



Innovations Academy

Board Packet: 12-11-18

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Innovations Academy Board Agenda: December 11th, 2018 @ 6:00 pm

Meeting location(s)

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

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Others in Attendance

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Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date Board in Attendance: 1. Other Present: 1.
➤ Approval of current agenda	Vote to approve current agenda - 1st motion - 2nd motion- Vote: Approved by:
➤ Approval of prior month meeting minutes	Vote to approve past minutes - 1st motion- 2nd motion- Vote: Approved by: 1.
➤ Public comments (3 mins per person)	Discussion: ➤
Teacher briefing (Keely) <ul style="list-style-type: none"> ● Details about Exhibition Night and the School Play ● An update from K-2, 3-5, 6-8 	Discussion: ➤
Financial update (Delano) <ul style="list-style-type: none"> ○ Review October 2018 Financials 	Discussion: ➤
Director update (Christine) <ul style="list-style-type: none"> ● Bus Update- Information about advantages and disadvantages and progress so far with owning 	<u>Item – Director Update</u> Discussion:

<ul style="list-style-type: none"> a bus ● WASC Accreditation Report- provide information about timeline for WASC accreditation ● LCAP update- review LCAP goals and plans for meeting them 	
<p>➤ Action items</p>	
<ul style="list-style-type: none"> ● Uniform Complaint Policy- proposal to separate the local complaint and the Uniform Complaint policies as well as their addition to our family handbook and website ● 2018-19 revised P-1 Budget ● 2018-19 1st Interim Financial Report ● 2017-18 Year-end audit report 	<p><u>Action Item 1 - Uniform Complaint Policy</u> Discussion:</p> <ul style="list-style-type: none"> ➤ Vote: ➤ 1st motion - ➤ 2nd motion - <p>Approval by:</p> <p><u>Action Item 2 -2018-19 revised P-1 Budget</u> Discussion:</p> <ul style="list-style-type: none"> ➤ Vote: ➤ 1st motion - ➤ 2nd motion - <p>Approval by:</p> <p><u>Action Item 3 - 2018-19 1st Interim Financial Report</u> Discussion:</p> <ul style="list-style-type: none"> ➤ Vote: ➤ 1st motion - ➤ 2nd motion - <p>Approval by:</p> <p><u>Action Item 4 - 2017-18 Year-end audit report</u> Discussion:</p> <ul style="list-style-type: none"> ➤ Vote: ➤ 1st motion - ➤ 2nd motion - <p>Approval by:</p>
<p>➤ Discussion items</p>	
<ul style="list-style-type: none"> ● District Site Visit- Review annual site visit report from last year and discuss possible topics for this year ● Facilities Update- Review latest site plan, possible timeline for move ● Low Performing Students Block Grant Info- Information about the parameters 	<ul style="list-style-type: none"> ●

of this new source of funds that needs board approval before March 1st • Request to Move June 25 Board Meeting to the week of June 10	
➤ Next board meeting	
Confirm date of next meeting	
Identify agenda items for next meeting	➤
Meeting adjourned	

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 Board Agenda: September 13th, 2018 @ 6:00 pm

Meeting location(s)

Innovations Academy 10380 Spring Canyon Road San Diego, CA 92131		Public call in number 641-715-0861* Access code 151642
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Board Attendance

Stephen Rosen	Nathan Cooper	Faraz Sharafi	Keely Moore			
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Others in Attendance

Delano Jones	Tony Spitzberg	Christine Kuglen				
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Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date 6:06pm, 9-13-18 Board in Attendance: 1. Nathan Cooper 2. Faraz Sharafi 3. Keely Moore 4. Steve Rosen Other Present: 1. Christine Kuglen 2. Tony Spitzberg
➤ Approval of current agenda	Vote to approve current agenda - 1st motion - Steve Rosen 2nd motion- Faraz Sharafi Vote: Approved by: Nathan Cooper, Faraz Sharafi, Keely Moore, Steve Rosen
➤ Approval of prior month meeting minutes	Vote to approve past minutes - 1st motion- Faraz Sharafi 2nd motion- Steve Rosen Vote: Approved by: Nathan Cooper, Faraz Sharafi, Keely Moore, Steve Rosen
➤ Public comments (3 mins per person)	➤ Discussion:
➤ Teacher briefing (Keely) <ul style="list-style-type: none"> ○ Update on whole school ○ Update on K-2, 3-5, 6-8 	Discussion: <ul style="list-style-type: none"> ➤ Will parents in other grade levels be informed about the Big History Project?

	<ul style="list-style-type: none"> ○ Christine will send information in an all call about this.
<ul style="list-style-type: none"> ➤ Financial update (Delano) <ul style="list-style-type: none"> ○ Review 2017-2018 Financials 	<p>Discussion:</p> <ul style="list-style-type: none"> ➤ Account Group: 8685- School site revenue- field trip fundraising, pizza sales, pledge drive, etc. ➤ Steve: “how does this track compared to previous years?” <ul style="list-style-type: none"> ○ Right around last 3 years, inching up 71/73/75% ○ When we get to the 75-80%, this is the budget breaking point ➤ Account Group: 4430- Non-capitalized student equipment: technology, computers, software, projectors, etc. ➤ 5873: Financial services- Delano ➤ What’s the status of the busses? <ul style="list-style-type: none"> ○ We have the busses. We have 3 drivers. Waiting for the DMV for what they call an employer pull notice requester code. ○ Expected timeline? <ul style="list-style-type: none"> ■ Have requester code about next week. Have to have inspector out again. Then we should be ready to go. ○ Have to be re-inspected around every 30 days. May not be worth the investment. ➤ Were we going to sell one of the busses? <ul style="list-style-type: none"> ○ Have considered bussing students for one year from this site to new site, to retain current community. ○ Be cognizant of the misuse of busses and how that might look on our school. ➤ Interesting to know about the cost per child for using the bus. For bussing to new location. To see if that’s financially worth it. ➤ Was there any specific expense that

	<p>stood out compared to last year?</p> <ul style="list-style-type: none"> ○ Special Ed. Always a concern for Delano. The increased cost of providing the services to the students. ○ CALSTRS, CALPRS, salaries for highly effective teachers/teacher assistants ○ Have done a good job budgeting considering lower enrollment. <p>➤ Are we projecting the budget for the school staying at this location?</p> <ul style="list-style-type: none"> ○ Yes. Many numbers will change. There will be a much bigger task to project what the next 3-4 years will look like given the move. Bulk of the funding is coming from the district. That takes the bulk of the burden off of our backs. ○ Fear not. Others have done it before with far less than what we have now. Delano has confidence in us! <p>➤ Can we learn from the other charter schools that have taken a risk like our move? -Yes</p> <p>➤ Still possible that this all will be paid for by the district through Prop Z.</p> <p>➤ Discussion of how our population might change when the school relocates</p> <p>➤ Is there charter school competition near the new site? (not really)</p> <p>➤</p>
<p>➤ Director update (Christine)</p>	<p><u>Item – Director Update</u> Discussion: ➤</p>
<p>➤ Action items</p>	
<p>1. Review & Approve 2017-18 Unaudited Actuals Financials Statement 2. Approve 18-19 Family Handbook, Employee Handbook, Comprehensive</p>	<p><u>Action Item 1- Review & Approve 2017-18 Unaudited Actuals Financials Statement</u> Discussion: In school off season, we could lease out busses to make money.</p>

<p>Safety Plan</p> <ol style="list-style-type: none"> 3. Approve Biennial Review of Conflict of Interest Code 4. Select board meeting dates for 18-19 school year 5. Select date for board retreat 	<ul style="list-style-type: none"> ➤ Vote: ➤ 1st motion - Steve Rosen ➤ 2nd motion - Faraz Sharafi <p>Approval by: Nathan Cooper, Faraz Sharafi, Keely Moore, Steve Rosen</p> <p><u>Action Item 2- Approve 18-19 Family Handbook, Employee Handbook, Comprehensive Safety Plan</u></p> <p>Discussion:</p> <ul style="list-style-type: none"> ➤ It was good to see what changed. No concerns that we need to talk about. <ul style="list-style-type: none"> ○ Added apple watches. ○ Chromebook care agreement. ➤ Vote: ➤ 1st motion - Steve moves to approve all three (employee, family, safety plan) ➤ 2nd motion - Faraz Sharafi <p>Approval by: Nathan Cooper, Faraz Sharafi, Keely Moore, Steve Rosen</p> <p><u>Action Item 3 Approve Biennial Review of Conflict of Interest Code-</u></p> <p>Discussion:</p> <ul style="list-style-type: none"> ➤ We have a conflict of interest code. We vote that we have reviewed it. ➤ Vote: ➤ 1st motion - Keely Moore ➤ 2nd motion - Steve Rosen <p>Approval by: Nathan Cooper, Faraz Sharafi, Keely Moore, Steve Rosen</p> <p><u>Action Item 4- Select board meeting dates for 18-19 school year</u></p> <p>Discussion:</p> <ul style="list-style-type: none"> ● Was it beneficial to have quarterly meetings versus monthly meetings or every other month. ● Quarterly- fine, but we may need to be open minded as we get closer to the move. ● December 11th 2018 ● March 12th 2019 ● June 25th 2019
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	<p><u>Action Item 5- Select date for board retreat</u> Discussion: Tabled until we discuss the move.</p>
<p>➤ Discussion items</p>	
<ul style="list-style-type: none"> ➤ Discuss UT articles on IA ➤ Discuss status of land purchase and IA obligations ➤ Discuss Bond measure YY ➤ Board site visit/future meeting at site 	<ul style="list-style-type: none"> ➤ District wants to pull money back from charter school that is falling apart. Won't happen until November. ➤ Prop YY, Prop 51 (won't know until they are voted on) ➤ Close escrow in November. ➤ Moving forward with permits. <ul style="list-style-type: none"> ○ How are they being paid for? ➤ Our Architect has been talking to the city. He needs to alter design based on feedback, but his money is running out. <ul style="list-style-type: none"> ○ He is putting a new proposal together because he is our architect, not a district architect. ➤ The district has approved the 18 million to purchase the property. The building, no development. Once that closes, we have to begin the process of doing what we need to do to turn that into a school. ➤ Who is footing the bill. ➤ We have 20 million from Prop Z money. 18 million buys the building. So we still have 2 million, and could use that for the architect if we move to a district architect. (has to go to a district approved person) ➤ If we keep our architect, we will have to pay for it out of pocket. ➤ What's the cost in order to prep the school for going live in November? ➤ Zoning and labeling the building happens right now. ➤ Architect thinks this will be an easy package to push through. ➤ Preliminary breakdown of a buildout. About 5 million. ➤ Assuming that we are able to do develop with the Prop Z money, what's the timeline?

	<ul style="list-style-type: none">➤ District exempt from zoning and sequa(?)➤ May have to call a board meeting before December in order to extend Architect's work.➤ Can start getting through city planning department before escrow closes.➤ Good relationship with current owners of building.➤ Architect is ok with preliminary designed being built out by district architect when we need to make that switch.➤ What role is the board playing in this?<ul style="list-style-type: none">○ Staff is coming up with a proposal of what we are going to do. How do we get there and come up with backup plans.➤ Staff could come up with a timeline of what we need to approve when. Need staff to drive what the recommendation should be.➤ If we want to move fast- we move forward on taking out a loan.➤ If things work out, what do we need to do?➤ How do we get from today to opening the new school?<ul style="list-style-type: none">○ issues and assumptions, and what are we doing about them.➤ Christine will put something together and send to the board before we meet, so that we are all better informed.➤ Looking for a timeline of expectations.➤ Close or not close in november. Prop Z money or not .➤ Here's the property we're moving into. Here is the money it will take. How much will IA pay, how much will the district? What board decisions need to be made between now and moving? If we take out a loan, what does that look like?➤ In the next couple weeks, if Christine could draft something, send to Nate for
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	<p>feedback, then we will meet in the next 1.5 months.</p> <ul style="list-style-type: none"> ➤ What are the unknowns we're dealing with so that we can deal with those issues. ➤ Plan A: <ul style="list-style-type: none"> ○ No skin in the game from innovations, other than moving and minor expenses. ○ Timeline will be at their hands. We won't be able to control that, but require consistent updates. Probably will be delayed. ○ By January/Feb, if they've started the build out, we will invite someone from the district to come to the board meeting to give an update on status. ➤ Plan B-?!?: <ul style="list-style-type: none"> ○ Require board to approve getting a loan, taking some of our money and putting it into this project. ○ Not optimal. ➤ By December we need to know the decision of the plan we are executing. ➤ How long is the lease? <ul style="list-style-type: none"> ○ Other schools have increments of 30 years. ➤ We need to advocate to get as much Prop Z money we can get our hands on. ➤ Set a date by December to have much more clarity on our plan of action ➤ Potentially push for an option for us to stay here beyond our July 1st deadline. ➤ Keep an open line of communication with Parent Body. The more clarity the parents have, the better they will feel when we go through a move and everything that comes with it. ➤ Include someone from the district to join us at this meeting.
➤ Next board meeting	
➤ Confirm date of next meeting	December 11th 2018

➤ Identify agenda items for next meeting	
Meeting adjourned	8:11pm 9-13-18

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

Secretary

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School Wide Update

- Our students just completed the fall school play of *The Jungle Book*. They performed all weekend long, and did a performance for their peers on Monday. It was a huge success!
- Exhibition night is Thursday December 20th from 5-7:30pm. The format will be different this year. In the past, students have presented one grand scale project that they have been researching and preparing all semester long. This year, students will present at least 3 smaller scale projects that span all areas of curriculum.

K-2 update

- Kindergarten with Gaby- Our class is focusing on two types of forces- push and pull. We are comparing different big and simple machines that are all around us, such as excavators, bulldozers, cranes, pulleys, inclined planes, and wheels and axles to name a few. Friends have formed different committees and will be highlighting how each machine works when force is applied to them. We've used pulleys, ramps, and seesaws and scales in class to test our ideas of which force is required to make the machine work.

3-5 Update

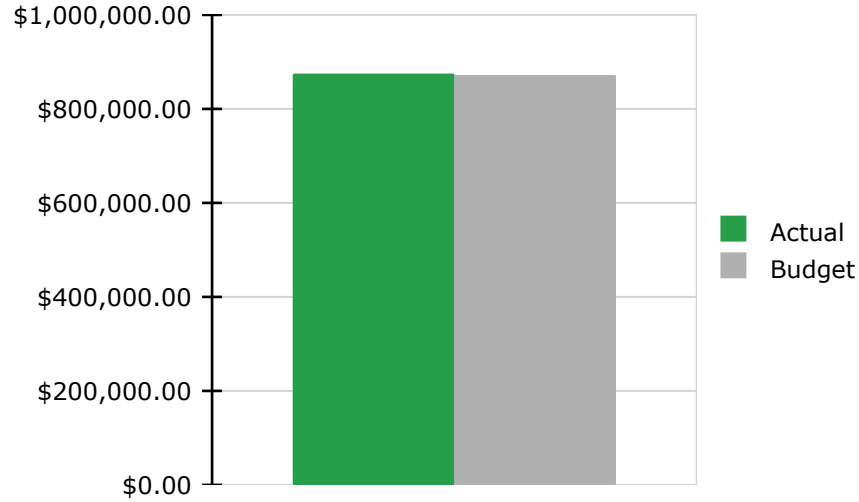
- 3rd grade with Dre- During our last six weeks of school, 3rd grade has been exploring the traditions and cultures of local native American tribes. We have been focused on investigating and comparing past traditions and ways of life to those of the present day tribe members. Overall, we are looking forward to opening our students perspectives to incorporate more than "a single story" and share our learning with others.

