Innovations Academy

Powerfully creating our lives through self-expression, compassionate connection and purposeful learning

10380 Spring Canyon Rd. San Diego, CA 92131 (858)271-1414

Board Packet, June 25, 2019

Board Agenda

CSMC Proposal

Local Control Accountability Plan

Local Control Accountability Plan ESSA Addendum

Innovations Academy Board Agenda: June 25, 2019 @ 12:30 pm
Public call in number 605-313-4802[*]Access code 151642

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

Meeting location(s)

Innovations Academy 10380 Spring Canyon Road San Diego, CA 92131	5519 McMillan Street Oakland, CA 94618	2 Patriot Lane Whitman, MA 02382.
12121 Scripps Summit Dr., Suite 400 San Diego, CA 92131	7535 Torrey Santa Fe San Diego, CA 92129	10333 Avenida Magnifica San Diego CA 92131

[*]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

Others in Attendance

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:
➢ Public comments (3 mins per person)	➢ ➢ **Discussion**:
➢ Action items	
➢ Approval of new 1 year contract with CSMC (Charter School Management Corporation)	**Vote to approve past minutes** - 1st motion- 2nd motion- **Vote**: Approved by: 1.

➢ Approval of LCAP (Local Control Accountability Plan), Federal Addendum to the LCAP and Parent Budgetary Page	Action Item 1 -
	 Discussion:
	    ➢ **Vote**:
	    ➢ 1st motion -
	    ➢ 2nd motion -
	 Approval by:

➢ Next board meeting	
o Confirm date of next meeting	
o Identify agenda items for next meeting	➢ Address issues from SDUSD annual site visit
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.

Service Contract

Innovations Academy
10380 Spring Canyon Rd.
San Diego, CA 92131
7/1/2019

CSMC
43460 Ridge Park Drive
Temecula, CA 92590
888.994.CSMC

Table of Contents

CSMC CONTRACT : PRICE SHEET

Innovations Academy

10380 Spring Canyon Rd.

San Diego, CA 92131

Details : Initial Term 7/1/2019 - 6/30/2020

Services Selected	Setup Fee	Unit Cost	Units	Total Cost
Back Office & Payroll Services	$0	$4,500	12	$54,000
SIS & CALPADS Support	$0	$0	12	$0
			Total	**$54,000**

Summary : Entirety of Terms Set Forth

Term Description	Term Start Date	Term End Date	Total Price
Initial Term	7/1/2019	6/30/2020	$54,000

I authorize CSMC to automatically charge my account on a monthly basis for amounts due that are outlined in this pricing sheet.

Signed By:

Name: Christine Kuglen   **Date:**

Signature:

1. FINANCE & ACCOUNTING

Budgeting:
- Create annual and multi-year budgets including monthly cash flow projections – At beginning of the Agreement, CSMC works with the Charter School leader to create annual and multi-year budgets in time for submission to the State and authorizer. Annual budgets are strategic documents that capture the operations and direction of the Charter School.
- Make budget revisions (as needed and upon Charter School request) – CSMC revises budgets as needed to reflect changing circumstances at the Charter School (e.g. enrollment or personnel changes, grant awards, etc.).
- Updated monthly budget forecasts – CSMC tracks budget to actuals and updates the budget forecast as appropriate.

Financial Statements:
- Monthly year-to-date financial statements – CSMC prepares Year to Date (YTD) actual results compared to budget for board meetings or as requested.
- Charter Vision Access for Board Reports - Charter School has access to Charter Vision financial portal, which contains a convenient Board Report function that produces year-to-date financial through the most current closed month. CSMC typically closes books monthly within 15 business days of the following month, provided all supporting documentation has been transmitted to CSMC.
- Monitors cash position – CSMC monitors the Charter School's cash position to anticipate possible cash shortfalls.
- Customized financial analysis – CSMC performs reasonable financial analyses that the Charter School staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms or fulfilling a request of information from the authorizing entity. Upon request, CSMC can also develop financial health analysis so board and staff can quickly focus on the most important financial issues.
- Support in resolving financial issues – CSMC helps the Charter School leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding

Accounting:
- Setup of Charter School's chart of accounts and general ledger – CSMC sets up and maintains the school's Standardized Account Code Structure (SACS)-compliant chart of accounts.
- Customized account codes – CSMC can add customized account codes for unique features of the Charter School program.
- Restricted funds tracking – CSMC tracks revenue and expenditures by fund, e.g. tracking by implementation grant funds, expenses or Title I expenditures.
- Training using CSMC accounting procedures– CSMC trains Charter School staff on coding and CSMC accounting procedures and practices.
- Transaction recording – CSMC records all transactions in a computerized accounting system that is available for viewing on Charter Vision.
- Journal entries and account maintenance – CSMC prepares and records journal entries and maintains the general ledger according to accepted accounting standards.
- Bank reconciliation – CSMC reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as

required.

- Capitalized Assets – CSMC records capital assets in the general ledger according to Charter School financial policy and according to Generally Accepted Accounting Standards. CSMC also records depreciation on an annual basis and maintains a schedule of capitalized assets and accumulated depreciation. Charter School is responsible for tagging and conducting inventory for all fixed assets whether capitalized or non-capitalized for internal control purposes and other compliance reporting
- Charter Vision accounting reports - The Charter Vision portal allows the Charter School and CSMC to generate financial reports on an as needed basis. Charter School can generate reports including, but not limited, to: detailed account activity, including scans of all invoices entered through the accounts payable system; check register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by CSMC); revenues; and general ledger.

Accounts Payable & Receivable:

- Revenue verification – CSMC reviews revenue intake and verifies that the Charter School is receiving accurate amounts of state and federal funds based on its enrollment and other pertinent factors. CSMC reviews revenue intake and verifies through available state Department of Education schedules.
- Revenue collection for improperly calculated payments – if the funds received from the state or the county/district do not reflect the proper amounts and there appears to be a calculation error, CSMC will contact the appropriate officials and alert them of the issue. CSMC will use reasonable efforts to negotiate on behalf of the Charter School in disputes with funding agencies over improperly calculated payments.
- Accounts Payable functions:
  - Invoice processing - CSMC conducts invoice processing for Charter School. After coding from Charter School and approval from the Charter School leader or designee, CSMC enters invoices within 2 business days into financial tracking software. Charter School is responsible for submitting weekly package (unless other time frame is agreed upon) of invoices, deposits, payment documents that conform to CSMC forms and processes.
  - Invoice review - CSMC reviews invoices to assist in the prevention of double payments or double billings on multiple invoices. CSMC alerts Charter School to payment issues with vendors.
  - Invoice payment support - CSMC also verifies that funds are available to pay the bill, and notifies Charter School if there are not sufficient funds.
  - Fund verification is only available if there is online read-only bank access and if all checks are processed through CSMC.

Purchasing:

- Vendor selection – CSMC may provide recommendations of vendors based on its experience with vendors around the state and country subject to Section 11 of the Agreement.

Government Financial Reporting:

- Preliminary and final budget reports – CSMC prepares and files the preliminary budget report by July 1st (or earlier if required by the authorizer) based on the board adopted budget, unless Charter School agrees to file reports. CSMC also can prepare a final budget upon request.
- Interim financial reports – CSMC prepares and files the two interim financial reports to the county by the December 15 and March 15 (or earlier if required by the authorizer) deadlines.
- Audited financial reports – Subject to timely receipt of information and/or materials from the School and/or the auditor, as applicable, CSMC prepares all financial information for the audit so that the auditor can file reports before state-required deadlines.

SB 740 compliance

- SB 740 applications – CSMC works with client to submit SB 740 facilities applications and reimbursements on the Charter School's behalf.
- SB 740 budget compliance – For non-classroom based schools, CSMC monitors budget compliance with SB 740 and alerts school to potential problems in meeting the requirements for full funding.
- SB 740 funding determination form – CSMC completes and files the Charter School's funding determination form based on Charter School input.

2. BUSINESS CONSULTING

- Negotiations – CSMC supports the Charter School director and board in financial negotiations related to issues such as business terms in agreements (non-legal review), facilities, and SPED with SELPAs or districts and others (in non-legal capacity), including developing analyses to support the Charter School's position.
- Strategic Budget Development – CSMC assist the Charter School director and board with strategic financial planning and budget scenario development.
- Financing support – CSMC assists clients in preparing loan packages and connecting the Charter School with non-traditional/specialized funding.
- Strategic Compliance Development – CSMC can assist the Charter School director and board with strategic compliance calendar planning.

3. BOARD MEETING SUPPORT

- Board mailouts (Electronic) –Charter Vision allows CSMC, school administrators and board members to automate the emailing of board financial reports. If desired, Charter School can print board meeting materials to have on hand for attendees.
- Board meeting attendance – As requested, CSMC attends board meetings in person or by teleconference, and presents its financial analysis presentation. Charter Schools may obtain up to 24 hours of in-person board support per year without any additional fees.
- CSMC can provide guidance to assist the board in staying in compliance with the Brown Act.

