: _____   ABSTAIN: _____

State of California
County of San Diego

I, _____, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date:

_____

                                                    Secretary/Clerk of the Governing Board

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INNOVATIONS ACADEMY
BOARD OF DIRECTORS AGENDA ITEM
June 26, 2018
Action Item

</div>

RECOMMENDATION: Approve the 2018-19 Consolidated Application Part One.

BACKGROUND INFORMATION:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

CURRENT INFORMATION:

Title I, Part A Basic Grant- NCLB/ESEA- **$35,144**
*Required Set-Asides because of Program Improvement Status—**Not in Program Improvement***
Professional Development (10% of total allocation): $0
1. Support and training for Staff.
2. Support for staff development to help English Learners.
3. Support for staff development in building quality relationships with students.
4. Institutional membership in the California Charter School Association.
5. Support for teachers to attend conferences related to standards-based lesson planning.
Supplemental Educational Services (20%): $0
Public School choice transportation: $0
Parent Outreach and assistance for Choice and SES : $0

Total of set aside expenditures: $0
***Title I, Part A Discretionary Spending in support of single plan for student achievement*: $35,144**
- Salaries for language arts or mathematics teachers to reduce class sizes in those content areas.

Title II, Part A, Teacher Quality - $7,163
Funds are designated to ensure compliance with professional development activities and
to support teachers meeting state and NCLB credentialing requirements.
1. Salary and training instructional leadership.

Title III, Part A, Limited English Proficient (LEP) - $0
Funds are used to hire teaching assistants (TAs) for English learners.