6-8 Update

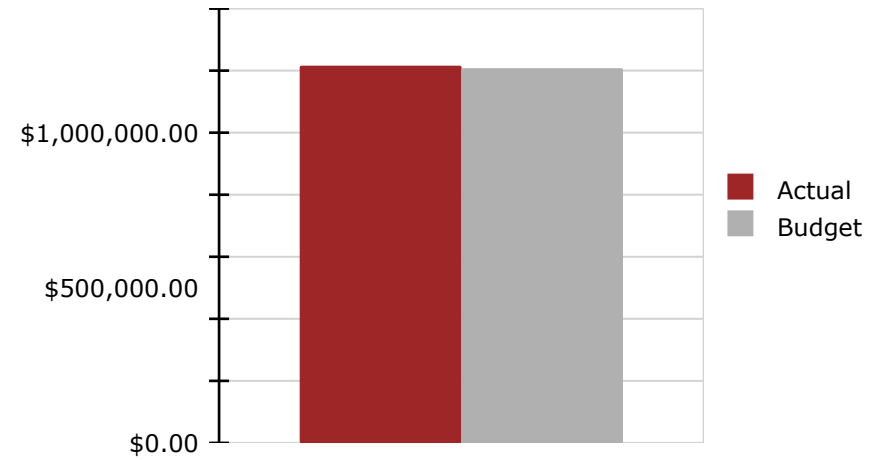
- 6th grade with Terri and Dominique: We are working on the social science and molecular structures which advanced the Egyptian civilization. Between studying the mummification process on apples and engineering our own pyramids, sixth grade is taking a deep-dive approach to exploring Egypt and the pyramids. We are also working on community building and practicing the ways we are similar versus the things that make us different. That has helped us focus on building integrity as we enter middle school.

Book Balance: \$1,414,408

Revenue To Date



Expense To Date



Revenue Summary

Actual	\$874,792
Budget	\$871,959
Actual to Budget	100 %

Expense Summary

Actual	\$1,215,506
Budget	\$1,207,074
Actual to Budget	101 %

Innovations Academy

July 2018 - October 2018

YTD Actual to Budget Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Account Description	July - October				2018 - 2019	
	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget
LCFF	\$793,466	\$778,135	\$15,331	2.0 %	\$3,264,195	\$2,305,843
Federal Revenue	-	\$9,131	(\$9,131)	-100.0 %	\$83,646	\$71,870
Other State Revenue	\$9,580	-	\$9,580	0.0 %	\$146,752	\$137,172
Local Revenue	\$71,746	\$84,693	(\$12,947)	-15.3 %	\$447,233	\$375,473
Total Revenue	\$874,792	\$871,959	\$2,833	0.3 %	\$3,941,826	\$2,890,358
Certificated Salaries	\$484,580	\$512,733	\$28,154	5.5 %	\$1,538,200	\$989,893
Classified Salaries	\$221,207	\$235,278	\$14,072	6.0 %	\$705,835	\$452,527
Employee Benefits	\$219,921	\$204,601	(\$15,319)	-7.5 %	\$613,804	\$360,881
Total Personnel Expenses	\$925,707	\$952,613	\$26,906	2.8 %	\$2,857,839	\$1,803,301
Books and Supplies	\$73,368	\$54,763	(\$18,605)	-34.0 %	\$164,288	\$89,667
Services & Other Operating Expenses	\$216,431	\$199,698	(\$16,733)	-8.4 %	\$664,101	\$427,471
Capital Outlay	-	-	-	0.0 %	\$7,238	\$7,238
Other Outgo	-	-	-	0.0 %	-	-
Total Operational Expenses	\$289,799	\$254,461	(\$35,338)	-13.9 %	\$835,627	\$524,376
Total Expenses	\$1,215,506	\$1,207,074	(\$8,432)	-0.7 %	\$3,693,466	\$2,327,677
Net Income	(\$340,714)	(\$335,114)	(\$5,599)	-1.7 %	\$248,360	\$562,681

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Liquidity Ratio	11.3
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Assets	
Current Assets	
Cash	\$1,414,408
Accounts Receivables	\$40,467
Prepaid Expenses	\$40,060
<i>Total Current Assets</i>	<i>\$1,494,935</i>
Fixed Assets	
Transportation Equipment	\$50,000
Accumulated Depreciation	(\$8,333)
<i>Total Fixed Assets</i>	<i>\$41,667</i>
Other Assets	
<i>Total Other Assets</i>	<i>\$0</i>
Total Assets	\$1,536,601

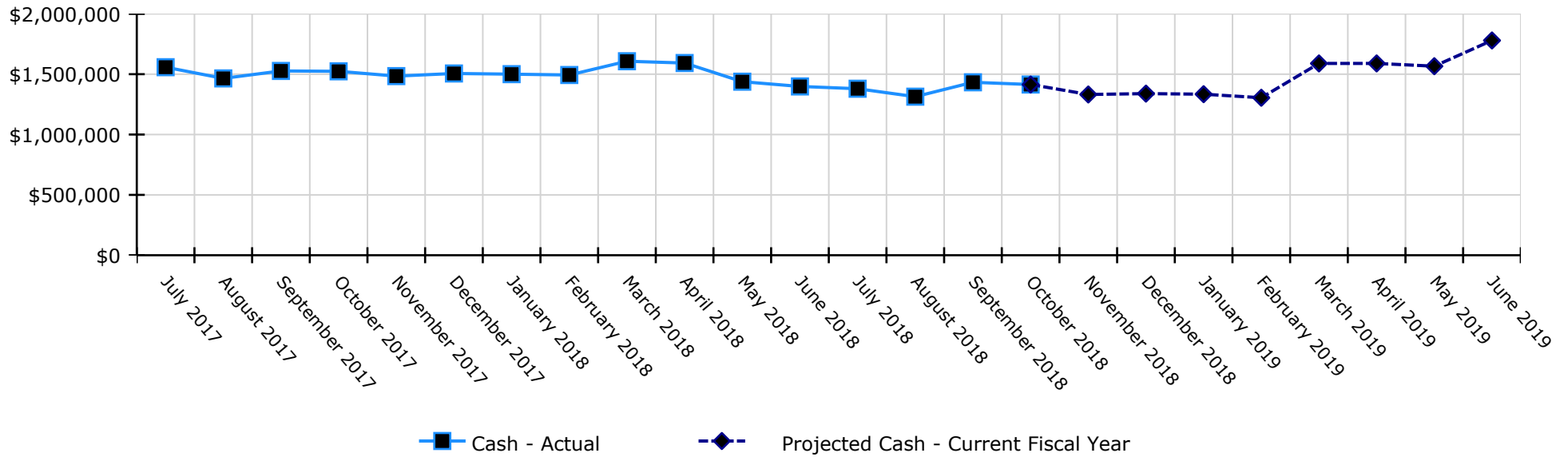
Liabilities and Net Assets	
Current Liabilities	

Innovations Academy

July 2018 - October 2018

Accounts Payable	\$108,031
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$24,101
<i>Total Current Liabilities</i>	<i>\$132,132</i>
Long Term Liabilities	
<i>Total Long Term Liabilities</i>	<i>\$0</i>
Total Liabilities	
<i>Total Liabilities</i>	<i>\$132,132</i>
Net Assets	
Unrestricted Net Assets	\$1,745,183
Profit/Loss YTD	(\$340,714)
<i>Total Net Assets</i>	<i>\$1,404,469</i>
Total Liabilities and Net Assets	\$1,536,601

Monthly Book Balance Over Time



	Cash Amount	Actual or Projected
July 2017	\$1,557,913.45	Actual
August 2017	\$1,465,088.92	Actual
September 2017	\$1,526,817.96	Actual
October 2017	\$1,523,812.79	Actual
November 2017	\$1,484,133.89	Actual
December 2017	\$1,505,816.83	Actual
January 2018	\$1,500,273.95	Actual
February 2018	\$1,493,258.28	Actual
March 2018	\$1,607,233.35	Actual
April 2018	\$1,592,567.90	Actual
May 2018	\$1,437,880.18	Actual
June 2018	\$1,398,481.44	Actual

	Cash Amount	Actual or Projected
July 2018	\$1,379,590.07	Actual
August 2018	\$1,313,678.01	Actual
September 2018	\$1,432,804.41	Actual
October 2018	\$1,414,408.01	Actual
November 2018	\$1,331,876.00	Projected
December 2018	\$1,339,017.00	Projected
January 2019	\$1,334,309.00	Projected
February 2019	\$1,304,897.00	Projected
March 2019	\$1,589,132.00	Projected
April 2019	\$1,589,149.00	Projected
May 2019	\$1,566,235.00	Projected
June 2019	\$1,779,463.00	Projected

Financial Ratio	Formula	Current	Target
Current Ratio (Liquidity)	$(\text{Current Assets}) / (\text{Current Liabilities})$	11.31	> 1.00
Cash Ratio	$(\text{Cash}) / (\text{Current Liabilities})$	1,070.45 %	> 100.00%
Defensive Interval	$(\text{Cash} + \text{Securities} + \text{AR}) / (\text{Average Expenses past 12 months})$	4.95	> 3 months
Debt Ratio	$(\text{Total Liabilities}) / (\text{Total Assets})$	8.60 %	< 33.00%
Asset Ratio	$(\text{Current Assets}) / (\text{Total Assets})$	97.29 %	> 90.00%
Cash on Hand	(Cash)	\$1,414,408.01	\geq \$900,000.00
Days Cash on Hand	$(\text{Cash}) / ((\text{Average Expenses past 12 months}) / (30.4))$	146.34	> 120
Cash Reserve Ratio	$(\text{Cash}) / (\text{Budgeted Annual Expenses})$	38.29 %	> 10.00%
Savings Indicator	$((\text{Last Closed Revenue}) - (\text{Last Closed Expenses})) / (\text{Last Closed Expenses})$	-0.14	> 1.00
YTD Savings Indicator	$((\text{YTD Closed Revenue}) - (\text{YTD Closed Expenses})) / (\text{YTD Closed Expenses})$	-0.28	> 1.00

Financial Ratio	Description
Current Ratio (Liquidity)	Ability to pay short-term obligations
Cash Ratio	Ability to meet short-term obligations with cash
Defensive Interval	Possible months of continued operations if no additional funds received
Debt Ratio	Proportion of debt relative to total assets
Asset Ratio	Proportion of liquid assets relative to total assets
Cash on Hand	Assets immediately convertible to cash for purchase of goods and services
Days Cash on Hand	Possible days of continued operations using current cash
Cash Reserve Ratio	Ratio of cash to annual expenses expressed as a percentage
Savings Indicator	Last closed period's increase or decrease in the organization's net assets as a percentage of expenses
YTD Savings Indicator	Year to date closed increase or decrease in the organization's net assets as a percentage of expenses

Input Values as of 10/31/2018

Innovations Academy

July 2018 - October 2018

Cash	\$1,414,408.01
Securities	-
AR	\$40,466.54
Current Assets	\$1,494,934.55
Total Assets	\$1,536,601.22
Current Liabilities	\$132,131.75
Total Liabilities	\$132,131.75
Last Closed Revenue	\$274,208.09
Last Closed Expenses	\$318,261.46
Budgeted Annual Expenses	\$3,693,466.32
Average Expenses past 12 months	\$293,823.27
Average monthly payroll expenses	\$231,426.72
YTD Closed Revenue	\$874,792.13
YTD Closed Expenses	\$1,215,506.05



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

LEA Name	Contact Name and Title	Email and Phone
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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.

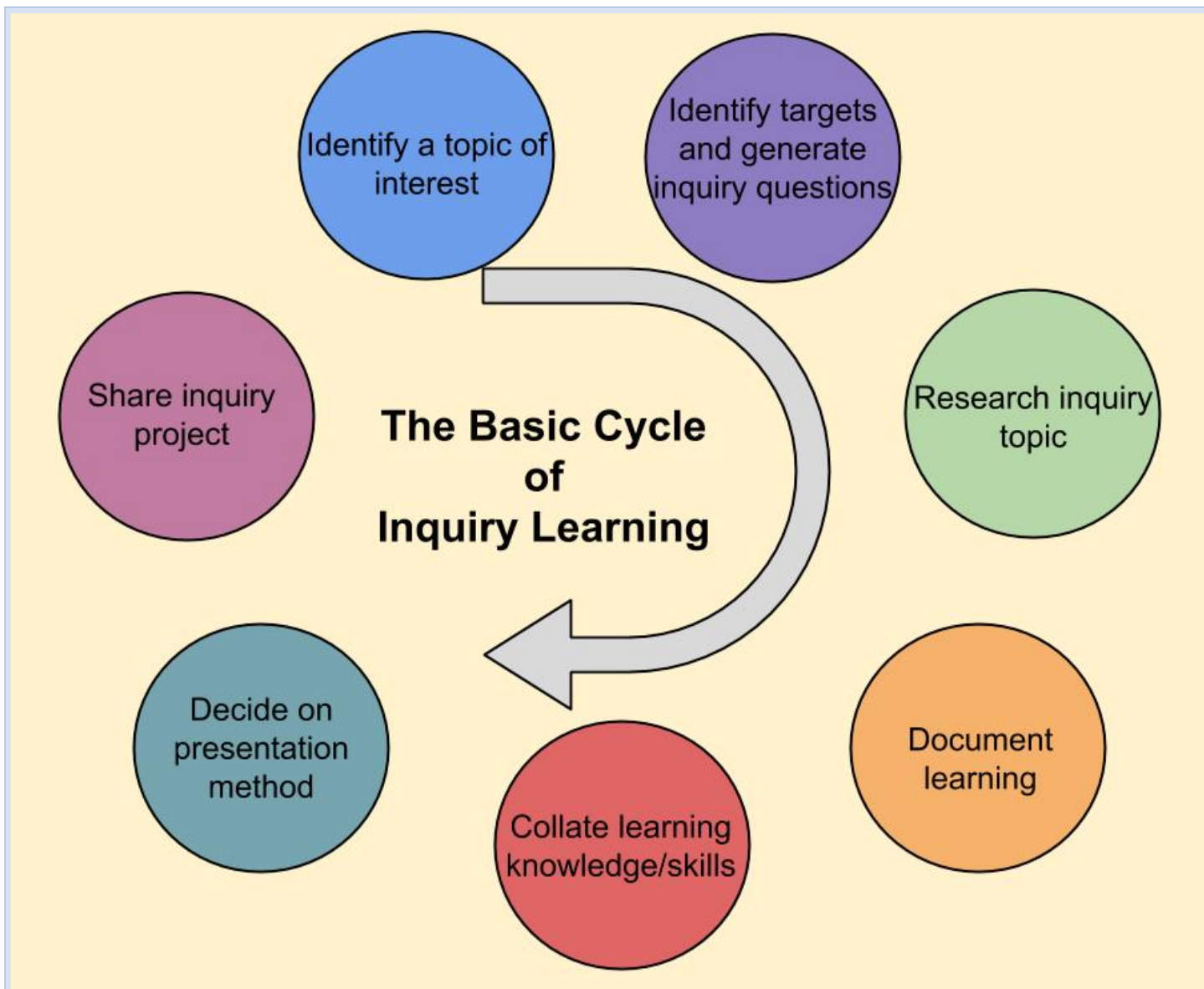
How we interact is also different. Our behavior management is community centered and designed to promote doing the right thing when no one is looking. Our social emotional program is based on Adlerian theory and is the antithesis of what you would find in a traditional school environment, which is typically 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.



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 communication 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.

Included in General Fund Budget Expenditures but not included in the LCAP are the following costs associated with operating the Innovations Academy's Program

- Classified Staff Members (Subs, Office staff, Aides, Etc.)
- Textbook Adoption
- Supplies including; student, curriculum, books, project, office, custodial, etc.
- General Insurance costs
- Legal/Audit Fees
- Various non-instructional and instructional consultants
- San Diego Unified School District Oversight Fee
- Financial Consultants

• Administration Fees

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

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.