4. FACILITIES

- Facility needs assessment and planning – CSMC works with Charter School to identify available appropriate state funding, create multiple budget scenarios, and help clients think creatively think about their facility needs to come up with workable solutions.
- Prop 39 – CSMC provides prior year, current year and upcoming year ADA projections for the preparation of compliant Prop 39 requests, and educates Charter School about the Prop 39 process.

5. COMPLIANCE AND ACCOUNTABILITY

- Compliance support - Charter School is solely responsible for complying with legal requirements. CSMC will provide advice and guidance in a non-legal capacity to support Charter School's compliance efforts. Please note that CSMC's guidance does not constitute professional legal services. Since rules, regulations and interpretations regularly change, Charter Schools should seek independent verification and counsel from their attorneys or other sources to ensure legal compliance.
- Employee files – As noted above, CSMC provides Charter School with templates for employee files, forms, and procedures to assist with compliance efforts. (Note: The Charter School should have an attorney review all legal matters).
- LCAP compliance support – CSMC helps schools understand the requirements of Local Control Accountability Plans ("LCAP").
- SPED financial reporting – With input and information from Charter School, CSMC provides required SPED financial reports.
- Funding compliance – CSMC makes compliance recommendations regarding funding requirements, such as Federal Public Charter School Grant Program ("PCSGP") implementation grant funding and other restricted funds. Note that funding compliance is especially complex with many requirements the Charter School must satisfy.
- District and state regulation compliance – CSMC can problem solve with the Charter School areas deemed not in compliance with district or state regulations.

6. CHARTER DEVELOPMENT AND GRANTS ADMINISTRATION

- Financial reports – CSMC prepares customized financial reports for grant purposes.
- Fund accounting – CSMC tracks restricted revenues and expenses based on information received from the Charter School.
- Public Charter School Grant Program (PCSGP) grant reporting – CSMC assists the school in preparing and submitting the PCSGP grant financial report to the CDE.
- ConApp – CSMC prepares and files the ConApp parts 1 and 2 for eligible schools.

7. OPERATIONS SUPPORT

- **Negotiations** – CSMC supports the Charter School director and board in financial negotiations related to issues such as business terms in agreements (non-legal review), facilities, and SPED with SELPAs or districts and others (in non-legal capacity), including developing analyses to support the Charter School's position.
- **Operations** - In consultation with the Charter School, CSMC will provide direct operational support to the Charter School. CSMC's experience as charter school operators and authorizers has enabled CSMC to recently expand its direct on-site support and training.
- **Training** - CSMC now offers a comprehensive assessment of operational office systems and efficiencies to ensure compliance and efficiency. CSMC provides on-going training to ensure that school site operations run smoothly and all school staff understand compliance requirements.
- **Real Estate Development** CSMC will work with the Charter School to identify real estate partners, provide budgeting and accounting support for new facilities, and act as facilities advisor to the Charter School.
- **Facility Maintenance** - CSMC will provide analysis and devise a plan for the Charter School facilities that minimizes costs while providing safe, well maintained facilities for students.
- **LEA/SSD plan creation, maintenance and updating** - LEA/SSD plans will over the next few years be phased out as CA gains permission from the US Department of Education to replace them with LCAPs. CSMC has experience in writing LEA and SSD plans, and with the Charter School will identify and implement the appropriate solution for on a short term and long-term basis.
- **IT infrastructure support** - CSMC will conduct an IT audit, analyzing the Charter School's current infrastructure before working to identify a cost-efficient solution for supporting its IT needs.
- **Charter Renewal and New Petition Development** - CSMC's extensive experience working with multiple authorizers enables us to provide an unparalleled level of strategic support and insight in the overall charter petition development and renewal process.
- CSMC's School Development Division will provide robust petition support for existing and future schools.
- CSMC can assist with the creation of charter petitions, petition review, budget and financial plan creation, and advocacy support.
- **Handbooks** - CSMC will provide the Charter School with resources to create non-financial manuals, including Principal handbooks, Employee Handbooks and Operations Manuals.
- CSMC will create these personnel manuals with support from the Charter School staff, or whole cloth in draft form for the Charter School to review.
- **Communications support, e.g. social media, website, newsletters** - CSMC has professional experience with the creation and publication of newsletters and other media. CSMC will work with the Charter School to review and redesign its communications function.
- **HR support & systems** - CSMC has 16 years of experience providing Human Resources support for charter schools, and looks forward to crafting a hybrid Human Resources solution that works effectively for the Charter School.

Roles and Responsibilities

Clarity on certain roles and responsibilities between CSMC and Charter School will help ensure high quality, timely business services. Table 1 below outlines the roles and responsibilities of both parties:

Table 1: Roles & Responsibilities

CSMC	Charter School
•Timely and accurate check payments •Payment of invoices according to Charter School's approval policies •Recordkeeping/processes adhering to generally accepted accounting standards for accuracy and security and approved by independent auditors •Payment systems linked to financial statements and creating analyses for informed managerial decision-making •Bank account reconciliations •Invoice/payment research •Advising clients on outstanding checks to ensure adequate cash	•Submission of Payment and Deposit Information •Weekly submission to CSMC of invoices, reimbursement requests, deposits, and other expenditures using CSMC forms and processes •Coding all expenses and non-state funding deposits using CSMC forms and processes and codes from the most recent budget. •Banking: Monitoring and maintaining adequate bank account balances to meet expense obligations •Provide online read only access to bank account

Accounting Deadlines and Calendars referenced above shall be provided separately by CSMC.

LATE FEES AND WARNINGS

Accounts Payable:

Weekly Submittal: Charter School will submit a weekly package (unless another time frame has been agreed upon) conforming to CSMC forms and processes. The submittal shall contain invoices with appropriate coding, reimbursement requests, deposits, and/or other payment documents to CSMC using CSMC forms/processes. If Charter School fails to submit this package or fails to submit all necessary invoices and receipts to process payment, Charter School will be warned that internal and external reporting will be delayed.

Payroll Support

CSMC uses an external payroll processor to accomplish the following tasks. CSMC interfaces between the Charter School and payroll processor, and performs quality checking and review so that the School does not need to interact with the payroll processor. The Charter School pays all payroll processing fees directly to the payroll processor.

- ✅ **Payroll Processing** – CSMC calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized Charter School representatives. CSMC generates checks for signature by authorized Charter School representatives (or through electronic signature) or facilitates Direct Deposit at the Charter School's request. The fees set forth above include semi-monthly payroll processing.

- ✅ **Payroll Reporting** – CSMC and its payroll processor prepare and file all required payroll reports for submission to federal and state agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities for a single EDD/tax ID number. CSMC shall provide payroll reporting services for multiple reporting EDD/tax ID numbers.

- ✅ **Payroll Record Maintenance** – CSMC keeps track of employee payroll information. School maintains employee files (based on CSMC-provided template files).

- ✅ **W-2 Processing** – CSMC works with payroll processor to prepare W-2 forms, which are mailed to the Charter School, provided that this Agreement remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Charter School, in accordance with CSMC policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of services.

- ✅ **IRS, SDI, WC Support** – CSMC assists in resolving payroll tax issues before the IRS and other federal and state reporting agencies in a non-legal capacity. CSMC also assists the Charter School with any State Disability, Workers Comp, or Unemployment Insurance claims by providing supporting payroll reports.

- ✅ **STRS/PERS and Other Retirement Plan Administration** – CSMC will help the Charter School set up STRS/PERS accounts as requested, and make appropriate deductions and payments to the county for STRS and/or PERS based on information provided by the Charter School. Some counties charge separately for this mandated service. The Charter School is responsible for STRS/PERS account set-up, administration and enrollments and any fees from outside parties including late fees and interest levied by STRS/PERS.

Human Resources & Benefits

- ✅ **Employee File Set Up** – CSMC provides the Charter School with new hire packets to help support compliance efforts with state and federal requirements regarding Live Scan procedures, TB test information, and/or credential verification information.

- ✅ **Teacher Credentialing** – CSMC provides non-legal information and assistance to Charter School leaders to help them evaluate teacher credentials.

- ✅ **Contracts and Handbook Development Support** – CSMC provides non-legal, business advice on employment contracts and employee handbooks and their business implications.