Actual

- 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

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.

Actual

- 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 attended 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
<p>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.</p>	<p>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</p>	<p>PD, CCSA conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3800</p> <p>Assessment Coordinator, Teacher assistant 2000-2999: Classified Personnel Salaries LCFF \$33,855</p>	<p>map testing, PD, CCSA conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1765</p> <p>Assessment Coordinator, Teacher assistant 2000-2999: Classified Personnel Salaries LCFF \$33,856.79</p>

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

Expected

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

Actual

- 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.

Expected

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.

Actual

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
<ul style="list-style-type: none"> • 100% of teachers will receive professional development on the following topics: <p>Positive Discipline</p> <p>Effective use of academic language</p> <p>Classroom management</p>	<ul style="list-style-type: none"> • Teachers at Innovations Academy received training in <p>Responsive Classroom,</p> <p>Classroom management based on Teach Like A Champion & Discipline using Responsive Classroom methods.</p>	<p>Positive Discipline</p> <p>Effective use of academic language</p> <p>Classroom management</p> <p>Project Based Learning</p> <p>CCSS Math</p> <p>CCSS writing</p> <p>NGSS</p> <p>Differentiating for Special Education students</p> <p>ELA and ELD instruction</p> <p>Student achievement data</p>	<p>Positive Discipline</p> <p>Effective use of academic language</p> <p>Classroom management</p> <p>Project Based Learning</p> <p>CCSS Math</p> <p>CCSS writing</p> <p>NGSS</p> <p>Differentiating for Special Education students</p> <p>ELA and ELD instruction</p> <p>Student achievement data</p>

<p>Project Based Learning</p> <p>CCSS Math</p> <p>CCSS writing</p> <p>NGSS</p> <p>Differentiating for Special Education students</p> <p>ELA and ELD instruction</p> <p>Student achievement data analysis</p> <ul style="list-style-type: none"> • 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 	<p>Project Based Learning project development</p> <p>Alignment of Math instruction with learning paths and the spiral approach.</p> <p>The Teachers College of Reading and Writing,</p> <p>Creating balanced literacy instruction</p> <p>Addressing literacy for dyslexic students</p> <p>History and Social Science Framework, NGSS standards</p> <p>100% of teachers participated in 2 weeks of professional development</p> <p>100% of teachers attended Monday staff development meetings including topics on formative assessment.</p> <p>100% of teachers participated in weekly meetings with the director</p> <p>100% of teachers received coaching</p> <p>each participant developed and presented the information from the experience to the rest of the teachers.</p> <p>100% of teachers and students had access to three art instructors</p>	<p>analysis 5210-00 Supplemental and Concentration \$47,091</p> <p>.50% AD salary 1000-1999: Certificated Personnel Salaries LCFF \$34,000</p> <p>Jenifer Kubler 2000-2999: Classified Personnel Salaries Special Education \$17,500</p> <p>Teachers salary to support program 1000-1999: Certificated Personnel Salaries LCFF \$1,119,400</p> <p></p> <p></p>	<p>analysis 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$41,840</p> <p>.50% AD salary 1000-1999: Certificated Personnel Salaries LCFF \$34,000</p> <p>Jenifer Kubler 2000-2999: Classified Personnel Salaries Special Education \$27,026</p> <p>Teachers salary to support program 1000-1999: Certificated Personnel Salaries LCFF \$860,701</p> <p>SPED Teachers salary to support program 0001-0999: Unrestricted: Locally Defined Special Education \$147,274</p> <p>Benefits to support program 3000-3999: Employee Benefits LCFF \$267,250</p>
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- 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 in 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

Expected

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.

Actual

Innovations Academy is proud of our progress 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

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.

Actual

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
<ul style="list-style-type: none"> • 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: <p>Zingy Science</p> <p>Mystery Science</p> <p>ST MATH</p> <p>Brain Pop</p> <p>Raz Kids</p>	<ul style="list-style-type: none"> • 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. <p>Software was provided for all students and differentiated based on grade level and student need.</p> <ul style="list-style-type: none"> • 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. 	<p>Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment</p> <ul style="list-style-type: none"> • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: <p>Zingy Science</p> <p>Mystery Science</p> <p>ST MATH</p> <p>Brain Pop</p> <p>Raz Kids</p>	<p>Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment</p> <ul style="list-style-type: none"> • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: <p>Zingy Science</p> <p>Mystery Science</p> <p>ST MATH</p> <p>Brain Pop</p> <p>Raz Kids</p>

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 be careful 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 spiraling 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

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.

Actual

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

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.

Actual

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 associated with Goal 3, action 1 \$0.00 Telephone cost 5900: Communications LCFF \$3,600 cost associated with Goal 3, action 1 \$0.00	Cost of Power school 5800: Professional/Consulting Services And Operating Expenditures LCFF \$12,000 cost associated with Goal 3, action 1 \$0.00 Telephone cost 5000-5999: Services And Other Operating Expenditures LCFF \$6,562 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
cost associated with Goal 3, action 1 \$0.00

Website cost, Host Gator 5800: Professional/Consulting Services And Operating Expenditures LCFF \$3,500
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

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.

Actual

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 required 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 quarterly. 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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> 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

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<p>to teachers on staff.</p> <ul style="list-style-type: none"> • 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. 	<p>emotional areas.</p> <ul style="list-style-type: none"> • 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. 	<p>instructional coaching</p> <ul style="list-style-type: none"> • 100% of students will have access to a variety of arts instruction • Teachers are given support in the classroom 	<p>instructional coaching</p> <ul style="list-style-type: none"> • 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 	<p>instructional coaching</p> <ul style="list-style-type: none"> • 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

Classroom management

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

Effective use of academic language

Classroom management

Inquiry 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

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

- 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
<p>High level of inquiry, cognitive demand and academic language being used by students as evidences by regular classroom observation and walk-throughs.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Increased inquiry, cognitive demand and academic language in instruction and quality of student work <p>100% of students will have access to instruction in a variety of arts</p> <p>100% of students will have access to Common Core aligned instructional materials</p> <p>100% of students will have access to technology that enhances their learning</p> <p>100% of classroom teachers will be appropriately credentialed and assigned.</p> <p>Ensure facilities are in good repair</p> <p>100% of students will attend multiple field trips</p>	<ul style="list-style-type: none"> Increased inquiry, cognitive demand and academic language in instruction and quality of student work <p>100% of students will have access to instruction in a variety of arts</p> <p>100% of students will have access to Common Core aligned instructional materials</p> <p>100% of students will have access to technology that enhances their learning</p> <p>100% of classroom teachers will be appropriately credentialed and assigned.</p> <p>100% of students will attend multiple field trips and guest experts related to academic</p>	<ul style="list-style-type: none"> Increased inquiry, cognitive demand and academic language in instruction and quality of student work <p>100% of students will have access to instruction in a variety of arts</p> <p>100% of students will have access to Common Core aligned instructional materials</p> <p>100% of students will have access to technology that enhances their learning</p> <p>100% of classroom teachers will be appropriately credentialed and assigned.</p> <p>100% of students will attend multiple field trips and guest experts related to academic</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> 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)

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

Location(s):

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

[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

- 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

2018-19 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

Activated Reader

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

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

- 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	<p>4430-000 Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment</p> <ul style="list-style-type: none"> Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: <p>Zingy Science</p> <p>Mystery Science</p> <p>ST MATH</p> <p>Brain Pop</p> <p>Raz Kids</p> <p>Reflex Math</p> <p>Lexia Learning</p> <p>IXL</p>	<p>4000-4999: Books And Supplies Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment</p> <ul style="list-style-type: none"> Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: <p>Zingy Science</p> <p>Mystery Science</p> <p>ST MATH</p> <p>Brain Pop</p> <p>Raz Kids</p> <p>Reflex Math</p> <p>Lexia Learning</p> <p>IXL</p>	<p>4000-4999: Books And Supplies Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment</p> <ul style="list-style-type: none"> Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: <p>Zingy Science</p> <p>Mystery Science</p> <p>ST MATH</p> <p>Brain Pop</p> <p>Raz Kids</p> <p>Reflex Math</p> <p>Lexia Learning</p> <p>IXL</p>

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, <ul style="list-style-type: none">• Provide curricular supports for mathematics.	4000-4999: Books And Supplies Provide materials for hands on instruction: math manipulatives, FOSS kits, <ul style="list-style-type: none">• Provide curricular supports for mathematics.	4000-4999: Books And Supplies Provide materials for hands on instruction: math manipulatives, FOSS kits, <ul style="list-style-type: none">• 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
<ul style="list-style-type: none"> Absences/tardies will be recorded in a unique 	Absences and tardies are kept in Powerschool. <ul style="list-style-type: none"> 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
<p>document that allows for yearly comparisons.</p> <ul style="list-style-type: none"> 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. 	<p>absences per school year.</p> <ul style="list-style-type: none"> Repeat offenders are called infrequently. Some students complete independent study short term when absent. 	<p>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.</p>	<p>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.</p>	<p>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.</p>

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)

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
<p>Parents have several options for parent education during the school year.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>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.</p>	<p>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.</p>	<p>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.</p>

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

New 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

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.

2018-19 Actions/Services

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

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.

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

\$164,467

Percentage to Increase or Improve Services

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

\$121,724

Percentage to Increase or Improve Services

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.

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

Innovations Academy (IA) shall have the primary responsibility to comply with applicable state and federal laws and regulations. Additionally, Innovations Academy shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and seeks to resolve those complaints in accordance with the policies and procedures of the Local Complaint Policy and the Uniform Complaint Policy.

Not all complaints fall under the scope of the Uniform Complaint Policy. Many concerns should be made following the **Local Complaint Policy**, including classroom assignments, common core, grades, classroom requirements, hiring and evaluation of staff, drop off and pick up procedures, homework policies and practices, provision of core curricula subjects, student advancement and retention, student discipline, student records, the Bagley-Keene Open Meeting Act, the Brown Act, and other general education and school requirements.

In addition, the following complaints are referred to other agencies for resolution and not subject to the Uniform Complaint Policy:

- Allegations of child abuse are referred to County Departments of Social Services, Protective Services Divisions, or appropriate law enforcement agency.
- Employment complaints are sent to the California Department of Fair Employment and Housing.
- Allegations of fraud are referred to the responsible Division Director at the California Department of Education (CDE).

Pursuant to this policy, Innovations Academy adopts the following complaint procedure as required by law for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Innovations Academy program or activity.

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Consolidated Categorical Aid Programs; Child Nutrition Programs; Special Education Programs; Foster and Homeless Youth Services; and No Child Left Behind Act (2001) Programs (Titles I-VII) (until phased out in accordance with law), including

improving academic achievement, compensatory education, limited English proficiency, and migrant education.

(3) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(4) Complaints alleging that a pupil enrolled in a public school was required to pay an unauthorized pupil fee for participation in an educational activity.

To file a complaint on any of the bases enumerated above for UCP, a complaining party may use the Uniform Complaint Procedure Form. To file a complaint on any of the bases enumerated above for the LCP, a complaining party may use the Effective Communication Policy Form (Local Form)

IA shall ensure that the staff persons responsible for conducting investigations relating to this Uniform Complaint Policy shall be knowledgeable about the laws and programs that are the subject of investigation. Moreover, IA acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. IA cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, IA will attempt to do so as appropriate. IA may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

IA prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure Innovations Academy's compliance with law:

Christine Kuglen, Director
Tony Spitzberg, Asst. Director
Innovations Academy
10380 Spring Canyon Rd.
San Diego, CA 92131

Should a complaint be filed against the Director or Assistant Director, the compliance officer for that case shall be the Parent Representative on the Board of Directors or his/her designee.
Faraz Sharafi, fsharafi@gmail.com

Notifications

The Director or designee shall annually provide written notification of the IA Uniform Complaint Procedures to employees, students, parents and/or guardians, school officials and other interested parties by publishing notification on the website and in the Family Handbook and a copy is available upon request free of charge.

The annual notice shall include the following:

- (a) A statement that IA is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal an IA decision to the CDE by filing a written appeal within 15 days of receiving the Decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address complaints that allege that IA has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization alleging noncompliance by IA may file a written complaint using the complaint form.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful

discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the Compliance Officer, who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, IA staff shall assist him/her in the filing of the complaint.

- **Step 2: Resolution Meeting**

Within five (5) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of engaging in a Resolution Meeting with the IA school counselor serving as mediator. If the complainant agrees to a Resolution Meeting, the compliance officer shall make arrangements for the same.

Before initiating the Resolution Meeting of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the counselor a party to related confidential information.

If the Resolution Meeting does not resolve the problem, the compliance officer shall proceed with his/her investigation of the complaint.

The use of a Resolution Meeting shall not extend IA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide IA's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

IA's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of IA's investigation and decision within sixty (60) days of receipt of the complaint.

IA's decision shall be in writing and sent to the complainant. IA's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include: (1) The findings of fact based on evidence gathered; (2) The conclusion(s) of law; (3) Disposition of the complaint; (4) Rationale for such disposition; (5) Corrective actions, if any are warranted; (6) Notice of the complainant's right to appeal the decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal; (7) For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies; and, (8) For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights. If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of IA's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with IA's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of IA's decision.

Upon notification by the CDE that the complainant has appealed IA's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of IA's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by IA when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which IA has not taken action within sixty (60) days of the date the complaint was filed with Innovations Academy.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of these complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if IA has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | |
|---|--|
| <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Foster/Homeless Youth | <input type="checkbox"/> Local Control Funding Formula/ |
| <input type="checkbox"/> No Child Left Behind Programs
(until phased out in accordance with law) | <input type="checkbox"/> Local Control and Accountability Plan |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Medical Condition | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> National Origin | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Immigration Status | <input type="checkbox"/> Religion | <input type="checkbox"/> Marital Status |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any IA staff members? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Christine Kuglen, Director or
Tony Spitzberg, Assistant Director

Innovations Academy
10380 Spring Canyon Rd.
San Diego, CA 92131

PLEASE KEEP A COPY OF YOUR COMPLETED FORM FOR YOUR RECORDS.

Local Adult Effective Communication/Complaint Policy

What to do when something is working or not working for you at IA.

Modeling is essential in the learning process. If we want our children to learn how to communicate effectively it is of utmost importance that we model what this looks like. Here is a chart of specific actions that will support our children to learn effective communication.

Instead of:	Do:
Complaining about something that happened	Speak with the teacher or staff about your concern
Shutting down because you feel left out of some communication	Speak to the teacher about how to get all class info
Believing something someone tells you (aka participate in rumors)	Go to the source and get the information yourself
Sharing a frustration about the school, the teacher or the parent association with another parent	Speak directly with the director, the teacher or the Parent Association president
Harboring frustration, anger or hurt about something your child told you happened at school	Approach the teacher or director to inquire about the situation

Feedback is an essential part of communication that is very valuable to us as a community. If there is something you like, let us know (we can publish it in our gratitude book)! If there is something you do not understand, are confused by, or do not like, also let us know. Going directly to the source generally gives clarity and understanding.

The only way to get your needs met is to let us know what your needs are. If you have a complaint, frustration, question, concern, excitement or appreciation, please communicate with us. There are many ways to communicate: talk in person, write an email, send a note, or make a phone call. We want our families to get their questions answered. We want to be in communication with you. We need you to tell us when you need that to happen. All of your positive and negative feedback helps us improve our program and understand the needs of so many families.

Though giving feedback sounds good on paper it can truly be the most difficult thing you will do. Actually approaching a person when you have negative feelings is a huge challenge. Expect to feel uneasy and let the person with which you need to speak know you need their time. You can start with, "I'm confused; I'm hurt; I'm happy; or I'm excited; when I see (hear, notice...)

Understand that we would rather have the information so that we can improve than to have rumors and negative information, like poison, spread through the internet, school or community grapevine.

If you have a complaint, below are the appropriate steps to take:

Start at the source:

If you have a concern with something in the classroom, speak to the teacher.

If you have a concern with something in the front office, speak with the co-director.

If you have a concern with an IEP, speak with the Education Specialist/Case Manager.

If you have a concern about the educational program, speak with the director.

If you have a concern about an issue with another student, speak with the teacher, the assistant director or the director.

If you have completed step one and feel the concern is persisting, email the teacher (or other staff member) and copy the director. A meeting will be set up with all parties involved.

If you have completed step one and two and the concern is persisting, set up a private meeting with the director.

If you have completed steps one, two and three and do not feel that your concern has been fully addressed, email the director and copy the Innovations Academy Board of Directors (board@innovationsacademy.org).

If you have communicated thoroughly using steps one through four and do not feel that the concern has been fully addressed, please get in touch with the IA Board of Directors in one of the following ways:

Write a letter to the I.A. Board and send it to our school address, or

Email our board at Board@InnovationsAcademy.org, or

Attend a board meeting and present during community comments.

We have provided the form on the next page for providing feedback and filing a local complaint to the school.

If you file a written complaint/feedback and choose to leave your name you will be contacted and given the opportunity to share your observations and concerns and evidence. Each concern will be addressed and you will receive a written response within 60 days and will include the findings based on the evidence and corrective actions that have been taken or will be taken. If you are not happy with the decision or actions you have the right to appeal. See the above procedures for the internal appeal process.

If you have a complaint that falls under the **Uniform Complaint Procedures** designated by the State of California, see Uniform Complaint Policy on our webpage or come into the front office.

If you have a complaint about educator misconduct, in addition to submitting a complaint to

the school, you can report educator misconduct to the California Commission on Teacher Credentialing.

If you have a complaint about special education, in addition to submitting a complaint to the school, district, or county office of education, you can report it to the Procedural Safeguards and Referral Service for their complaint process.

If you have a complaint about student discrimination, harassment, intimidation, or bullying, please visit the [CDE Resolution of Discrimination/Harassment Complaint Web page](#).

Innovations Academy Feedback Form

Name/Anonymous:

Date:

If you would like to provide feedback, we'd love to hear it. Please take your time and turn it in to the main office or send to our school address. We understand that giving negative feedback is challenging and we commit to address your issue when it is brought to our attention. We invite your information and need it in order to improve. Both children and adults are encouraged to use this form.

Summary of my issue/observation:

I would like to (check all that apply):

- To talk to a particular staff member- Name:
- To meet with the Director
- To call a conference for my family with another family at IA.
- Receipt of this form to be acknowledged
- To thank the parties involved who are
- To express my appreciation for

Other:

Any further comments:

INNOVATIONS ACADEMY			
Account Description	2018-19 Board Approved Budget	P-1 2018-19 Revised Budget	Variance \$
Revenue Limit	\$3,005,010	\$3,264,195	\$259,185
Federal Revenue	\$88,682	\$83,646	(\$5,036)
Other State Revenue	\$173,448	\$146,753	(\$26,695)
Local Revenue	\$432,400	\$447,232	\$14,832
Total Revenue	\$3,699,540	\$3,941,826	\$242,286
Certificated Salaries	\$1,582,320	\$1,538,200	(\$44,120)
Classified Salaries	\$603,025	\$705,835	\$102,810
Employee Benefits	\$656,891	\$613,804	(\$43,087)
Total Personnel Expenses	\$2,842,236	\$2,857,839	\$15,603
Books and Supplies	\$164,288	\$164,288	-
Services & Other Operating	\$661,509	\$664,101	\$2,592
Capital Outlay	\$7,238	\$7,238	-
Other Outgo	-	-	-
Total Operational Expenses	\$833,035	\$835,627	\$2,592
Total Expenses	\$3,675,271	\$3,693,466	\$18,195
Net Income	\$24,269	\$248,360	\$224,091

#students	375	405	30
ada	360	388.8	28.8

Charter School Name: Innovations Academy
 CDS# 37-68338- 118083
 Contact name: Christine Kuglen
 E-mail and phone #: christine@innovationsacademy.org/858-271-1414

First Interim Report
 FY 2018-2019
 For the Period July 1 2018 through October 31, 2018
 Accrual Basis

Authorizing Agency: San Diego Unified School District
 Financial Accounting Department
 Charter Schools Accounting Office
 Authorizing Agency Contact: Theresa Goody (tgoody@sandi.net)
 Authorizing Agency Contact: Nadine Creer (ncreer@sandi.net)

Description	Object Code	a	b	c	d	a+c=e	b+d=f	the > of e or f = g	h
		Unrestricted Budget	Unrestricted Actuals through 10/31/18	Restricted Budget	Restricted Actuals through 10/31/18	Total Budget	Total Actuals through 10/31/18	Projected EFB/NP (Higher of Budget or Actual)	Budget to Projected EFB/NP Differences
A. REVENUES (8000-8799)									
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)									
LCFF State Aid - Current Year (CY) (Res 0000)	8011	935,672	239,784			935,672	239,784	935,672	-
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	77,760	17,802			77,760	17,802	77,760	-
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019					-	-	-	-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	2,250,763	535,880			2,250,763	535,880	2,250,763	-
Other LCFF Transfers	8091, 8097					-	-	-	-
Total, LCFF Sources		3,264,195	793,466	-	-	3,264,195	793,466	3,264,195	-
2. Other State Revenues (8300-8599)									
State Special Education (Res 6500)	8792			200,232	49,452	200,232	49,452	200,232	-
State Special Education Mental Health Services (Res 6512)	8590			73,000		73,000	-	73,000	-
Mandate Block Grant (Res 0000)	8550	71,325				71,325	-	71,325	-
After School Education and Safety (ASES) (Res 6010)	8677, 8590					-	-	-	-
Common Core Standards Implementation (Res 7405)	8590					-	-	-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590					-	-	-	-
Lottery, Unrestricted (Res 1100)	8560	56,765				56,765	-	56,765	-
Lottery, Instructional Materials - Prop 20 Restricted (Res 6300)	8560			18,662		18,662	-	18,662	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599		3,151		6,429	-	9,580	9,580	(9,580)
Total - Other State Revenues		128,090	3,151	291,894	55,881	419,984	59,032	429,564	(9,580)
3. Federal Revenues (8100-8299)									
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			30,478		30,478	-	30,478	-
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			6,793		6,793	-	6,793	-
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290					-	-	-	-
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290					-	-	-	-
NCLB: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290					-	-	-	-
Fed Sp Ed, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181			46,375		46,375	-	46,375	-
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182					-	-	-	-
21st Century Learning Communities (Res 4124)	8290					-	-	-	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220					-	-	-	-
State Ch. School Fac. Incentive Grants Prog.(Res within range 5800-5899)	8290					-	-	-	-
Federal Impact Aid - Survey Cards - Maintenance and Operations (Res 0000)	8110					-	-	-	-
Other Federal Revenues (All other resources not reported separately)	8100-8299					-	-	-	-
Total - Federal Revenues		-	-	83,646	-	83,646	-	83,646	-
4. Local Revenue (8600-8799)									
All Local Revenues	8600-8799	174,000	22,294			174,000	22,294	174,000	-
Total - Local Revenues		174,000	22,294	-	-	174,000	22,294	174,000	-
5. TOTAL REVENUES									
		3,566,285	818,911	375,540	55,881	3,941,825	874,792	3,951,405	(9,580)
B. EXPENDITURES AND OTHER OUTGO (1000-7499)									
1. Certificated Salaries									
Certificated Teachers' Salaries	1100	1,013,000	324,333	193,000	62,667	1,206,000	387,000	1,206,000	-
Certificated Pupil Support Salaries	1200			79,200	22,866	79,200	22,866	79,200	-
Certificated Supervisors' and Administrators' Salaries	1300	193,000	64,333			193,000	64,333	193,000	-
Other Certificated Salaries	1900			60,000	10,380	60,000	10,380	60,000	-
Total, Certificated Salaries		1,206,000	388,666	332,200	95,913	1,538,200	484,579	1,538,200	-
2. Classified Salaries									
Classified Instructional Salaries	2100	372,879	113,910	42,756	21,752	415,635	135,662	415,635	-
Classified Support Salaries	2200		15,625	75,000	9,375	75,000	25,000	75,000	-
Classified Supervisors' and Administrators' Salaries	2300	72,000	24,000			72,000	24,000	72,000	-
Clerical and Office Salaries	2400	89,200	21,353	54,000	15,193	143,200	36,546	143,200	-
Other Classified Salaries	2900					-	-	-	-
Total, Classified Salaries		534,079	174,888	171,756	46,320	705,835	221,208	705,835	-

Charter School Name: Innovations Academy
 CDS# 37-68338- 118083
 Contact name: Christine Kuglen
 E-mail and phone #: christine@innovationsacademy.org/858-271-1414

First Interim Report
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Description	Object Code	a	b	c	d	a+c=e	b+d=f	the > of e or f = g	h
		Unrestricted Budget	Unrestricted Actuals through 10/31/18	Restricted Budget	Restricted Actuals through 10/31/18	Total Budget	Total Actuals through 10/31/18	Projected EFB/NP (Higher of Budget or Actual)	Budget to Projected EFB/NP Differences
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		554,263	(220,541)	(305,904)	(120,170)	248,359	(340,711)	257,939	(9,580)
F. FUND BALANCE/NET POSITION (Budget and Actuals MUST match) (F.1.a-b)									
1. Beginning Fund Balance/Net Position									
a. July 1 (MUST match EFB/Net Position of PY Unaudited Actuals, Section F.2)	9791	1,745,181	1,745,181	-	-	1,745,181	1,745,181	1,745,181	-
b. Adjustments/Restatements	9793, 9795	-	-	-	-	-	-	-	-
c. Adjusted Beginning Fund Balance/Net Position		1,745,181	1,745,181	-	-	1,745,181	1,745,181	1,745,181	-
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)	See cell M133	2,299,444	1,524,640	(305,904)	(120,170)	1,993,540	1,404,470	2,003,120	(9,580)
Components of Ending Net Position									
a. Net Investment in Capital Assets (See Sections B.6 and G.9)	9796								
b. Restricted Net Position	9797				(120,170)		(120,170)		
c. Unrestricted Net Position	9790A		1,524,640				1,524,640		
G. ASSETS									
1. Cash									
In County Treasury	9110		906,132		(160,377)		745,755		
Fair Value Adjustment to Cash in County Treasury	9111								
In Banks	9120		668,653				668,653		
In Revolving Fund	9130								
With Fiscal Agent/Trustee	9135								
Collections Awaiting Deposit	9140								
2. Investments	9150								
3. Accounts Receivable	9200		260				260		
4. Due From Grantor Government	9290				40,207		40,207		
5. Due From Other Funds	9310								
6. Stores	9320								
7. Prepaid Expenditures (Expenses)	9330		40,060				40,060		
8. Other Current Assets	9340								
9. Capital Assets (See Sections B.6 & F.2.a)	9400-9489		41,667				41,667		
10. TOTAL ASSETS			1,656,772		(120,170)		1,536,602		
H. DEFERRED OUTFLOWS OF RESOURCES									
1. Deferred Outflows of Resources	9490								
2. TOTAL DEFERRED OUTFLOWS									
I. LIABILITIES									
1. Accounts Payable	9500		74,439				74,439		
2. Due to Grantor Government	9590		57,693				57,693		
3. Due to Other Funds	9610								
4. Current Loans	9640								
5. Deferred Revenue	9650								
6. Long-term Liabilities	9660-9669								
7. TOTAL LIABILITIES			132,132				132,132		
J. DEFERRED INFLOWS OF RESOURCES									
1. Deferred Inflows of Resources	9690								
2. TOTAL DEFERRED INFLOWS									
K. ENDING FUND BALANCE/NET POSITION, October 31, 2018									
1. Ending Fund Balance/Net Position (G10+H2-I7-J2) (MUST agree with F.2)			1,524,640		(120,170)		1,404,470		

Innovations Academy 1st Interim Report Narrative

The 1st Interim Report is a compliance financial report to be submitted on or before December 15 of each year to the Charter Authorizing District and County Office of Education. Innovations Academy will submit the Interim Report to District on or before December 15, 2018.

The report period covers July 2018 to October 2018. The report format shows unrestricted and restricted budget vs. actuals and total budget versus actuals.

The projected year totals will pick up the higher of the either the budget or current actuals.

1st Interim Report YTD as of October 31, 2018 summary:

1. Total Revenues as of October 31, 2018-\$874,792 (22%)
Budget revenues of \$3,941,825
(405 enrollment/388.8 ADA @ P-1) estimated
2. Total Expenses of \$1,215,503 (32%)—projected to be **(\$9,580)** less than budgeted expenditures of \$3,693,466.
3. Certificated salaries of \$484,579 are trending on budget as anticipated.
4. Classified salaries \$221,208— are trending on budget as anticipated.
5. Total Benefits YTD Actuals of \$219,920 versus budget of \$613,804—are trending on budget
6. Materials and Supplies—expenditures of \$73,367 versus total budget of \$164,288.
7. Services and other operating expenditures—Actuals \$216,429 versus budget expenses of \$664,101.
8. Net Increase (***Decrease**) --- **(\$340,711)**
*It is normal for the 1st Interim report to show a deficit at this time of the year due to the timing of revenues received.
9. Fund Balance as of October 31, 2018
\$1,404,469.

INNOVATIONS ACADEMY CHARTER SCHOOL
CHARTER SCHOOL #1024
SAN DIEGO, CALIFORNIA

FINANCIAL STATEMENTS AND
SUPPLEMENTAL INFORMATION

YEAR ENDED JUNE 30, 2018

INNOVATIONS ACADEMY CHARTER SCHOOL
Financial Statements and Supplemental Information
Year Ended June 30, 2018

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Independent Auditor's Report

To the Board of Directors of
Innovations Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Innovations Academy Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Innovations Academy Charter School as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information, as required by the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated **(Report Date)**, on our consideration of Innovations Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Innovations Academy Charter School's internal control over financial reporting and compliance.

El Cajon, California
(Report Date)

Financial Statements

INNOVATIONS ACADEMY CHARTER SCHOOL

Statement of Financial Position

June 30, 2018

ASSETS

Current Assets

Cash and cash equivalents	\$ 1,398,481
Accounts receivable	295,371
Prepaid expenses	106,444
Total Current Assets	<u>1,800,296</u>

Noncurrent Assets

Capital assets, net	41,667
Total Noncurrent Assets	<u>41,667</u>

TOTAL ASSETS \$ 1,841,963

LIABILITIES AND NET ASSETS

Current Liabilities

Accounts payable	39,086
Accounts payable grantor governments	57,693
Total Current Liabilities	<u>96,779</u>

Total Liabilities 96,779

Net Assets

Unrestricted	1,745,184
Total Net Assets	<u>1,745,184</u>

TOTAL LIABILITIES AND NET ASSETS \$ 1,841,963

The accompanying notes are an integral part of this statement.