Roles and Responsibilities

Clarity on certain roles and responsibilities between CSMC and Charter School will help ensure high quality, timely business services. Table 1 below outlines the roles and responsibilities of both parties:

Table 1: Roles & Responsibilities

CSMC	Charter School
- Accurate, complete payroll on a semi-monthly basis - Published Payroll Calendar with payroll deadlines - Reminders for payroll deadlines - Final payroll information sent to client for approval by at least one working day prior to Charter School's payroll approval date - Advice on setting up STRS/PERS CSMC will provide all payroll tax filing and W-2s	- Timecards and Changes: Submission to CSMC of timecards for new hires and other payroll changes by payroll calendar deadlines and using CSMC forms/processes - Payroll Approval: Approval (email or fax) to CSMC by - Payroll Calendar deadlines - New Hires: Timely submission to CSMC of new hire paperwork on CSMC new hire forms - Enrolling (or working with a broker to enroll) staff in any STRS, PERS, 403b, health plans, and other insurance/retirement/contribution/ deduction programs - Terminating staff from health plans, other insurance, and other applicable contribution/deduction programs. - Obtaining all W-9s from vendors

The Payroll Deadlines / Calendars referenced above shall be provided separately by CSMC.

LATE FEES and WARNINGS

- ✔ **Timecards and Payroll Changes:** CSMC shall impose a late fee of $100 for each business day timecards for hourly staff and payroll changes are submitted late to CSMC based on the published Payroll Calendar. Significant CSMC staff time is necessary to make such late modification. The latest Timecards and Changes can be accepted is three business days prior to Payroll Approval deadlines indicated in the Payroll Calendar.

- ✔ CSMC will generate and distribute manual checks, as needed and without charge, for employee terminations and payroll corrections due to CSMC error

1.0 AGREEMENT SERVICE

1.1 Introduction
This document represents a Service Level Agreement ("SLA" or "Agreement") between CSMC and "Customer" for the provisioning of services required to support one or more aspects of the school's operational capabilities. This Agreement remains valid until superseded by a revised agreement mutually endorsed by the stakeholders. This Agreement outlines the parameters of all "Help Desk" services covered by CSMC.

1.2 Purpose
The purpose of this Agreement is to ensure that proper elements and commitments are in place to provide a consistent and high-quality service delivery to the Customer by CSMC. This document identifies the service goal needs of the Customer, identifies the various service components provided by CSMC, and serves to manage the expectations of both parties. Service level agreements help to avoid potential disputes and/or conflicts by providing a shared understanding of customer needs, CSMC capabilities, and anticipated support requirements.

1.3 Data Security
We believe that working with a large company such as CSMC is what sets us apart from a consultant. CSMC has been in business for over 13 years, has strict employee screening policies, and is completely insured.

Your Student Information System is protected by the following precautions:

- Your Student Information System is only accessed when directed by the school in effort to solve a ticket or to gather information for a state compliance reports.
- There is no information stored at CSMC (nothing is printed, all NSLP lunch forms, and medical records are stored at the school site with no access by CSMC).
- CSMC does not assign users to your Student Information System instance unless directed by the schools Primary Point of Contact. All security rights in the system are assigned by the system administrator.
- When CSMC employees are terminated or leave – all passwords are immediately changed and their access is eliminated from all areas.

CSMC takes the privacy of your student data very seriously.

1.4 Goals & Objectives
The goal of this Agreement is to obtain a mutual understanding of the support services CSMC will offer the Customer. The objectives of this Agreement are to:

1. Provide clear guidance to the roles & responsibilities of both CSMC and the Customer in regard to the utilization of the Help Desk services.
2. Present clear, concise, and measurable descriptions of each service provision to the customer.
3. Describe "Best Practices" for utilizing CSMC Help Desk services.
4. Provide opportunities for feedback to the Customer and for the Customer to provide formal written feedback to CSMC.
5. Offer guidelines for data collection and population to successfully meet state reporting deadlines and requirements.

The CSMC Help Desk acts as a central point of contact for all issues related to student data support services (e.g. non-financial or legal) offered through CSMC including, but not limited to, student information systems, state reporting, and other items as specifically identified in this agreement. This agreement also includes provisions for resolution of disagreements specifically related to the Help Desk. Finally, this agreement also describes the costs for additional ("Add-On Services") that are offered on a per-item fee basis outside of the primary support contract, should the Customer desire to utilize these additional services.

Questions related to financial matters, legal issues, budgeting, accounts receivable and payable, human resources, etc. should NOT be directed to the CSMC Help Desk but should instead be directed toward either your CSMC Account Manager (AM), your CSMC School Business Manager (SBM), or directly to CSMC leadership. These matters are specifically NOT covered under this Help Desk Service Agreement.

All questions related to this Service Level Agreement should be directed to:

Sarkis Gharibian
VP Student Data Services
CSMC
1210 W. Burbank Blvd., #B
Burbank, CA 91506
O: 213-293-3977 x 229
sgharibian@csmci.com

2.0 Customer Responsibilities

2.1 Data Integrity
DATA INTEGRITY REMAINS THE LEGAL RESPONSIBILTY OF THE SCHOOL.

CSMC is **not** responsible for data submitted after set deadlines, for inaccurate data posted to a school's student information system, or for missing data. Schools retain the legal responsibility for populating their data systems with accurate and up-to-date information. If CSMC is tasked to upload data to any system, it remains the sole responsibility of the school to validate and verify the accuracy of all data before and after each upload. Schools are responsible for populating their data systems with accurate data **IN ADVANCE** of known deadlines and recognize that incomplete and inaccurate data may adversely affect the School's ability to provide accurate state and attendance reports, and may negatively impact available funding. Schools are required to approve, certify, and sign off on all state reports prior to each certification.

2.2 CALPADS Student Data
Per our Service Level Agreement, schools are required to enter all the required information into their Student Information System for each actively enrolled student. In order for CSMC to be able to provide CALPADS services and guarantee successful and timely submissions we ask that schools enter all the required information upon enrolling a new student into their SIS.

For PowerSchool users, CSMC will install our custom CALPADS validation tool onto your PowerSchool. The school is responsible for utilizing and routinely monitoring the customization to ensure that there are no critical data elements missing from student records

2.3 Authorized Technical Contacts

CSMC's number one priority is to protect the data of your school. In order to prevent unsolicited or unwarranted persons from contacting our Help Desk, we require schools to submit a list of Authorized Technical Contacts (ATC) along with a Primary Point of Contact.

ATC's have unlimited Help Desk support via phone, email, and web portal. If the Help Desk receives a call from unauthorized school personnel they will be directed to contact their Primary Point of Contact first to request being added. The Primary Point of Contact can contact the Help Desk to add/remove ATC's at any given time.

2.4 Service Requests - Abandoned Tickets

Often a CSMC representative will need to submit a follow up question to gather more information about an issue from an Authorized Technical Contact. If a response to a follow up is not received within 7 business days, the ticket will automatically be closed and considered resolved. The Authorized Technical Contact will still have the opportunity to re-open the ticket by simply replying to the closed ticket notification.

2.5 SIS User Access

School personnel are responsible for managing administrator and teacher accounts. CSMC provides training on adding and deactivating staff members as well as cheat sheets and video tutorials on this specific function. It is important that this is managed precisely to ensure that your database is secure and that only authorized staff members have access at all times. As staff members leave or are terminated, their accounts should immediately be deactivated as a security measure.

2.6 Supplemental System Access

In order for CSMC to provide direct assistance with CALPADS, CBEDS, and the 20 Day Attendance Report we will need the appropriate login credentials. It is the school's responsibility to provide CSMC with the following:

- CALPADS User Account with full privileges
  - CSMC does NOT maintain the CALPADS LEA Administrator Account. The LEA Administrator account is the only account that can add additional users and is usually assigned to the school administrator. Since CALPADS passwords expire every 90 days it will be the school's responsibility to maintain their access after providing CSMC with their own account. If the LEA Administrator password expires, he/she will need to contact the CDE directly to have their password reset.
- LEA CBEDS Username and Password
- PENSEC Pin

Please note that without access the school holds responsibility for ensuring completion of each item above

3.0 CSMC Scope of Services

CSMC's Help Desk offers a specific, but limited, array of support services for Schools. Our catalog of services includes essential services that are often too complex or costly for smaller schools, CMO's, or school districts to maintain in-house.

The following services are covered by this agreement:

3.1 Help Desk Support

Email:
Authorized Technical Contacts can send a detailed email to helpdesk@csmci.com explaining the issue(s) they are experiencing. The email will automatically be entered into our ticketing system. When describing the issue, mention as much information as possible. Name of the report you are running, parameters you are setting, and screen shots will help us answer your question quicker.

Web Portal:
Requests can be submitted by Authorized Technical Contacts online via the Help Desk Web Portal (https://csmc.zendesk.com). This method gives you the ability to track progress of all tickets submitted in one centralized location. You'll also have access to our online community forum filled with lots of helpful tips and videos.

Telephone Support:
Assistance is available from 8:00 AM to 5:00 PM (PST), Monday through Friday, except when CSMC is closed due to observed federal holidays, administrative closings, inclement weather, or security concerns. If the Help Desk receives a call from an unauthorized person they will be directed to contact the Primary Point of Contact to request authorization. The Primary Point of Contact can email the Help Desk to add/remove Authorized Technical Contacts at any time.