INNOVATIONS ACADEMY CHARTER SCHOOL

Statement of Activities
Year Ended June 30, 2018

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
REVENUE AND SUPPORT			
Revenue			
LCFF state aid, current year	\$ 670,617	\$ -	\$ 670,617
LCFF state aid, prior year	(35,502)	-	(35,502)
Education protection account funds	71,208	-	71,208
Payments in lieu of property taxes	2,096,578	-	2,096,578
Federal revenue	-	91,488	91,488
Other state revenue	150,807	262,664	413,471
Interest	12,008	-	12,008
Other local revenue	122,858	-	122,858
Total Revenues	<u>3,088,574</u>	<u>354,152</u>	<u>3,442,726</u>
Net assets released from restrictions:			
Grant restrictions satisfied	<u>354,152</u>	<u>(354,152)</u>	<u>-</u>
TOTAL REVENUE AND SUPPORT	<u>3,442,726</u>	<u>-</u>	<u>3,442,726</u>
EXPENSES			
Certificated salaries	1,453,098	-	1,453,098
Noncertificated salaries	655,126	-	655,126
Taxes and employee benefits	571,185	-	571,185
Books and supplies	111,901	-	111,901
Rentals, leases and repairs	160,434	-	160,434
Other operating expenditures	498,976	-	498,976
Depreciation expense	8,333	-	8,333
TOTAL EXPENSES	<u>3,459,053</u>	<u>-</u>	<u>3,459,053</u>
CHANGE IN NET ASSETS	(16,327)	-	(16,327)
NET ASSETS, BEGINNING OF YEAR	<u>1,761,511</u>	<u>-</u>	<u>1,761,511</u>
NET ASSETS, END OF YEAR	<u>\$ 1,745,184</u>	<u>\$ -</u>	<u>\$ 1,745,184</u>

The accompanying notes are an integral part of this statement.

INNOVATIONS ACADEMY CHARTER SCHOOL

Statement of Cash Flows

Year Ended June 30, 2018

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in Net Assets	\$ (16,327)
Depreciation	8,333
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
(Increase) Decrease resulting from changes in assets:	
Accounts receivable	(36,016)
Prepaid expenses	(21,141)
Increase (Decrease) resulting from changes in liabilities:	
Accounts payable	(4,511)
Due to grantor governments	(3,322)
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u>(72,984)</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of capital assets	<u>(50,000)</u>
NET CASH PROVIDED BY (USED IN) INVESTING ACTIVITIES	<u>(50,000)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(122,984)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>1,521,465</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 1,398,481</u></u>

The accompanying notes are an integral part of this statement.

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

Year Ended June 30, 2018

A. Organization and Summary of Significant Accounting Policies

Organization

Innovations Academy Charter School (the School) was incorporated in the State of California on May 22, 2007, under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The School petitioned and was approved through the San Diego Unified School District for a five-year period ending June 30, 2018. The School was approved by the State of California of Education on May 27, 2008.

Basis of Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Accounting Standards Codification (ASC) No. 958, Financial Statements of Not-for-Profit Organizations. Under ASC No. 958, the School is required to report information regarding its financial position and activities according to three classes of net assets:

- Unrestricted net assets represent expendable funds available for operations, which are not otherwise limited by donor or grant restrictions.
- Temporarily restricted net assets consist of contributed funds or grants subject to donor or grant imposed restrictions contingent upon specific performance of a future event or a specific passage of time before the School may spend the funds.
- Permanently restricted net assets are subject to irrevocable donor restrictions requiring that the assets be maintained in perpetuity usually for the purpose of generating investment income to fund current operations.

The School had no permanently restricted net assets during the year.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purposes of the statement of cash flows, the School considers all highly liquid debt equity instruments purchased with an original maturity of three months or less to be cash equivalents.

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2018

Investments

The School's method of accounting for investments, in accordance with generally accepted accounting principles, is the fair value method. Fair value is determined by published quotes. Changes in fair value of investments results in increases or decreases in unrealized fair values of equity investments. Adjustments to fair values are reflected as unrealized gain/loss on investments in the accompanying statement of activities. As of June 30, 2018 the School did not have any investments.

Accounts Receivable

Accounts receivable arise in the normal course of operations. It is the policy of management to review the outstanding accounts receivable at year end, as well as bad debt write-offs experienced in the past, and establish an allowance for doubtful accounts for uncollectible amounts. No allowance was considered necessary as management believes that all amounts are collectible.

Capital Assets

Property and equipment are recorded at cost, or estimated fair value at the date of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the accounts in the year of disposal, and any resulting gain or loss is included in the School's earnings. Management has elected to capitalize and depreciate all assets costing \$5,000 or more; all other assets are charged to expense in the year incurred. The School's policy is to evaluate the remaining lives and recoverability in light of the current conditions. It is reasonably possible that the School's estimate to recover the carrying amount of the property and equipment will change. Estimated useful lives range from three to fifty years depending on the asset.

Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition or when resources are received by the School prior to the School meeting the requirements for legal claim to the resources.

In subsequent periods, when both revenue recognition criteria are met or when the School has legal claim to the resources, the liability for unearned revenue is removed from the statement of financial position and revenue is recognized.

As of June 30, 2018, the School does not have any unearned revenue.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any restrictions.

All donor or grant restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2018

Contributed Materials and Services

Contributed materials are recorded at their fair market value where an objective basis is available to measure their value. Such items are capitalized or charged to operations as appropriate. The School receives services donated by volunteers in carrying out the School's operations. The services do not meet the criteria as contributions and are, therefore, not recognized in the financial statements.

Donated Property and Equipment

Donations of property and equipment are recorded as contributions at their estimated fair value at the date of donation. Such donations are reported as increases in unrestricted net assets unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contribution of cash that must be used to acquire property and equipment are reported as restricted contributions. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies temporarily restricted net assets to unrestricted net assets at that time.

LCFF Revenues and Payments in Lieu of Property Taxes

The School's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the School's average daily attendance (ADA) as reported at the Second Principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the School, which is funding in lieu of property taxes and education protection account funds paid by the state under proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 81% of the school's revenue. The School is not at risk of losing these funding sources, as long as the school maintains a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

Advertising

Advertising costs are expensed when incurred.

Income Taxes

The School is a 509(a)(1) publicly supported non-profit organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2018, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2018.

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2018

The School files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

New Accounting Guidance

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that are effective during the 2017-18 fiscal year:

1. FASB ASU 2018-06 *Codification Improvements to Topic 942, Financial Services – Depository and Lending*
2. FASB ASU 2017-05 *Other Income – Gains and Losses from the Derecognition of Nonfinancial Assets*
3. FASB ASU 2016-17 *Consolidation (Topic 810): Interests Held through Related Parties that are under Common Control*
4. FASB ASU 2016-07 *Investments – Equity Method and Joint Ventures (Topic 323)*

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the 2017-18 fiscal year did not impact the financial accounting or presentation for the School. No adjustments have been made as a result of the new accounting guidance.

Subsequent Events

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through **(REPORT DATE)**, the date the financial statements were available to be issued.

B. Cash and Cash Equivalents

Cash in County Treasury

The School is a voluntary participant and therefore maintains a portion of its cash in the San Diego County Treasury as part of the common investment pool (\$736,661 as of June 30, 2018). The County Treasury is restricted by Government Code §53635 pursuant to §53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

The fair value of the School's investment in this pool is reported in the accompanying financial statements at amounts based upon the School's pro-rata share of the fair value provided by the County Treasury for the entire County Treasury portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasury, which are recorded on an amortized cost basis.

Cash in Bank

The remainder of the School's cash (\$661,821 as of June 30, 2018) is held in financial institutions which are either insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor or certain non-interest bearing accounts that are fully insured by the FDIC. As of June 30, 2018, the School had cash in the amount of \$411,821 that was exposed to the uninsured deposit risk.

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2018

C. Accounts Receivable

As of June 30, 2018, accounts receivable consisted of:

	<u>Accounts Receivable</u>
Federal Government:	
Special Education	\$ 40,207
Other Federal	\$ 42
State Government:	
Mental Health	48,708
Lottery Revenue	13,457
Local Sources:	
Interest	1,310
In Lieu of Property Taxes	191,387
Other Local Sources	<u>260</u>
Total Accounts Receivable	<u>\$ 295,371</u>

D. Prepaid Expenses

As of June 30, 2018, prepaid expenses consisted of:

	<u>Prepaid Expenses</u>
Prepaid vendors	\$ 84,022
Prepaid insurance	<u>22,422</u>
Total Prepaid Expenses	<u>\$ 106,444</u>

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2018

E. Capital Assets

As of June 30, 2018, capital assets consisted of:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Equipment	\$ -	\$ 50,000	\$ -	\$ 50,000
Less accumulated depreciation	-	(8,333)	-	(8,333)
Capital assets, net	<u>\$ -</u>	<u>\$ 41,667</u>	<u>\$ -</u>	<u>\$ 41,667</u>

F. Accounts Payable

As of June 30, 2018, accounts payable consisted of:

	<u>Accounts Payable</u>	<u>Accounts Payable Grantor Government</u>
Vendors Payable	\$ 39,087	\$ -
Payable to Grantor Government	-	<u>57,693</u>
Total Accounts Payable	<u>\$ 39,087</u>	<u>\$ 57,693</u>

G. Commitments and Contingencies

State and Federal Allowances, Awards, and Grants

The School has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement will not be material. As a result, no liability has been accrued.

Sick Leave

Sick leave is accumulated without limit for each employee at the rate of one day for each month worked. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulate sick leave. Employees, therefore, are never paid for any sick leave balance at termination of employment or any other time. Therefore, it is not appropriate to accrue the value of the accumulated sick leave.

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2018

H. Functional Expenses

As of June 30, 2018, functional expenses consisted of:

	<u>Program Services</u>	<u>Management and General</u>	<u>Total</u>
Salaries and wages	\$ 1,753,532	\$ 354,692	\$ 2,108,224
Pension plan accruals and contributions	169,590	34,303	203,893
Other employee benefits	244,867	49,530	294,397
Payroll taxes	60,631	12,264	72,895
Fees for services (non-employees):			
Management	-	63,017	63,017
Legal	-	1,165	1,165
Accounting	-	8,700	8,700
Consultants	187,521	25,727	213,248
Bank and payroll processing fees	-	13,021	13,021
Other	-	253	253
Advertising	-	4,130	4,130
Office expenses	12,270	-	12,270
Information technology	-	6,892	6,892
Occupancy	141,865	-	141,865
Travel	12,394	-	12,394
Conferences, conventions and meetings	22,371	-	22,371
Depreciation	-	8,333	8,333
Insurance	-	25,040	25,040
All other expenses:			
District oversight	-	28,029	28,029
Books & supplies	111,901	-	111,901
Student transportation	75,855	-	75,855
Misc.	-	12,591	12,591
Equipment repair & lease	18,569	-	18,569
Total expenses	<u>\$ 2,811,366</u>	<u>\$ 647,687</u>	<u>\$ 3,459,053</u>

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2018

I. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the State Teachers’ Retirement System (CalSTRS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

1. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
2. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
3. If the School chooses to stop participating in some of its multi-employer plans, the School may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The School’s participation in these plans for the fiscal year ended June 30, 2018, is outlined in the table below. The “EIN/Pension Plan Number” column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2018, 2017 and 2016 is for the plan’s year-end at June 30, 2018, 2017 and 2016, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The “FIP/RP Status Pending/Implemented” column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented. Finally, the number of employees covered by the School’s multiemployer plans increased based on business activities from 2017 to 2018, affecting the period-to-period comparability of the contributions for years 2017 and 2018. The increase in covered employees correspond to an increase in overall business. There were also changes that affect the comparability of the 2016 and 2017 contributions.

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30			FIP/RP Status Pending/ Implemented
		2018	2017	2016	
CalSTRS	26-0418421	Yellow	Yellow	Yellow	No

Pension Fund	Contributions of School			Number of Employees	Surcharge Imposed
	2018	2017	2016		
CalSTRS	203,893	170,551	130,468	28	No

CalSTRS:

The School contributes to the State Teachers’ Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers’ Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Financial Statements (Continued)

Year Ended June 30, 2018

For the fiscal year ended June 30, 2018, active plan members were required to contribute between 9.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 14.43% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2018 the State contributed \$86,123 (7.083% of creditable salaries from 2015-16) on behalf of the School.

J. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective during the 2018-19 fiscal year:

1. FASB ASU 2018-03 *Technical Corrections and Improvements to Financial Instruments Overall (Subtopic 825-10): Recognition and Measurement of Financial Assets and Financial Liabilities*
2. FASB ASU 2017-09 *Compensation – Stock Compensation (Topic 718)*
3. FASB ASU 2017-07 *Compensation – Retirement Benefits (Topic 715)*
4. FASB ASU 2017-01 *Business Combinations (Topic 805)*
5. FASB ASU 2016-16 *Income Taxes (Topic 740): Intra-Entity Transfers of Assets Other Than Inventory*
6. FASB ASU 2016-14 *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*
7. FASB ASU 2016-09 *Compensation – Stock Compensation (Topic 718)*
8. FASB ASU 2016-06 *Derivatives and Hedging (Topic 815): Contingent Put and Call Options in Debt Instruments*
9. FASB ASU 2016-05 *Derivatives and Hedging (Topic 815): Effect of Derivative Contract Novations on Existing Hedge Accounting Relationships*
10. FASB ASU 2016-04 *Liabilities – Extinguishments of Liabilities (Subtopic 405-20): Recognition of Breakage for Certain Prepaid Stored Value Products*
11. FASB ASU 2015-17 *Income Taxes (Topic 740): Balance Sheet Classification of Deferred Taxes*

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the 2018-19 fiscal year will not impact the financial accounting or presentation for the School with exception of FASB ASU 2016-14.

FASB ASU 2016-14 *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* changes the classification and presentation of net assets. In addition, the update will provide for enhanced note disclosures that affect Not-for-Profit entities. No adjustments have been made as a result of the new accounting guidance.

Supplementary Information

INNOVATIONS ACADEMY CHARTER SCHOOL

Organization Structure
Year Ended June 30, 2018

Innovations Academy Charter School (Charter #1024) was established in 2008. The authorizing entity is San Diego Unified School District. Innovations Charter School provides services for Kindergarten through Eighth Grade.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term and Term Expiration</u>
Nathan Cooper	President	Three Year Term Expires October 2019
Stephen Rosen	Treasurer	Three Year Term Expires February 2019
Keely Moore	Secretary/Teacher Representative	Three Year Term Expires January 2020
Faraz Sharafi	Parent Representative	Three Year Term Expires January 2020
Danielle Strachman	Board Member	Three Year Term Expires December 2018

ADMINISTRATION

Christine Kuglen
Director

Delano Jones
School Business Manager

INNOVATIONS ACADEMY CHARTER SCHOOL

Schedule of Average Daily Attendance

Year Ended June 30, 2018

	<u>Second Period Report</u>		<u>Annual Report</u>	
	<u>Original</u>	<u>Revised</u>	<u>Original</u>	<u>Revised</u>
Non-Classroom Based Attendance:				
Grades K-3	170.78	N/A	169.99	N/A
Grades 4-6	102.50	N/A	102.43	N/A
Grades 7-8	82.76	N/A	83.41	N/A
Total Non-Classroom Based Attendance	<u>356.04</u>	<u>N/A</u>	<u>355.83</u>	<u>N/A</u>
 Total Attendance	<u><u>356.04</u></u>	<u><u>N/A</u></u>	<u><u>355.83</u></u>	<u><u>N/A</u></u>

N/A – There were no audit findings which resulted in revisions to the second period or annual reports of attendance.

INNOVATIONS ACADEMY CHARTER SCHOOL

Schedule of Instructional Time

Year Ended June 30, 2018

<u>Grade Level</u>	<u>Minutes Requirement</u>	<u>2017-18 Actual Minutes</u>	<u>Number of Traditional Days</u>	<u>Status</u>
Kindergarten	36,000	47,880	176	Complied
Grade 1	50,400	54,780	176	Complied
Grade 2	50,400	54,780	176	Complied
Grade 3	50,400	54,780	176	Complied
Grade 4	54,000	54,780	176	Complied
Grade 5	54,000	54,780	176	Complied
Grade 6	54,000	54,780	176	Complied
Grade 7	54,000	54,780	176	Complied
Grade 8	54,000	54,780	176	Complied

See accompanying notes to supplementary information

INNOVATIONS ACADEMY CHARTER SCHOOL

Schedule of Financial Trends and Analysis

Year Ended June 30, 2018

	Budget				
	2019	2018	2017	2016	2015
Revenues	<u>\$ 3,699,541</u>	<u>\$ 3,442,726</u>	<u>\$ 3,469,927</u>	<u>\$ 3,147,993</u>	<u>\$ 2,650,260</u>
Expenses	<u>3,675,271</u>	<u>3,459,053</u>	<u>3,366,122</u>	<u>2,799,358</u>	<u>2,404,556</u>
Change in Net Assets	<u>24,270</u>	<u>(16,327)</u>	<u>103,805</u>	<u>348,635</u>	<u>245,704</u>
Ending Net Assets	<u>\$ 706,087</u>	<u>\$ 681,817</u>	<u>\$ 698,144</u>	<u>\$ 594,339</u>	<u>\$ 245,704</u>
Unrestricted Net Assets	<u>\$ 706,087</u>	<u>\$ 1,745,184</u>	<u>\$ 1,402,372</u>	<u>\$ 1,581,956</u>	<u>\$ 1,206,219</u>
Unrestricted net assets as a percentage of total expenses	<u>19%</u>	<u>50%</u>	<u>42%</u>	<u>57%</u>	<u>50%</u>
Total Long Term Debt	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 7,640</u>	<u>\$ 13,760</u>	<u>\$ 19,880</u>
Average Daily Attendance at P2	<u>360</u>	<u>356</u>	<u>374</u>	<u>351</u>	<u>330</u>

The School's ending net assets has increased by \$436,113 (177%) over the past three fiscal years. The increase is in large due to the increase in average daily attendance of 26 (8%) over the past three years combined with a commitment to build reserves to protect the school from changes in economic trends in future years. The 2018-19 fiscal year budget projects an increase in net assets of \$24,270 (3.6%).

INNOVATIONS ACADEMY CHARTER SCHOOL

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements
Year Ended June 30, 2018

June 30, 2018 annual financial alternative form net assets	\$ 1,745,184
Adjustments and reclassifications:	-
Total adjustments and reclassifications	<u>-</u>
June 30, 2018 audited financial statement net assets	<u><u>\$ 1,745,184</u></u>

See accompanying notes to supplementary information

INNOVATIONS ACADEMY CHARTER SCHOOL

Notes to the Supplementary Information
Year Ended June 30, 2018

A. Purpose of Schedules

Organization Structure

This schedule provides information about the School's charter number, district of authorization, members of the governing board, and members of administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

The School receives incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the School and whether they complied with the provisions of Education Code Sections 46200 through 46206. Charter schools must maintain their instructional minutes at the 1986-87 requirements as adjusted by Education Code sections later adopted. The School neither met nor exceeded its LCFF target.

Schedule of Financial Trends and Analysis

Budget information for 2019 is presented for analysis purposes only and is based on estimates of the 2018-19 fiscal year. The information has not been subject to audit.

This schedule discloses the School's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the School's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Financial Report Alternative Form to the net assets reported in the audited financial statements.

Other Independent Auditors' Reports



P. Robert Wilkinson, CPA
Brian K. Hadley, CPA
Shannon Johnston, CPA

Aubrey W. Mann, CPA
Kevin A. Sproul, CPA
Mark Bomediano, CPA

Independent Auditor's Report on Internal Control over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards*

To the Board of Directors of
Innovations Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Innovations Academy Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated **(REPORT DATE)**.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Innovations Academy Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Innovations Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Innovations Academy Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Innovations Academy Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

El Cajon, California

(Report Date)

Independent Auditor's Report on State Compliance

To the Board of Directors
Innovations Academy Charter School

Report on State Compliance

We have audited the School's compliance with the types of compliance requirements described in the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810, that could have a direct and material effect on each of the School's state programs identified below for the fiscal year ended June 30, 2018.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit Guide *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance*, prescribed in Title 5, *California Code of Regulations*, section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the comptroller General of the United States; and the State's audit guide *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the district's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the district’s compliance with the state laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
Local Education Agencies Other Than Charter Schools	
Attendance.....	N/A
Teacher Certification and Misassignments	N/A
Kindergarten Continuance.....	N/A
Independent Study.....	N/A
Continuation Education.....	N/A
Instructional Time	N/A
Instructional Materials.....	N/A
Ratio of Administrative Employees to Teachers.....	N/A
Classroom Teacher Salaries	N/A
Early Retirement Incentive.....	N/A
Gann Limit Calculation	N/A
School Accountability Report Card.....	N/A
Juvenile Court Schools.....	N/A
Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	N/A
Transportation Maintenance of Effort.....	N/A
Apprenticeship: Related and Supplemental Instruction	N/A
School Districts, County Offices of Education and Charter Schools	
Educator Effectiveness.....	Yes
California Clean Energy Jobs Act.....	Yes
After School Education and Safety Program.....	N/A
Proper Expenditure of Education Protection Account Funds.....	Yes
Unduplicated Local Control Funding Formula Pupil Counts.....	Yes
Local Control and Accountability Plan.....	Yes
Independent Study – Course Based.....	Yes
Charter Schools	
Attendance.....	Yes
Mode of Instruction	Yes
Nonclassroom Based Instruction/Independent Study.....	N/A
Determination of Funding for Nonclassroom Based Instruction.....	N/A
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program.....	N/A

The term N/A is used above to mean either the School did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, Innovations Academy Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2018.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810. Accordingly, this report is not suitable for any other purpose.

El Cajon, California

(Report Date)

Auditor's Results, Findings & Recommendations

Innovations Academy Charter School

Schedule of Auditor's Results

Year Ended June 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weakness(es) identified? Yes X No

One or more significant deficiencies identified that are not considered material weakness(es)? Yes X No

Noncompliance material to financial statements noted? Yes X No

STATE AWARDS

Any audit findings disclosed that are required to be reported in accordance with *2017-18 Guide for Annual Audits of California K-12 Local Education Agencies*? Yes X No

Type of auditor's report issued on compliance for state programs: Unmodified

INNOVATIONS ACADEMY CHARTER SCHOOL

Schedule of Findings and Questioned Costs

Year Ended June 30, 2018

The following findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), or the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. The findings have been coded as follows:

<u>Five Digit Code</u>	<u>AB 3627 Finding Type</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
50000	Federal Compliance
60000	Miscellaneous
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

None

B. State Award Findings

None

INNOVATIONS ACADEMY CHARTER SCHOOL

Schedule of Prior Year Audit Findings

Year Ended June 30, 2018

Finding/Recommendation	Status	Explanation if Not Implemented
There were no findings reported in the prior year audit.	N/A	N/A

**San Diego Unified School District
Office of Charter Schools
Site Visit Report
2016-17 and 2017-18 (limited to finances) School Year**

Name of the Charter School: Innovations Academy
Date(s) of Visit: February 23, 2017 and November 28, 2017
Contact Person(s) for this Report: Deidre Walsh and Anna Day

Innovations Academy is a charter school that serves Grades K-8 on a district site located at 10380 Spring Canyon Road (92131) within the Scripps Ranch High attendance boundaries. Christine Kuglen is the Director. Tony Spitzberg is the Assistant Director.

The school’s charter was renewed in the 2017-18 year, and expires on June 30, 2023.

For the 2017-18 year, only a financial review is included in the site visit report.

Assessments for Innovations students in 2016-17 are summarized below in the table:

Assessment	Grades Assessed	2016-17 Dates
CAASPP ELA & Math	3-8	April – May
CST Science	5 and 8	April – May
Presentations of Learning	K-8	May - June

The following persons held the identified roles at Innovations during the 2016-17 year:

Special Education Administrator	Jessica Brown
Title IX Coordinator	Donna Napier
504 Coordinator	Lisa Smith
Homeless Liaison	Donna Napier

Enrollment by grade levels for Innovations is summarized below in the table:

	2015-16	2016-17	2017-18
Grade K	31	28	22
Grade 1	34	39	36
Grade 2	44	32	32
Grade 3	25	46	42
Grade 4	26	24	39
Grade 5	27	25	26
Grade 6	41	42	24
Grade 7	38	42	33
Grade 8	24	46	40
Total	290	393	357

During the 2016-17 school year, approximately 82 students with IEPs were enrolled at Innovations, making up 20.8% of the schoolwide population. The range of eligibility categories included Autism (AUT), Other Health Impaired (OHI), Speech or Language Impairment (SLI), Specific Learning Disability (SLD), and Orthopedic Impairment (OI). The school is a member of the El Dorado County Charter SELPA and uses El Dorado SELPA IEP forms. IEP documents reviewed during the site visit reflect compliance with timelines.

**San Diego Unified School District
Office of Charter Schools
Site Visit Report
2016-17 and 2017-18 (limited to finances) School Year**

The available SBAC / CAASPP scores for Innovations are summarized below in the table:

	Grades Served	% Standard Exceeded	% Standard Met	% Standard Nearly met	% Standard Not Met
ELA					
2014-15	K-8	13	33	32	23
2015-16	K-8	16	33	28	23
2016-17	K-8	13.84	31.70	24.11	30.36
MATH					
2014-15	K-8	9	22	39	29
2015-16	K-8	6	25	33	36
2016-17	K-8	10.31	14.35	34.53	40.81

During the 2016-17 site visit, the school provided a “Feedback Form (in place of a typical Uniform Complaint Policy Form)” for review. The school should review its policies and procedures to ensure compliance with current California statutes requiring a Uniform Complaint Policy.

A “draft” 2016-17 Safety and Emergency Action Plan was provided for review. The plan indicated the occurrence of the following drills:

- Fire drills to occur monthly
- Earthquake drill to occur monthly
- Lockdown drill to occur twice per school year

Safety drills for 2016-17 were conducted on the following dates:

	2016-17
Fire drills	9/27/16, 1/17/17, 2/16/17, 5/11/17
Earthquake drills	10/20/16, 6/5/17
Lockdown drill	11/16/16, 4/14/17

Board meeting agendas and minutes are available on the school website at: <http://innovationsacademy.org/our-team/board/meeting-info/>. It was noted on the June 21, 2016 board minutes that a teleconference meeting from Oakland was included. A vote at the meeting was recorded in the minutes as “Vote: approved unanimously.” However, the agenda states that all votes taken during a teleconference meeting shall be by roll call.

The Governing Board for Innovations generally meets quarterly at the school. The 2016-17 calendar included the following dates:

- October 4, 2016
- December 13, 2016
- January 3, 2017
- March 14, 2017
- June 23, 2017

San Diego Unified School District
Office of Charter Schools
Site Visit Report
2016-17 and 2017-18 (limited to finances) School Year

The conflict of interest policy was reviewed. A 2016 Conflict of Interest Code Biennial Review Reply Form was on files. It was signed on October 4, 2016, and was submitted to the San Diego County Board of Supervisors on October 27, 2016.

Statement of Economic Interest (Form 700) documents for the 2015 calendar year were reviewed. A form was provided for the Director, General Counsel, and all board members. All forms were signed between January 23 – March 30, 2016. Five of the seven forms included verification of submission prior to the due date.

Two personnel files of recently hired staff were selected for review in 2016-17. Both files included current California teaching credential, and a background clearance letter signed by Tina McGinnis. One file included only information regarding the tuberculosis test being administered, but not read.

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**San Diego Unified School District
Office of Charter Schools
Site Visit Report
2016-17 and 2017-18 (limited to finances) School Year**

Finance Part One. This section addresses the charter school’s submission of financial reports in a timely and accurate manner.

	YES	NO
The preliminary annual budgets for fiscal years 2016-17 and 2017-18 were submitted on time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The first interim financial reports for fiscal years 2015-16 and 2016-17, to include the period from July 1 through October 31, were submitted on time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The annual audit for fiscal year 2015-16 was submitted on time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The second interim financial reports for fiscal years 2015-16 and 2016-17, to include the period from July 1 through January 31, were submitted on time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The unaudited actuals financial reports for fiscal years 2015-16 and 2016-17, to include the period from July 1 through June 30, were submitted on time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

All financial reports were submitted on or before the statutory due dates.

Finance Part Two. This section addresses financial stability and sustainability of the charter school.

2015-16 Independent Audit Report	YES	NO
<u>Net Operating surplus:</u> Operating revenues were greater than operating expenses in the last fiscal year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Positive Ending Fund Balance:</u> Assets were greater than liabilities at the end of the last fiscal year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Adequate Reserve for Economic Uncertainty:</u> Ending fund balance for last fiscal year was at least 3% of expenditures or \$50,000, whichever is greater.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Audit Results:</u> Any audit findings have been appropriately addressed in a timely manner.	N/A	N/A
<u>Cash Ratio:</u> Available cash is sufficient to satisfy current liabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Current Ratio:</u> Current assets exceed current liabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Per the 2015-16 audit report, Innovations had an increase in net assets of \$348,635 and an ending fund balance of \$1,657,706. The ending fund balance met the District’s minimum reserve requirement of the greater of 3% of expenditures or \$50,000.

Available cash of \$1,347,449 which was sufficient to satisfy current liabilities of \$86,094.

**San Diego Unified School District
Office of Charter Schools
Site Visit Report
2016-17 and 2017-18 (limited to finances) School Year**

The audit report did not identify any findings.

2016-17 Unaudited Actuals Report	YES	NO
<u>Net Operating surplus</u> : Operating revenues were greater than operating expenses in the last fiscal year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Positive Ending Fund Balance</u> : Assets were greater than liabilities at the end of the last fiscal year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Adequate Reserve for Economic Uncertainty</u> : Ending fund balance for last fiscal year was at least 3% of expenditures or \$50,000, whichever is greater.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Cash Ratio</u> : Available cash was sufficient to satisfy current liabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Current Ratio</u> : Current assets exceeded current liabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Per the 2016-17 unaudited actuals report, Innovations had an increase in net assets of \$103,904 and ending fund balance of \$1,761,510. The ending fund balance met the District's minimum reserve requirement.

Available cash of \$1,520,965 was sufficient to satisfy current liabilities of \$104,613.

Finance Part Three. This section addresses financial management topics.

- Chart of Accounts and Restricted Funding: Chart of Accounts corresponds to appropriate *Standardized Account Code Structure* (SACS) compliant object and resource codes, as per *Procedure 810, Charter Schools of the California School Accounting Manual (CSAM)*. Restricted funds are accounted for separately and expenditures are limited to those allowed by grantors.
- Accounting System: Accounting system utilizes a SACS compliant Chart of Accounts. Tracks unrestricted and restricted resources in order to meet various specialized reporting requirements and categorical activities. Provides data necessary for accurate completion of reports such as, but not limited to, those required by Education Code Section 47604.33(a)(3-5), including, *First Interim Report, Second Interim Report, and Charter School Unaudited Actuals Financial Report – Alternative Form*.
- Safeguarding of Assets: Internal control procedures are implemented to protect assets of the charter school and comply with accounting procedures adequate to prevent misuse of charter school funds.
- Required Funding Documentation: Supplemental funding applications, plans, claims and required documentation are filed with the appropriate funding agency by the specified deadline.
- Liabilities: Loans, debts and outstanding obligations are properly accounted for and paid in a timely manner, as required by legal agreements.
- Budget Development: The staff, management and Board of Directors are involved in the charter school's budget development.