3.1.1 Help Desk Priorities & Response Times
The Help Desk will use the following guidelines in prioritizing requests and will strive to begin working on the problem within the target timeframe. Actual response times may be shorter or longer depending on the volume of requests at any one time. The priority given to an incident is determined by a combination of its impact and urgency. The definitions below are used to establish the priority.

Impact	Criteria	Examples	Target Response Time
High	System or device down, critical business impact such as loss of revenue, no workaround available.	SIS is down. State or local district request. Board meeting preparation. Auditor on-site.	Within 4 business hours
Medium	Potential business impact that does not affect funding but affects operations.	GPA is inaccurate Emails not working New SSID Request	Within 24 business hours
Low	Non-critical tickets, general questions, enhancement requests, or documentation cases	Removing pre-registered student Cosmetic customization Import Student Photo Enhancement Requests General Questions	Within 2-5 business days

In addition to the impact level of an issue, CSMC also considers the Urgency of each request based upon the following three levels:

Urgency	Definition
High	Requires Immediate Attention
Medium	Requires resolution in near future
Low	Does not require significant urgency

As a result of evaluating the impact and urgency of each support ticket, we then categorize them on a one to five-point scale, as indicated below:

Priority	Critical or High Impact	Medium Impact	Low Impact
High Urgency	1	2	3
Medium Urgency	2	3	4
Low Urgency	3	4	5

Please note that Help Desk requests submitted via the phone are simply turned into written email tickets for tracking purposes. Submitting a written request eliminates the time required for a support staff member to create a new ticket, and may increase response time. Therefore, all Customers are STRONGLY encouraged to submit written help desk requests when appropriate.

3.2 Remote Assistance
CSMC utilizes Skype Business web conferencing to provide remote support. This allows our support staff to access the Customer's computer screen to diagnose problems, provide one-on-one training, or to host group webinars.

3.3 Integration of Third Party Applications
CSMC assists in the integration of third party applications that are compatible with your SIS. CSMC cannot provide direct training on third party application or provide support for issues that may arise that are due to product defects or developed by user error. It will remain the responsibility of the School to communicate directly with the vendor to work those issues out. CSMC will work within the constraints of your SIS in ensuring that integration is setup as stated in the application setup guide.

3.4 On-Site SIS Trainings
To ensure your school or district success, we include (1) on-site Administrator training and (1) on-site Teacher training during your initial contract year. For each subsequent year additional on-site trainings can be purchased through our Add-On Services.

Administrative Training Topics Covered:

- Finding your way around your SIS
  - Signing in, enrolling students, searching for students, conducting searches, changing demographic information, printing reports for individual students, searching for staff members, changing staff information, inactivating staff members, etc.
- California State Reporting Information
  - Entering required student demographic information, English learner and immigrant information, entering lunch eligibility program records and other program information, creating discipline records, utilizing the validation tool to prepare for submissions, etc.
- Running Reports out of your SIS
  - How to run daily, weekly, and monthly attendance reports, how to do a quick export of student

data, how to search for perfect attendance, how to check for teacher attendance submission status, how to run gains and losses audit report, etc.
- Scheduling Students
  - How to view and modify an individual students schedule, how to drop a student from a class, how to add a student to a class, how to mass enroll students into classes, how to print student schedules, etc.

Typical attendees of the Administrative training include Administrators, Principal, Office Staff, Counselors, Registrars, Secretaries, Special Education Coordinators, and Lunch Staff.

Teacher Training Topics Covered:

- Logging in to take attendance vs. logging in to gradebook
- Taking attendance, viewing student pages, and printing reports
- Creating Assignments
- Entering Grades & Comments
- Linking Grades to Standards
- Creating Categories & Student Groups, etc.

All teachers **AND** at least one administrator should attend the Teacher training. It is very important that a school administrator be present at the teacher training. Often, trainees are asked questions related to school policy that only an administrator can answer. Having an administrator on hand will help solve this problem and at the same time, set the tone for all staff attending.

Following the trainings, Authorized Technical Contacts at each school will have unlimited Help Desk support which includes remote assistance. If, however, an additional on-site training is requested CSMC offers customized Administrative and Teacher trainings as an add-on service (See Add-On Services).

3.5 Planned or Emergency On-Site Assistance
CSMC may be contracted for special on-site assistance during unique circumstances or events. Please note: additional hourly or daily rates may apply.

3.6 Student Information System (SIS)
CSMC's SIS Support is defined by three phases; (1) Initial Product Implementation, (2) Ongoing Support, and (3) "Add-On Services (Fee-Based)". Each category is described in greater detail below.

Initial Product Implementation (IPI):
Initial Product Implementation services include all the basic elements required to get a SIS started and maintained throughout the year. This type of support is always offered to schools in their first year of operation. IPI includes both district and school level setups.

District Setup will include the following items – as required:

- Calendar Membership Types
- Citizenship Codes
- District Info
- Districts of Residence
- Entry Codes
- Ethnicity Codes
- Exit Codes
- Fee Categories
- Log Types/Sub Types

- Special Programs
- Schools/School Info
- Grade Scales
- GPA Calculations (non-custom)
- Test Scores
- Miscellaneous
- District settings required by state
- Log Entry Fields

School(s) Setup will include the following items – as required:

- Attendance Codes
- Attendance Code Categories
- Current Grade Display
- Final Grade Setup
- Full-Time Equivalences
- Preferences
- Bell Schedules
- Calendar Setup
- Activities
- Balance Alert
- Fee Types
- Miscellaneous
- Sub Login Settings

- Attendance Conversions
- Class Rank
- School settings as required by state
- GPA Student Screens
- Honor Roll
- Final Grade Entry Options
- Days
- Graduation Sets
- Next School
- Periods
- Rooms
- Years & Terms

Ongoing Support

Ongoing SIS support includes all elements covered in the Initial Product Implementation and includes a comprehensive checklist and system scan to ensure state reporting compatibility. Ongoing support is typically provided to schools that have already implemented their SIS and are looking to maximize their usage of the system.

Add-On Services

(See Add-On Services).

3.7 Server Hosting

For PowerSchool user's server management plays an important role in smooth operation of your PowerSchool instance. It helps in scalability, performance, and capacity of your site. The three options for hosting your PowerSchool server are; (1) Self-Hosting, (2) PowerSchool Hosting.

Self-Hosting: PowerSchool 7 supports a Windows configuration using 64-bit hardware with a Windows Server 2008 R2 64-bit Standard Edition operating system. As a self-hosted school, you are responsible for all PowerSchool and state reporting version upgrades, ensuring your hardware meets the stated minimum requirements by PowerSchool, monitoring system stability and security, and performing routine maintenance.

PowerSchool Hosting: If your PowerSchool instance is hosted through PowerSchool's Hosting Service they will provide regular upgrades for your PowerSchool server as well as state reporting updates. All PowerSchool installations are hosted on a secure, off-site storage facility that is backed up nightly. Each data backup is stored for up to 7 days to protect you from the possibility of data loss.

3.8 SIS Conversions

Many schools do not remain with the same SIS for various reasons. CSMC provides support on SIS conversions. We will provide the Primary Point of Contact or the schools conversion project leader with import templates to complete for various tables within the SIS database. The school is responsible for

extracting the required data from their old Student Information System (SIS) and onto the provided templates. The integrity of the data will always remain a school responsibility so it is recommended to verify the data. Files must be saved in either CSV or XLS format and emailed to the Help Desk. CSMC will review and format as needed prior to importing into your new SIS.

Most Common Imports:

- Students
- Staff
- Courses
- Sections
- Historical Grades

It is important to keep in mind that not all Student Information Systems are built equal and that data conversion projects usually take 3-4 months depending on the amount of data being converted. Please take this into consideration when deciding on when to terminate your contract with your previous student information system. CSMC's priority is to ensure that your school is ready to operate before your first day of school.

CSMC can only work within the constraints of your SIS. If, for example, your previous student information system had features that do not exist in your new SIS we will first look for the best cost-effective resolutions to meet your school's needs. If none are available, you can consider our add-on services in HTML/Page Development.

3.9 CALPADS

There are over 100 data entry points within your SIS that are required for the various submission phases of CALPADS. CSMC assists you through the entire CALPADS process from extracting your files, uploading your data, and correcting all certification errors for you. For PowerSchool users, CSMC will install a custom CALPADS validation tool that makes it incredibly simple for office staff to locate errors, make corrections, and assess overall CALPADS readiness all on one screen.

CALPADS Services Offered:

- Preparation of all four Fall 1 extracts per school (SENR, SINF, SELA, SPRG) for import to CALPADS.
- Preparation of all four applicable Fall 2 extracts per school (SDEM, SASS, CRSE, SCSE) for import to CALPADS.
- Preparation of all five applicable EOY extracts per school (CRSC, SCSC, SDIS, SCTE, STAS).
- Install CSMC custom CALPADS Validation Tool onto your PowerSchool server (If Applicable).
- Correct all submission errors and post each extract per submission cycle.
- Correct all fatal certification errors to ensure certification for Fall 1, Fall 2, and EOY.
- Provide Primary Point of Contact with Direct Certification Report upon request.
- Provide Primary Point of Contact with CALPADS ODS Foster Youth Report upon request.
- Communicate with school and neighboring districts in resolving Concurrent Enrollments, Multiple Identifiers, and Exit Reason Discrepancies to ensure certification.
- Create new SSID's and exit transferred students on CALPADS on a bi-weekly basis. Urgent SSID requests can be expedited by submitting a Help Desk ticket.
- Provide Primary Point of Contact with all aggregate reports and a sign off sheet with each of the three submissions.
- Work with Primary Point of Contact before and during amendment window in correcting any data entry errors.
- Demographic Data Corrections for Accountability Reports
- CBEDS Submission

3.10 Attendance Reporting (P-1, P-2, P-Annual)

If your contract includes attendance support, CSMC will provide direct assistance with all your P-Reports (P1, P2, and P-Annual). The school is responsible for communicating the district deadlines and report parameters to CSMC. CSMC will provide the customer with the P reports for verification. Upon verification of the P-Reports provided by CSMC, each customer has the option to submit to the authorizing offices directly or request CSMC to do so. The customer is responsible for entering student attendance and the student data required for accurate reporting, such as: entry date, exit date, class enrollment, grade level, special program enrollments, district of residence and attendance for each student within the student information system.

Attendance Support Services Include:

- Charter Status Report (P1, P2, and P3)
- Attendance Charter School Report (P1, P2, and P3)
- Charter School Physical Location Report (P1, P2, and P3)
- Basic Aid Supplemental Charter School Report (P1 and P2)
- Charter School Audit Adjustments to CALPADS Data (If Applicable)

From time to time additional reports may be requested by each authorizer. Those reports are considered

supplemental and vary in complexity for each district. Examples of some supplemental report requests include attendance backups, demographic information about your students, LCFF statuses, CALPADS ODS extracts, etc. These types of supplemental reports are only requested by a small number of districts and County offices. We can provide assistance in gathering supplemental information since most of the time they are found on CALPADS, however, in terms of submittal, schools are responsible for submitting these data.

To alleviate the task of producing supplemental reports, CSMC can aid in interpreting the requests and pulling reports from the SIS. Customer must submit a ticket to the CSMC Help Desk to request this type of assistance.

3.11 Charter 20 Day Report

If your contract includes attendance support, CSMC will provide direct support with the completion and submission of the 20 Day Advance Apportionment report. CSMC will provide the customer with the report prior to submitting it to the state via the online portal. It is the customer's responsibility to provide CSMC with the online portal log in credentials and any deadlines set by the authorizing office. The customer is responsible for entering student attendance and populating the student data required for accurate reporting such as: entry date, exit date, class enrollment, attendance, and LCFF eligibility.

To alleviate the task of producing supplemental reports, CSMC can aid in interpreting the requests and pulling reports from the SIS. Customer must submit a ticket to the CSMC Help Desk to request this type of assistance.

3.12 Local Data Requests

Local county or district offices may request student data from time to time and the complexity of the requests often vary from a simple export of student demographics to cross table comparison reports. CSMC can provide you with extracts of what is available in your SIS, however, some requests may involve merging data from multiple systems into one cumulative summary report. In these cases, CSMC will extrapolate and provide you with the information you need in a workable format. The school will remain responsible for merging the data from the other systems and submitting the report to the requester. Due to the time-consuming nature of completing such data merge projects CSMC can aid in performing vlookups, pivot tables, and charts as an add-on service (See Data Entry Add-On Services).

4.0 General Assumptions

The commitments in this agreement are based upon the following assumptions:

1. Scheduled holidays will be included in the Service Level Agreement in which the Help Desk will be unavailable or will operate in a reduced capacity (e.g. no phone support).
2. Periodic database and application maintenance will occur throughout the year both during "off-hours" (e.g. 12 am to 5 am) and rarely during normal operational hours.
3. All planned service or software outages will be communicated via email to the school.
4. Changes in Customer's staffing will be communicated immediately to CSMC so that at least one Primary Point of Contact is maintained at all times.
5. **The initial setup of your School will take several days of work on the part of the school leadership.** Adequate time should be set aside to review the documents provided, complete the worksheets, and submit the information to CSMC well in advance of the first day of school. Customer should expect a considerable amount of "back-and-forth" until the systems are set up properly.
6. Implementation services will be delivered remotely as a standard. Any travel costs related to implementation project will be invoiced and paid by customer.
7. Direct services related to CSMC financial services (e.g. Payroll, accounts receivable/payable, Human Resources, etc.) are explicitly NOT covered by this Help Desk Service Level Agreement.
8. Customer must identify a **Primary Point of Contact ("PPC").** This person will be CSMC's primary contact, available throughout the contract term, to assist in any implementation tasks required for the setup and maintenance of each system.
9. Customer will provide data and information requested in a timely and efficient manner and work cooperatively with CSMC during setup and configuration of all schools.
10. Customer should expect to spend several hours each day maintaining the basics of their SIS at the school level (e.g. taking attendance, lunch counts, updating student and parent data, etc.). In no way does CSMC replace the need for on-site, daily support for SIS and the need for a single Primary Point of Contact (e.g. your office manager).
11. Customer's Primary Point of Contact should have adequate (e.g. beyond basic) technical skills. For instance, they should be able to email files, convert files from Excel to .txt files, be able to retain usernames and passwords for sites, bookmark web pages, use Microsoft Excel/Word, and be able to routinely conduct basic computer tasks.
12. Customer will provide or have available a working land-line telephone with conference calling (e.g. speakerphone) capabilities for training sessions and webinars.

5.0 Limitations & Exclusions

This SLA and any applicable Service Levels do not apply to any performance or availability issues:

- Due to factors outside CSMC's reasonable control
- Due to missing and/or incorrect content in the Customer's student information or student assessment systems
- Due to interdependencies
- Due to resource constraints and/or school priorities
- Due to a payment or service 'Hold'

6.0 Critical Success Factors

6.1 Changing Needs

At CSMC we know that our success in resolving support issues directly impacts your success and vice-a-versa; if your school is successful we hope to be retained as your student data services support provider. As a result, we approach each problem as an opportunity to support your school and make you successful. We have a very strong track record of success but cannot resolve 100% of all issues that come across our Help Desk. Some problems may fall out of the scope of this Service Level Agreement or outside the scope of our internal expertise. We will, however, endeavor to resolve each issue that comes before us as time and resources allow.

6.2 Setting Client Expectations

We also know from experience that Customers who were led to believe that the Help Desk was going to provide direct services that fall outside of the scope of our Service Level Agreement will leave disappointed. Therefore, it is imperative that Customer's leadership team and specifically the Primary Point of Contact understand, acknowledge, and agree to the provisions of this document.

6.3 Cost Effective Operations

From time to time the Help Desk personnel may "push-back" with suggestions on less expensive or in-house solutions to Customer's requests for fee-based "Add-On Services" in order to maintain a cost-effective program. Add-On Services exist because the need is there, but they also represent internal costs to the Help Desk that we must cover through additional charges.

6.4 Safeguarding Confidentiality of Data

Unauthorized access by an outside hacker or a disgruntled employee can cause serious damage or destruction to confidential student data and turn out to be a huge headache. Our Authorized Technical Contact policy is the best countermeasure to safeguard your data. We hope that you view this policy as a means to better protect your school from data loss and/or unsolicited manipulation of your school's configuration. The last thing we want to happen is for the wrong person to gain access to your school's confidential data. Such a policy is imperative to prevent unwarranted access to your SIS and modification to system settings without prior administrative approval.

7.0 Complaint Escalation & Resolution Procedures

Registering a formal complaint.

All complaints relating to the operation of the Student Data Services, including:

- Expected level of support
- Actual support offered and delivered
- Personnel responsible for providing or administering support
- Any other issue relating to this document of the relationship between CSMC and Customer

Received by either party will be forwarded in writing and distributed concurrently to the signatories of this document. The intent is to ensure thorough, timely and open resolution of all such problems.

8.0 Procedure for Requesting Exceptions to Standards or Policies

The following process will be followed if additional services to this SLA are required or desired.

8.1 A Project Change Request (PCR)
A Project Change Request (PCR) will be the vehicle for communicating change. The PCR must describe the change, rationale for the change and the effect the change will have on the project.

8.2 CSMC will review the proposed change and recommend it for implementation or reject it. A PCR must be signed by the authorized Customer to authorize the quote for additional services. If the Customer accepts additional services and charges, a change to the original purchase order or new purchase order is required.