San Diego Unified School District
Office of Charter Schools
Site Visit Report
2016-17 and 2017-18 (limited to finances) School Year

- Board Oversight: The management and Board of Directors regularly review the budget in comparison to actual revenue and expenditures and make necessary adjustments to the budget as new information is available to the charter school.
- Adjusted Budgets: Current fiscal year's operating budget is updated for new revenue received and new expenses incurred.
- Other, as appropriate.

Budget, Accounting, and Financial Reporting

Innovations contracts with Charter School Management Corporation (CSMC), a back office financial services provider, for a wide range of financial and other related tasks including basic accounting, financial reporting, etc.

CSMC's financial systems are in general alignment with SACS. This enables the provider to prepare and submit financial reports which are in compliance with requirements in the California School Accounting Manual (CSAM), as they relate to charter school financial reporting.

The chart of accounts consists of object codes which align with the Standardized Account Code Structure (SACS).

Separate accounts are maintained in the general ledger for restricted and unrestricted funds in accordance with the CSAM.

In general, the governing board reviews and approves all Ed Code required financial reports before being submitted to the District, San Diego County Office of Education, and California Department of Education (CDE).

Budgets are reviewed and revised periodically. All revisions are approved by the governing board.

Financial reports including budget to actuals, balance sheet, income statement, and cash flow projections are prepared for and reviewed by the governing board regularly.

Charter School's Response (Optional):

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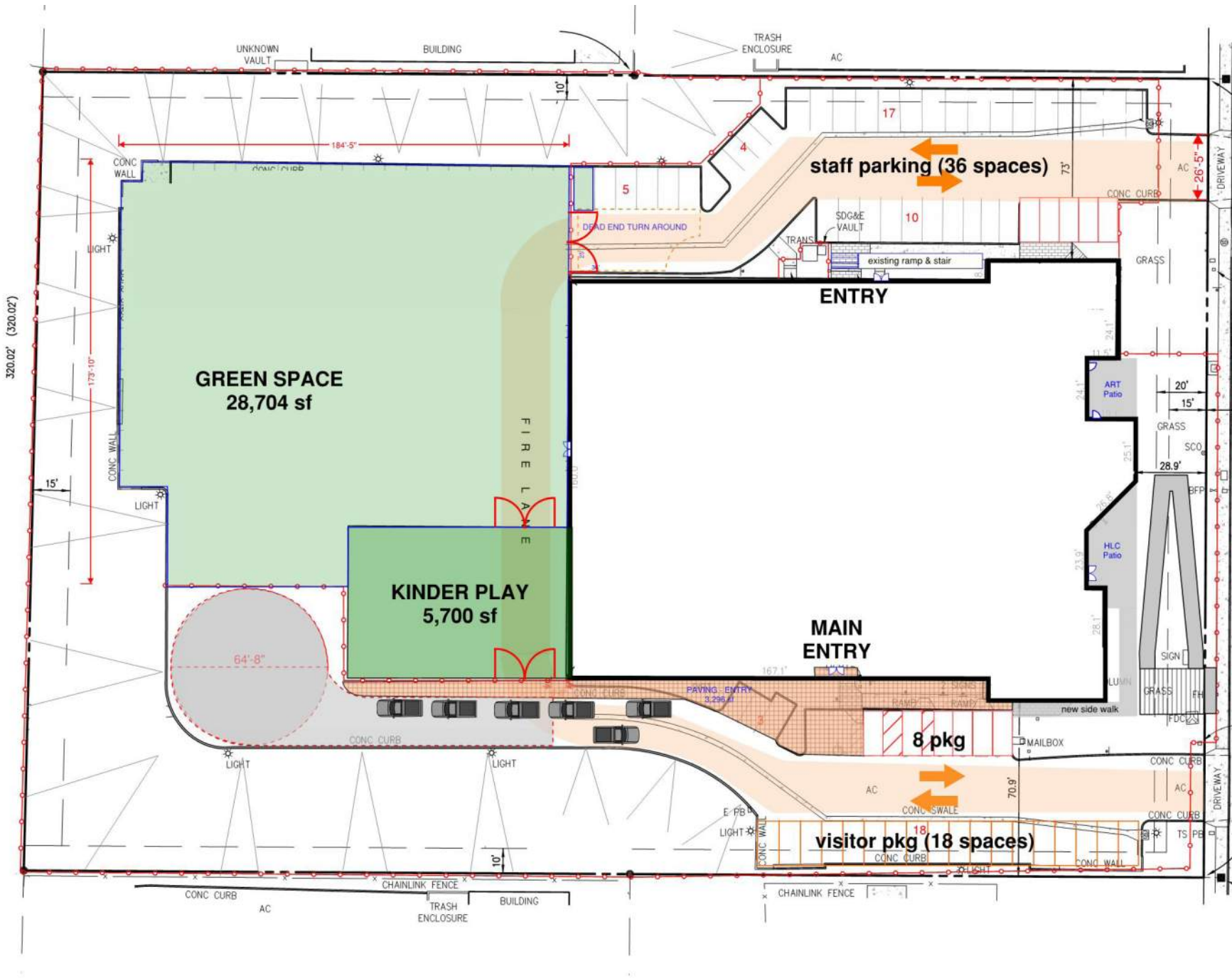


Concept Design Review

INNOVATIONS ACADEMY

collaborative | integrated | sustainable | innovative

BakerNowicki
design studio



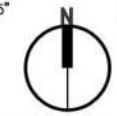
PARKING:
 65 SPOTS, INCLUDING:
 39 STAFF
 18 VISITOR/ HLC
 8 ACCESSIBLE & EVCS

DROP OFF: 135 LINEAR FEET

GREEN SPACE: 28,700 SF
KINDERGARTEN PLAY: 5,700 SF
TOTAL: 34,400 SF (0.8 ACRES)

RUFFIN ROAD

TACK
 CE 12725"
 OFFSET
 03.



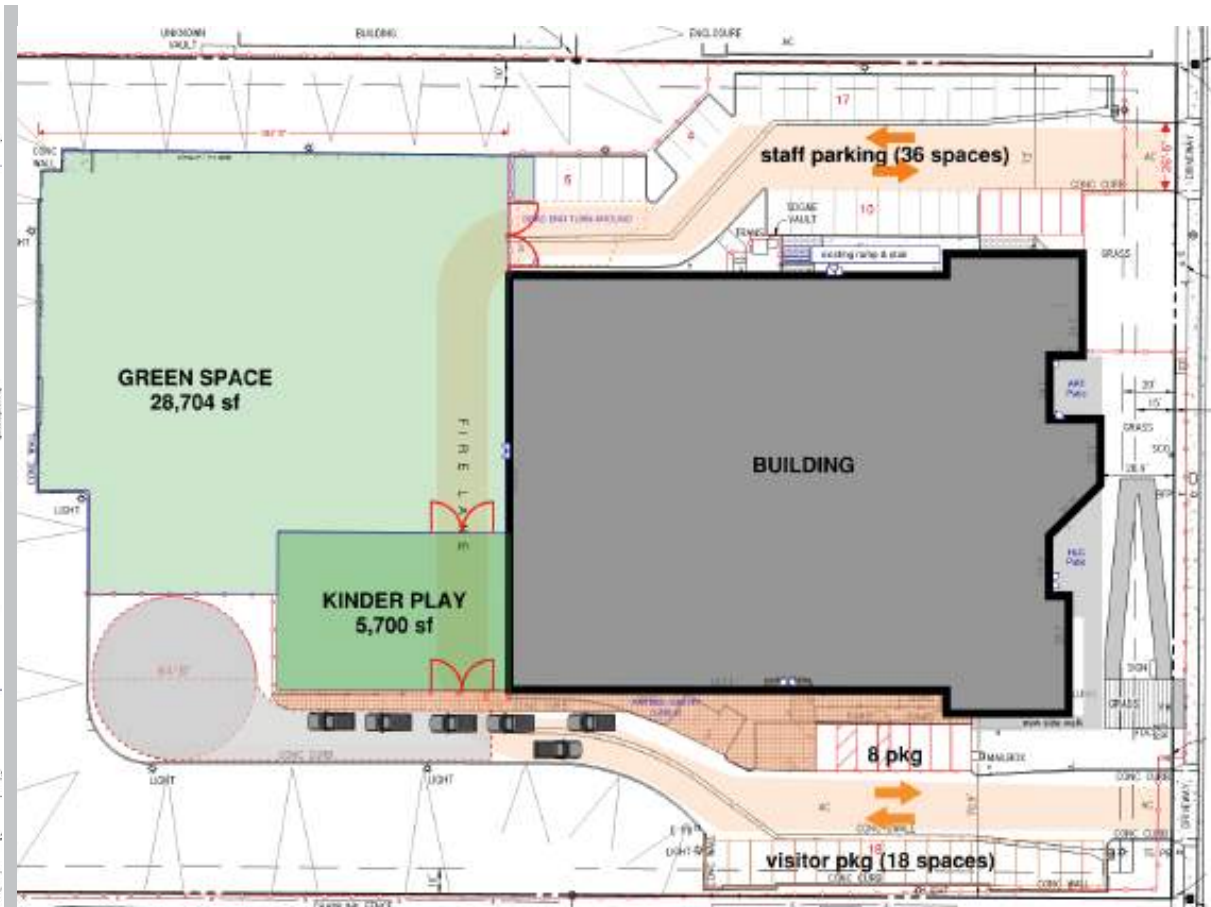


EXISTING SITE

HARDTOP: 44,000 SF

KINDER: 11,300 SF

1.2 ACRES

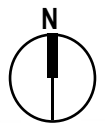


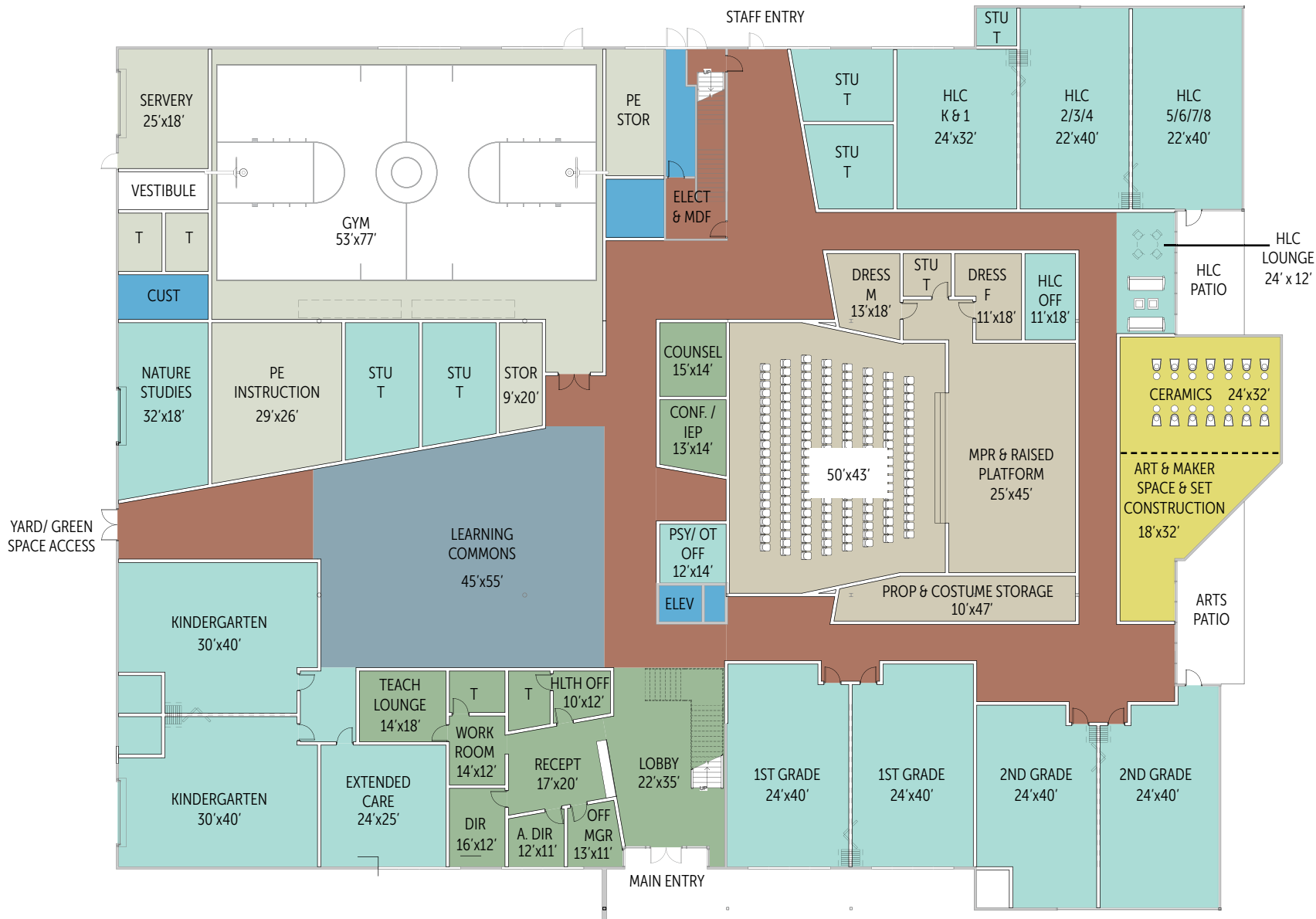
PROPOSED SITE

GREEN SPACE: 28,700 SF

KINDER: 5,700 SF

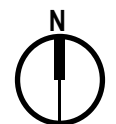
0.8 ACRES

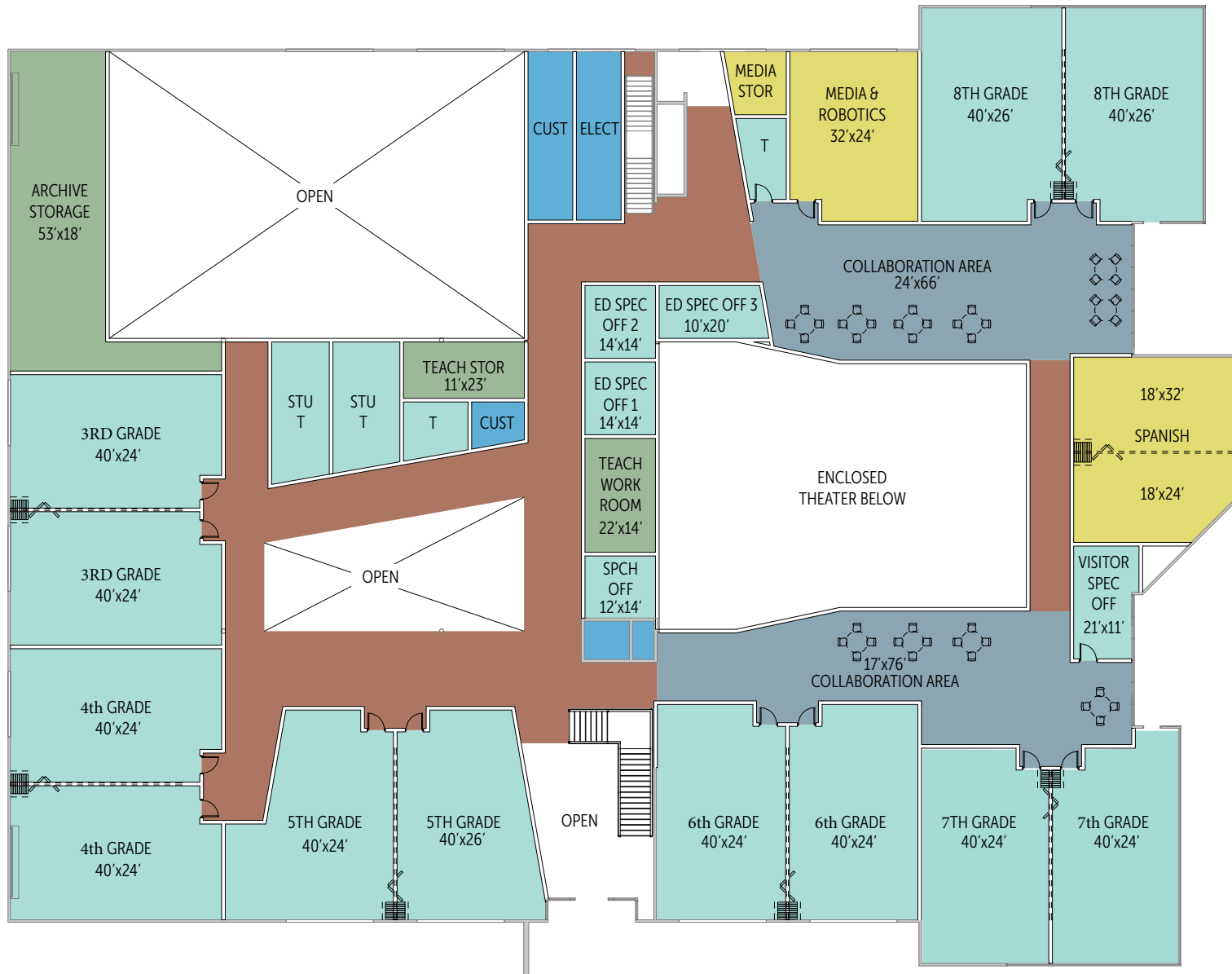




- ADMINISTRATION
- CIRCULATION
- CLASSROOMS & RELATED
- GYM/ MULTIPURPOSE
- LIBRARY/ MEDIA
- SPECIAL CLASSROOMS
- SUPPORT
- THEATRE