9.0 Critical Reporting Deadlines

SEPTEMBER

- Charter 20 Day1

OCTOBER

- Charter 20 Day1 (continued)
- First Wednesday of October: Census Date
- Last day of October: CBEDS Deadline

DECEMBER

- Mid-December: CALPADS Fall 1 Submission Deadline
- P1 Report Due1

FEBRUARY

- Late-February: CALPADS Fall 2 Submission Deadline
- Early February: CALPADS Fall 1 Amendment Window Deadline

MARCH

- Late-March: CALPADS Fall 2 Amendment Window Deadline

APRIL

- P2 Report Due1

JUNE

- P-Annual Report Due1

JULY

- Mid-July: CALPADS EOY Submission Deadline

10.0 Unsupported Tasks

1. CSMC does not evaluate the performance of school personnel.
2. CSMC does not grade student work, or evaluate student performance, etc.
3. CSMC does not take daily student attendance.
4. CSMC does not monitor the lunch process (e.g. who has paid, not paid, eligible for free/reduced, etc.).
5. CSMC does not offer project management for IT tasks that fall outside the items specifically identified in this service level agreement.
6. CSMC does not provide copy (e.g. written documents) for school web sites.
7. CSMC does not complete data entry tasks. Example of a data entry task includes transferring data from paper enrollment forms, emergency card information, or immunization information into your SIS. CSMC can however provide this level of support through our Add-On Services.
8. Direct mobile application support for parents (e.g. iPhone app, iPad app). While CSMC can perform the initial set-up /access to these services, we do not offer direct support for parents or students in using these mobiles services.
9. CSMC does not define your master schedule. CSMC does not provide direct services for determining the course and section offerings, teacher qualifications, and appropriate placement of students. This is an activity reserved for School Leadership and Certificated/Credentialed teachers and administrators.
10. CSMC does not perform student scheduling on behalf of schools. Scheduling and mass enrolling students into sections is taught during the initial administrator training.

11.0 Add-On Services

Add-On Services Billing
Add-On Services are invoiced upon completion of each deliverable on the last day of the month it was completed. All Add-On Service invoices shall be paid immediately upon receipt of the invoice. (The terms are NOT Net 30).

A. Custom PowerSchool HTML Page Development - $95/hr
Don't like the way some of the pages within PowerSchool look by default? Want to change the coding on any particular page? If so we can customize PowerSchool to meet your needs. Requests for customization will be evaluated to ensure that it falls within the constraints of PowerSchool and are billed at an hourly rate of $95.

B. Custom PowerSchool Common Core/Standards Based Report Cards
Option A: CSMC Provided Standards and CSMC Provided Report Card Template
Setup Fee: $100.00
Price per Grade Level: $300.00

CSMC Provided Standards
CSMC will provide a complete list of common core standards and you will have the option to associate applicable standards to courses of your choice. Limitations include not being able to remove any parent standards or add any standards outside of the original list provided.

CSMC Provided Report Card Templates
CSMC provided report card templates cannot be edited other than the school name, address, reporting terms, logo, and title. Any additional modifications will require the purchase of School Provided Custom

Report Card Templates.

Option B: School Provided Standards & Report Card Template
Setup Fee: $100.00
Price per Grade Level: $450.00

School Provided Standards
CSMC will provide an import spreadsheet and a guide. CSMC will offer guidance and support but the customer is ultimately responsible for the completion of the import spreadsheet.

School Provided Custom Report Card Templates
The customer is responsible for the formatting, design, and layout of each report card template. The customer must provide a FINAL "print-ready" PDF or JPEG document for each unique page. CSMC will not make any edits to the templates provided and will begin work immediately upon receiving the templates. Any requested changes to the template after the project begins will be subject to modification fees at an hourly rate of $150/hr billed in addition to the overall cost of the report card project.

Turnaround Time
The standard turnaround time for any report card project is 4-6 weeks upon receipt of a signed "Report Card Service Agreement" and final print ready custom report card templates. Changes or delays in getting CSMC the custom report card templates will further postpone the completion of this project. Your timeliness is greatly appreciated.

Rush Service
Customers may have the option to request a "rush service" for a 2-3 week turnaround for an additional fee of $500.00. Please inquire about "rush service" availability. We will do our best to approve this option if requested however we do reserve the right to deny a "rush service" request.

C. SIS Data Entry Services $95/hr

CSMC can assist with certain data entry tasks on an as needed basis for an hourly fee of $95 which varies depending on the scope of the data entry project.

- Enrollment Forms
- Emergency Card Information
- Historical Grades
- Historical Attendance
- Fees
- Immunizations
- Test Scores
- Local Data Requests
- Student Scheduling

D. Additional On-Site PowerSchool Training

To ensure your school or district success, we include (1) on-site Administrator training and (1) on-site Teacher

training during your initial contract year. For each subsequent year additional on-site trainings can be purchased through this request form.

Pricing:

Within 150 miles of our Los Angeles office (91506)

- Admin Training (4 hours): $500
- Teacher Training (2 hours): $500
- Custom Half Day Training (Up to 4 hours): $500
- Custom Full Day Training (4-8 hours): $1,000

More than 150 miles from our Los Angeles office (91506)

- Admin Training (4 hours): $1,000
- Teacher Training (2 hours): $750
- Custom Half Day Training (Up to 4 hours): $1,000
- Custom Full Day Training/Visit (4-8 hours): $1,500

Note: For an onsite training request that is more than 150 miles from our LA office a 4 week advance notice is required from the preferred training date entered on this form.

E. PowerScheduler Load Process ($2500)
PowerScheduler is a powerful tool that can schedule most your students. Based on your finalized master schedule, a successful run of this feature can schedule 70%-90% of your students.

Using this feature requires at least one project manager to continually enter, manage and maintain the data in PowerScheduler at least 2-3 months before the end of your current school year.

CSMC will provide the school assigned project manager(s) the resources and (1) full day on-site training in achieving the highest percentage possible of students being scheduled while mitigating the need to manual scheduling your students to a minimum. CSMC will also provide continued support and guidance via the Help Desk.

Currently we do not offer support services for the PowerScheduler Build Process and for schools with less than 500 students.

F. Custom PowerSchool Reports - $95/hr
Having trouble finding the perfect report in PowerSchool that fits your school's needs? We can help build the reports that you need to be successful with running your school! PowerSchool stores a wide variety of data related to your school. Figuring out where all your data is stored and retrieving it into a custom report can be very difficult for the typical school staff member.

MASTER SERVICES AGREEMENT
BETWEEN CSMC & **Innovations Academy**

This Master Services Agreement ("Agreement") is entered into as of 7/1/2019 ("Effective Date"), by and between Charter School Management Corporation ("CSMC"), and Innovations Academy ("Charter School" or "Client"), for CSMC's provision of back office services to Charter School on the terms set forth herein:

1. Term: The term of this Agreement shall be from the Effective Date until 6/30/2020 (the "Initial Term"). This Agreement shall automatically renew for consecutive additional 0 year terms unless either party provides written notice of non-renewal to the other at least 30 days prior to the expiration of the then-current term (each, a "Renewal Term"). The Initial Term and any Renewal Term(s) are referred to as the Term.

2. Services: CSMC shall perform the services set forth in Scope of Services attached hereto and incorporated herein, which may include finance and accounting, payroll and human resources support, business consulting, board meeting support, facilities guidance, compliance, and charter development and grants administration support services. Upon mutual written agreement, the parties may modify the scope of Services by revising Scope of Services at any time.

3. Excluded Services: Other than the Services set forth in Scope of Services, CSMC is not responsible for any other services, unless mutually agreed to in writing. Examples of excluded services include, but are not limited to, legal services or legal costs, technology installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant-writing or fund-raising, hiring, meetings with outside parties (e.g., the Charter School Board or authorizer) beyond those meetings required to accomplish the Services, Special Education administration, testing, assessment, compliance with the Every Student Succeeds Act, compliance with government grant requirements, audits, attendance accounting, employee performance reviews, Student Information Systems support, and other outside professional services costs ("Excluded Services"). If the Charter School wishes to obtain Student Information Systems support, the parties shall enter into a supplemental service level agreement that outlines the parameters of all student data services.

4. Compensation: In exchange for CSMC's provision of the Services, Charter School agrees to pay as follows:

- Services Fee: CSMC does not solely base its fees on the number of students at a charter school. Instead, it provides an economic, tailored flat rate that is a result of CSMC's discussion with the school about its specific needs. The fee for Services for Charter School shall be as set forth in Scope of Service ("Services Fee"). This Services Fee shall apply to the provision of Services starting 7/1/2019.
    - Revision of Services Fee During Term: Upon mutual written agreement, the parties may modify the Services Fee by revising Scope of Services at any time, e.g. to reflect an agreed-upon change in the scope of Services. CSMC also closely tracks the hours it spends on performing the tasks for Charter School. If at any time CSMC or Charter School believes the Services Fee does not accurately reflect the amount of work and resources expended by CSMC, the parties shall enter into good faith discussions to increase or decrease the Services Fee.
- Rate for A La Carte Services: Should Charter School desire a la carte services at any time during the Term, CSMC would be pleased to provide such a la carte services subject to CSMC's capacity and written

agreement. A la carte services shall be provided at the Discounted Fee Rate described in subsection 4.b above, unless the parties mutually agree on another rate.

- ◦ The A la carte services may include: grant-writing (e.g., PCSGP), LCAP and annual updates, LEA plans, and School Wide plans, any in-person board attendance beyond 24 hours in a year, drafting new and renewal charter petitions, facility acquisition and lease negotiation support, Charter Vision Achievement module support, charter revocation and notice compliance support, and implementation of computer systems.

For services work, CSMC shall send invoices and all fees due to CSMC must be received by CSMC within 30 days of the date of invoice. CSMC reserves the right to suspend the provision of Services in the event an invoice is 30 days past due. Additionally, CSMC retains the right to assess a 1.5% per month (18% per annum) late charge or the maximum legal rate of interest, whichever is less, on unpaid balances that are over 30 days past due. Charter School shall reimburse CSMC for all reasonable costs incurred, including reasonable attorney's fees, in collecting past due amounts owed by Charter School.

5. **Charter School Obligations**: In addition to the obligations listed in Scope of Services, Charter School shall be responsible for the following:

- Timely Submission of Information: In order to provide the Services, CSMC relies on Charter School to provide timely, accurate and complete information, and to cooperate reasonably with CSMC. CSMC shall not be responsible for any missed deadlines if Charter School and/or Charter School's contractors (e.g. auditors) fails to timely provide necessary information and materials to CSMC. A submission is timely under this Agreement if CSMC, in its sole discretion, determines it has sufficient time to complete its required tasks.
- Right to Rely: CSMC has the right to rely upon the truthfulness, completeness and accuracy of the information and data provided by Charter School, its directors, officers, employees and agents. CSMC shall not be expected to, and Charter School may not rely on CSMC to, discover and disclose errors, fraudulent financial reporting, and misappropriation of assets, or illegal acts that may exist at one or more schools or offices operated by Charter School. Charter School understands and agrees that CSMC has no responsibility to identify and communicate deficiencies in Charter School's internal controls as part of CSMC's provision of Services under this Agreement.
- Notice of Material Changes: Charter School shall immediately inform CSMC of any material change in Charter School or Charter School's operations that might impact CSMC's ability to provide the Services under this Agreement.
- Compliance: CSMC's services will assist Charter School's back office operations, but CSMC shall not be responsible for auditing Charter School's information and operations for completeness and compliance. Charter School is solely responsible for adopting and adhering to reasonable policies and procedures, and for ensuring the Charter School remains in compliance with all applicable rules and regulations, its charter(s) and any MOUs or other contracts, and sound fiscal operations.
- Direction: Charter School acknowledges that by providing the Services, CSMC performs an advisory and task-related function, and therefore provides the Services at the direction of Charter School. Charter School retains ultimate decision-making authority on the execution of agreements, transactions and payments, and the determination of rights, processes, controls and obligations rests entirely in the discretion and control of Charter School. The Charter School is responsible for attendance tracking and reviewing employee performance.

6. **Document Retention:** Charter School shall be responsible for providing CSMC with all records pertinent to

the Services, including information stored electronically such as e-mails and other computerized records. Charter School agrees to retain, and not destroy, such records for the duration of any period mandated by applicable laws. CSMC shall retain its files for 3 years or may return them to Charter School, after which time CSMC shall destroy its files unless Charter School requests in writing that CSMC retain files for shorter or longer retention period.

7. No Legal Services: Charter School acknowledges and agrees that CSMC does not provide legal services or licensed accounting services, and such licensed professional services are not included within the services which CSMC may provide under this Agreement. Charter School agrees to consult a lawyer and/or licensed accountant if Charter School seeks legal or accounting advice, and shall not rely on CSMC for such advice, consultation or services.

8. Support Regarding Charter Notices and Revocation: Unless expressly included within the Services or otherwise mutually agreed upon by the parties, CSMC shall not be responsible to perform any services related to any charter revocation, notice to cure, notice of concern or related notices, and CSMC shall not be responsible for performing any services related to any closure of any school operated by Charter School.

9. Limitation of Services: CSMC cannot guarantee that the Services it provides under this Agreement will yield the results sought by Charter School. CSMC will use good faith efforts in providing Services to secure the reasonable objectives sought by Charter School during CSMC's performance of its Services under this Agreement. Charter School understands and agrees that it is retaining CSMC to perform only those Services defined herein and in Scope of Services. Charter School agrees that CSMC will have no liability for, or indemnity obligations arising out of, CSMC's provision of any services, task or work not included within the definition of Services.

10. Limitation of Liability: The parties agree that CSMC's liability for any and all claims, damages and costs (including legal fees) of the Charter School arising from this Agreement is limited to the amount of fees paid by the Charter School to CSMC for the services rendered under this Agreement. In addition, Charter School expressly agrees to waive (among other damages) any and all punitive and exemplary damages in any proceeding.

11. Limitation of Liability for Referral: The Services which CSMC is required to perform under this Agreement do not include referring Charter School to any other service provider, person or company. If CSMC is asked and elects to make a referral, Charter School acknowledges and agrees that Charter School shall be solely responsible for interviewing, researching, and retaining any such service provider, person or company, and Charter School shall rely on its own assessment in making any hiring decision. CSMC does not warrant or guarantee the services, work or results of any service provider, person or company which CSMC may refer to Charter School.

12. Employee Recruitment Restriction: Charter School recognizes and acknowledges that CSMC expends considerable time and effort and incurs substantial costs in recruiting, training, and retaining qualified personnel. Charter School agrees to not hire as an employee or independent contractor, either directly or indirectly, any employee of CSMC, who has provided services to Charter School under this Agreement, during the term of this Agreement and for period of 6 months after such person's termination of employment with CSMC. Charter School agrees that a breach of the foregoing restriction would cause irreparable harm to CSMC's business and the damages therefrom would be difficult if not impossible to measure. Consequently, if Charter School breaches this provision, Charter School agrees to pay to CSMC an amount equal to 25% of the

individual's projected annual compensation from CSMC.

13. Governing Law and Dispute Resolution: This Agreement shall be construed in accordance with the laws of the State of CA. CSMC and Charter School agree that any and all disputes or controversies of any nature relating to or arising at any time under this Agreement or otherwise in connection with the rights and obligations under this Agreement shall be resolved by binding arbitration, which shall constitute the sole forum for any disputes between the parties to this Agreement. This means by signing this Agreement, each party is waiving the right to take court action and is waiving the right to a jury. Each party also agrees to, and hereby does, waive any right to compel the other party to participate as a defendant, cross-defendant or in any other capacity in any court action, including any action for indemnity. Arbitration shall be governed by the JAMS Comprehensive Arbitration Rules and Procedures conducted in Orange County, California. The parties to this Agreement further agree that any arbitration demand must be filed with JAMS within 12 months from the time of any breach of this Agreement, and that any claim commenced or filed after that time shall be time-barred as a matter of law.

14. Termination:

- Either party may terminate this Agreement for breach of a material term or condition of this Agreement upon 30 days written notice to the other party. Such written notice shall specifically identify the breach and provide 30 days to cure. Upon any termination under this section, Charter School shall pay CSMC for all services rendered by CSMC prior to the effective date of termination.
- CSMC may terminate this Agreement immediately upon written notice and without liability in the event: (i) Charter School, in CSMC's reasonable judgment, violates any of its obligations described in Section 4. Upon any termination under this section, Charter School shall pay CSMC for all services rendered by CSMC prior to the effective date of termination, and Charter School shall also pay CSMC for any and all costs resulting from such early termination, such as costs related to demobilization.

15. Insurance: Charter School represents and warrants that it has obtained property general liability insurance, workers compensation insurance, automobile insurance (to the extent applicable), and insurance coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability as may be required and in amounts as set forth in its charter(s).

16. Indemnification: Charter School shall indemnify CSMC and hold harmless its directors, officers, employees, and agents from and against any and all actions, claims, damages and losses, including attorney's fees that may arise out of or in any way result from the negligent or intentional acts, errors, or omissions of Charter School. To the extent that Charter School properly directs CSMC, and to the extent that CSMC fails to properly perform the Services, CSMC shall indemnify and hold Charter School and its officers and employees harmless from and shall defend at its own expense all claims, demands, or suits at law or equity arising in whole or in part, but only to the extent that they arise from CSMC's active negligence or express breach of its obligations under this Agreement. Nothing in this Agreement shall require CSMC to indemnify Charter School against claims, demands or suits based upon intentional or negligent acts of Charter School, its agents, officers or employees.