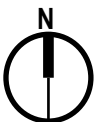
ROOM SCHEDULE - 1ST FLOOR			
CATEGORY	RM#	ROOM NAME	AREA
ADMINISTRATION	110	ASST DIR OFF	123 SF
ADMINISTRATION	132	CONF/IEP RM	177 SF
ADMINISTRATION	144	COUNSELING	185 SF
ADMINISTRATION	112	DIR OFF	165 SF
ADMINISTRATION	113	HEALTH RM	102 SF
ADMINISTRATION	115	HEALTH RR	89 SF
ADMINISTRATION	173	LOBBY	781 SF
ADMINISTRATION	111	OFFICE MNGR	111 SF
ADMINISTRATION	174	OPEN OFFICE/ ADMIN	310 SF
ADMINISTRATION	114	STAFF RR	88 SF
ADMINISTRATION	140	TEACH LOUNGE	231 SF
ADMINISTRATION	154	TEACH WORKRM	147 SF
CIRCULATION	147	CIRCULATION	1856 SF
CIRCULATION	148	CIRCULATION	1825 SF
CIRCULATION	149	CIRCULATION	535 SF
CIRCULATION	152	VERT CIRCULATION	285 SF
CLASSROOMS & RELATED	106	CLASSROOM - 1st - A	909 SF
CLASSROOMS & RELATED	107	CLASSROOM - 1st - B	906 SF
CLASSROOMS & RELATED	108	CLASSROOM - 2nd - A	840 SF
CLASSROOMS & RELATED	109	CLASSROOM - 2nd - B	915 SF
CLASSROOMS & RELATED	157	CLASSROOM FOYER	154 SF
CLASSROOMS & RELATED	139	EXTENDED DAY	576 SF
CLASSROOMS & RELATED	135	HLC - 2/3/4	828 SF
CLASSROOMS & RELATED	136	HLC - 5/6/7/8	832 SF
CLASSROOMS & RELATED	134	HLC - K & 1	725 SF
CLASSROOMS & RELATED	156	HLC OFFICE	200 SF
CLASSROOMS & RELATED	153	HLC PARENT	267 SF
CLASSROOMS & RELATED	155	HLC RR	57 SF
CLASSROOMS & RELATED	137	KINDER RR	61 SF
CLASSROOMS & RELATED	138	KINDER RR	61 SF
CLASSROOMS & RELATED	101	KINDERGARTEN 01	1036 SF
CLASSROOMS & RELATED	105	KINDERGARTEN 02	1028 SF
CLASSROOMS & RELATED	117	NATURE STUDIES CLASSRM	576 SF
CLASSROOMS & RELATED	133	PSYCH/OT OFF	147 SF
CLASSROOMS & RELATED	119	RESTROOM - BOYS	364 SF
CLASSROOMS & RELATED	126	RESTROOM - BOYS	263 SF
CLASSROOMS & RELATED	120	RESTROOM - GIRLS	417 SF
CLASSROOMS & RELATED	127	RESTROOM - GIRLS	262 SF
GYM/ MULTIPURPOSE	182	GYM	3998 SF
GYM/ MULTIPURPOSE	150	GYM FOYER	160 SF
GYM/ MULTIPURPOSE	118	PE INSTRUCTION	566 SF
GYM/ MULTIPURPOSE	124	PE STORAGE	277 SF
GYM/ MULTIPURPOSE	123	SERVERY	405 SF
GYM/ MULTIPURPOSE	100	TELESCOPIC BLEACHER STOR	180 SF
GYM/ MULTIPURPOSE	121	UNISEX RR	94 SF
GYM/ MULTIPURPOSE	122	UNISEX RR	96 SF
LIBRARY/ MEDIA	184	LEARNING COMMONS	2968 SF
SPECIAL CLASSROOMS	103	ART/ MAKER SPACE & SET CONSTRUCTION	564 SF
SPECIAL CLASSROOMS	102	CERAMICS	734 SF
SUPPORT	183	CUSTODIAL	151 SF
SUPPORT	125	ELECT ROOM	127 SF
SUPPORT	185	ELEV	90 SF
SUPPORT	145	MDF	127 SF
THEATRE	143	DRESSING - F	209 SF
THEATRE	142	DRESSING - M	199 SF
THEATRE	130	PROP/ COSTUME STOR	391 SF
THEATRE	146	STAGE	1168 SF
THEATRE	104	THEATER	2072 SF
THEATRE	151	THEATER FOYER	126 SF
THEATRE	141	UNISEX RR	74 SF

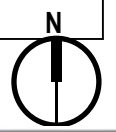
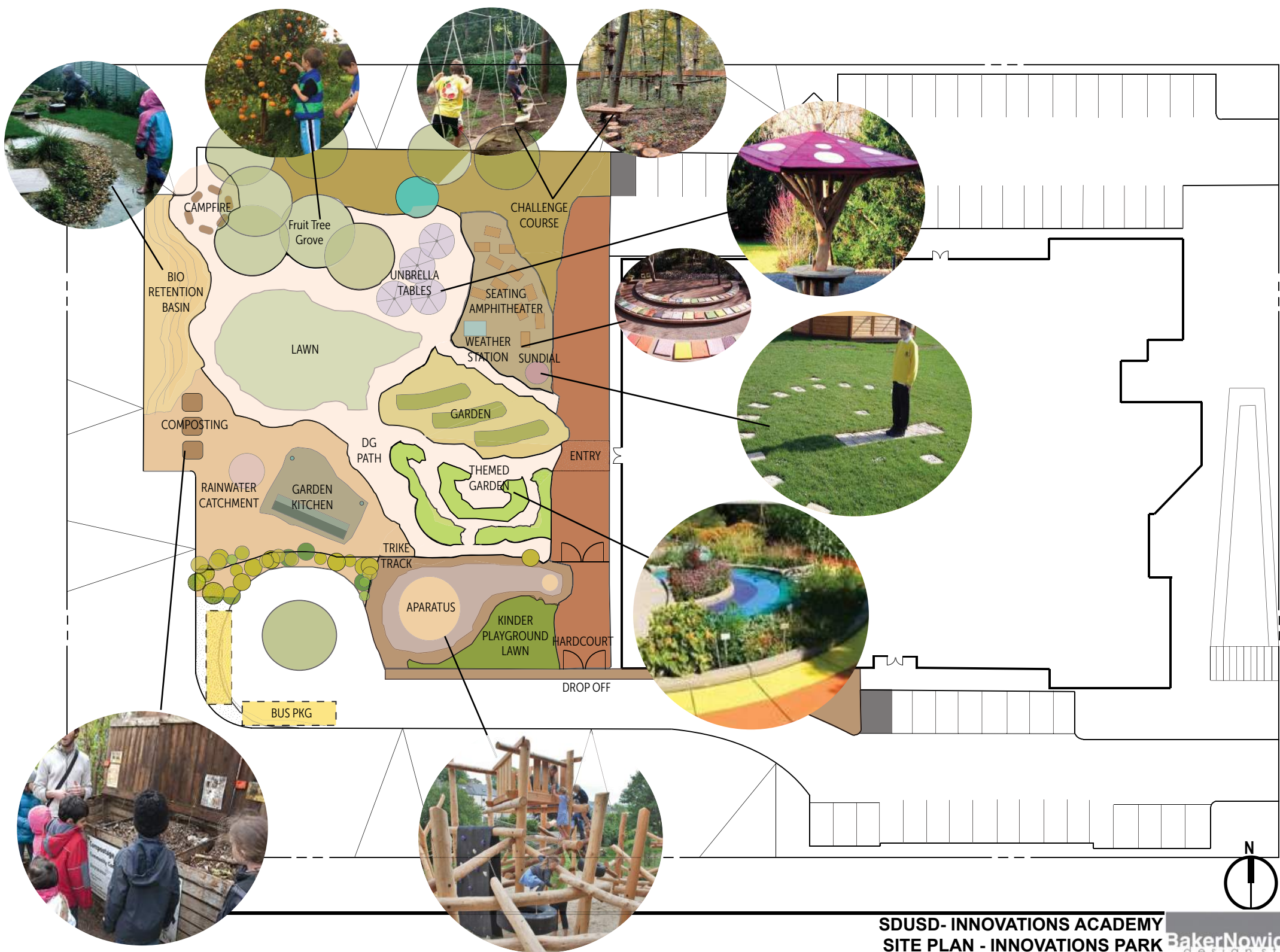




- ADMINISTRATION
- CIRCULATION
- CLASSROOMS & RELATED
- GYM/ MULTIPURPOSE
- LIBRARY/ MEDIA
- SPECIAL CLASSROOMS
- SUPPORT
- THEATRE

ROOM SCHEDULE - 2ND FLOOR			
CATEGORY	RM #	ROOM NAME	AREA
ADMINISTRATION	219	ARCHIVAL RECORDS	1134 SF
ADMINISTRATION	163	TEACH STOR	183 SF
ADMINISTRATION	222	TEACHER WORKRM	270 SF
CIRCULATION	160	CIRCULATION	337 SF
CIRCULATION	161	CIRCULATION	3779 SF
CLASSROOMS & RELATED	201	CLASSROOM - 3rd - A	909 SF
CLASSROOMS & RELATED	202	CLASSROOM - 3rd - B	906 SF
CLASSROOMS & RELATED	203	CLASSROOM - 4th - A	Not Enclosed
CLASSROOMS & RELATED	204	CLASSROOM - 4th - B	Not Enclosed
CLASSROOMS & RELATED	205	CLASSROOM - 5th - A	967 SF
CLASSROOMS & RELATED	206	CLASSROOM - 5th - B	912 SF
CLASSROOMS & RELATED	207	CLASSROOM - 6th - A	922 SF
CLASSROOMS & RELATED	208	CLASSROOM - 6th - B	922 SF
CLASSROOMS & RELATED	209	CLASSROOM - 7th - A	922 SF
CLASSROOMS & RELATED	210	CLASSROOM - 7th - B	922 SF
CLASSROOMS & RELATED	211	CLASSROOM - 8th - A	979 SF
CLASSROOMS & RELATED	212	CLASSROOM - 8th - B	960 SF
CLASSROOMS & RELATED	221	ED SPEC OFF 01	172 SF
CLASSROOMS & RELATED	220	ED SPEC OFF 02	172 SF
CLASSROOMS & RELATED	162	ED SPEC OFF 03	186 SF
CLASSROOMS & RELATED	213	RESTROOM - BOYS	294 SF
CLASSROOMS & RELATED	214	RESTROOM - GIRLS	325 SF
CLASSROOMS & RELATED	223	SLP/ SP THER OFF	147 SF
CLASSROOMS & RELATED	225	STAFF RR	245 SF
CLASSROOMS & RELATED	164	STAFF RR	86 SF
CLASSROOMS & RELATED	224	VISITOR SPEC OFF	231 SF
LIBRARY/ MEDIA	158	COLLABORATION AREA	1740 SF
LIBRARY/ MEDIA	159	COLLABORATION AREA	1627 SF
SPECIAL CLASSROOMS	215	MEDIA & ROBOTICS	706 SF
SPECIAL CLASSROOMS	216	SPANISH	1013 SF
SUPPORT	165	CUST	60 SF
SUPPORT	217	CUSTODIAL	253 SF
SUPPORT	218	ELECTRICAL	253 SF





collaborative

integrated

sustainable

innovative

BakerNowicki
design studio

Low Performing Students Block Grant

Item/Responsibility/Timeline	Activity
<p>Item: First Apportionment of the LPSBG Funds (approximately \$150 million)</p> <p>Responsibility: CDE</p> <p>Timeline: Fall 2018</p>	<ul style="list-style-type: none"> • The California Department of Education (CDE) will allocate LPSBG funds during the 2018–19 fiscal year (FY) to eligible local educational agencies (LEAs), which include school districts, county offices of education (COEs), and charter schools that serve pupils identified as low-performing on state English language arts or mathematics assessments and who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula or eligible for special education services. • Each LEA will receive an equal amount per eligible pupil. • Funds are available for expenditure or encumbrance through the 2020–21 FY.
<p>Item: Develop and approve plan for LPSBG funds</p> <p>Responsibility: LEA</p> <p>Timeline: Fall and Winter 2018</p>	<p>As a condition of receiving LPSBG funds, an eligible school district, COE, or charter school is required to:</p> <ul style="list-style-type: none"> • Develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified to accelerate increases in academic achievement, and how the effectiveness of services will be measured. <ul style="list-style-type: none"> ○ The plan shall include information regarding how the services align with and are described in the school district’s local control and accountability plan (LCAP), the county superintendent’s LCAP, or the charter school’s LCAP. ○ In order to ensure community and stakeholder input, the plan shall be discussed and adopted at a regularly scheduled meeting by the governing board of the school district, county board of education, or governing body of the charter school.
<p>Item: Required Reporting</p> <p>Responsibility: LEA</p> <p>Timeline:</p> <p>Required Report Number One: December 1, 2018</p>	<p>The LEA must submit two reports to the State Superintendent of Public Instruction (SSPI):</p> <ul style="list-style-type: none"> • Required Report Number One—On or before March 1, 2019, the LEA is required to report to the State Superintendent on the adopted plan to use the grant funds to

<p>Required Report Number One: Due on or before March 1, 2019</p> <p>Required Report Number Two: Due on or before November 1, 2021</p>	<p>before March 1, 2019, the LEA is required to report to the State Superintendent on the adopted plan to use the grant funds to increase the academic performance of pupils identified. To submit this report online, see Reporting Requirements above.</p> <ul style="list-style-type: none"> • Required Report Number Two—On or before November 1, 2021, the LEA is required to report to the State Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified. To submit this report online, see Reporting Requirements above.
<p>Item: Second Apportionment of LPSBG Funds (approximately \$150 million)</p> <p>Responsibility: CDE</p> <p>Timeline: Spring 2019</p>	<p>The CDE will calculate final entitlements and distribute the balance of remaining funds to eligible LEAs, adjusted for closed charter schools and LEAs that did not submit Report No. 1.</p>