17. Proprietary Information: The parties acknowledge and agree that in the course of this Agreement they may have access to certain information proprietary of each other, which may include but is not limited to trade secrets, policies, procedures, intellectual property, business or strategic plans, contractual arrangements

or negotiations, financial information, and employee information (collectively, the "Proprietary Information"). Each party's Proprietary Information shall be and remain the sole property of that party at all times. Each party shall maintain the confidentiality of all Proprietary Information to the extent applicable and shall not divulge such information to any third parties, except (i) as may be necessary for the discharge of its obligations under this Agreement and (ii) as required by law. Each party shall take reasonable precautions against disclosure of any of the other party's Proprietary Information to unauthorized persons by any of its officers, directors, employees or agents. In the event that either party receives a request for disclosure of the other party's information, including Proprietary Information, (whether pursuant to a CA Public Records Act request or otherwise), the party that received the request shall provide the other party with prompt notice of the request. Each party agrees to keep all communications and work product confidential to the extent allowable by law.

18. No Joint Venture: The parties acknowledge that they will not hold themselves out as an agent, partner or co-venturer of the other and that this Agreement is not intended and does not create an agency, partnership, joint venture or any other type of relationship except the contract relationships established herein. CSMC shall be free to provide similar services for other clients.

19. Parties Are Sole Obligors: This Agreement is entered into by the Charter School for itself alone and not on behalf of, or as an agent for, any other entity, agency, school, or school district. Any obligation of the parties to this Agreement is and shall remain the sole responsibility of the parties. CSMC agrees that no employee, executive, officer or director of Charter School shall be personally liable for payment or any breach of this Agreement, and that CSMC may only look to Charter School for payment or performance of the obligations required under this Agreement. Likewise, Charter School agrees that no employee, executive, shareholder, officer or director of CSMC shall be personally liable for payment or any breach of this Agreement, and that Charter School may only look to CSMC for payment or performance of the obligations required under this Agreement. In addition, CSMC will be providing Services only to Charter School under this Agreement, and will not be required to perform work or services to any company or person affiliated with Charter School.

20. Communication Between Parties: Charter School will direct all communication to the CSMC Account Manager and/or the School Business Manager. CSMC will direct all communication to Charter School's designated primary contact defined in the Notice section below.

21. Notice: All notices, requests, offers or demands or other communications (each, a "Notice") given to or by the parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the party to whom Notice is to be given, by electronic mail at the address below, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the party to whom Notice is to be given, at such party's address set forth below, or such other address for such party as shall be specified in a Notice given in accordance with this Section.

For CSMC	For Charter School
CSMC 43460 Ridge Park Dr. Temecula, CA 92590 slanni@csmci.com Attn: Sandro Lanni	Innovations Academy 10380 Spring Canyon Rd. San Diego CA92131 Christine@innovationsacademy.org Attn: Christine Kuglen

22. Headings: The descriptive headings of the sections and paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

23. Assignment: Charter School shall not assign this Agreement, any interest in this Agreement, or any of its rights or obligations under this Agreement without the express prior written consent of the CSMC. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns. CSMC reserves the right, in its sole discretion, to subcontract Services to qualified subcontractors.

24. Entire Agreement: This Agreement, including its attachments, constitutes the entire agreement between the parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

25. Compliance with Laws: Each party agrees to comply with all applicable laws in connection with the performance of such party's obligations under this Agreement and the operation of such party's business. As used herein, "law" means any federal, state, local or foreign law, statute, ordinance, franchise, permit, concession, license, write, rule, regulation, order, injunction, judgment or decree.

26. Amendments: No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both parties.

27. No Waiver: No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

28. Severability: If any provision of this Agreement is invalid or contravenes CA law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

29. Counterparts- Electronic Signatures: This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed copy or .PDF copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

Please note that CSMC does not provide legal services and all work should be reviewed by Charter School's legal counsel as appropriate. Please also note that we will review and possibly revise these fees after the first year if there are appreciable student enrollment changes.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

Charter School Management Corporation	Innovations Academy
By: Name: _____ Title: _____ Date: _____	By: Name: _____ Title: _____ Date: _____

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovations Academy

CDS Code: 37683380118083

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Christine Kuglen, Director

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $98,382, 2%

All Other LCFF funds, $3,221,081, 83%

All local funds, $50,000, 1%

Total LCFF funds, $3,405,069, 88 %

LCFF supplemental & concentration grants, $183,988, 5%

All other state funds, $332,322, 9%
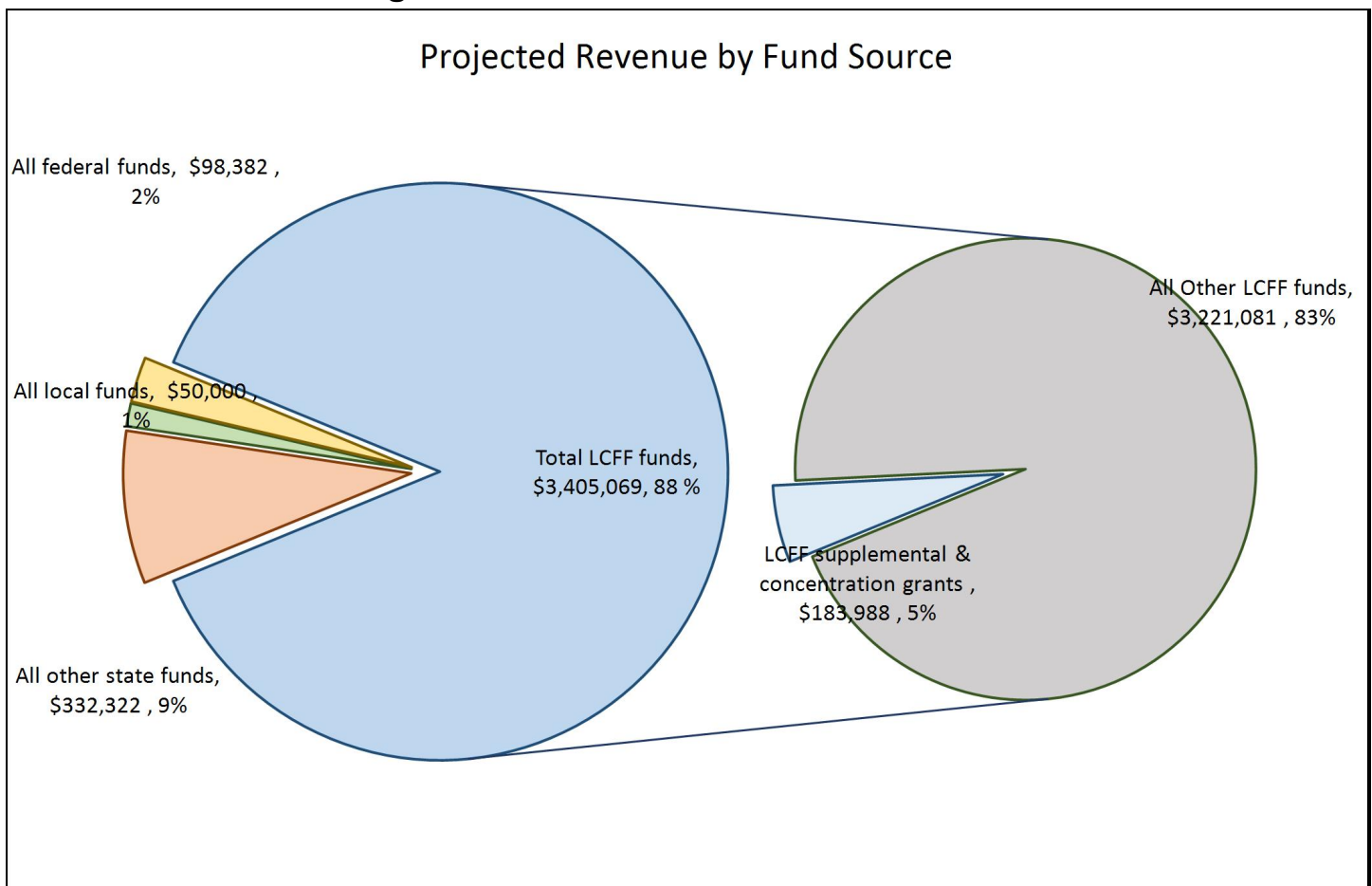
This chart shows the total general purpose revenue Innovations Academy expects to receive in the coming year from all sources.

The total revenue projected for Innovations Academy is $3,885,773, of which $3405069 is Local Control Funding Formula (LCFF), $332322 is other state funds, $50000 is local funds, and $98382 is federal funds. Of the $3405069 in LCFF Funds, $183988 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

A bar chart titled "Budgeted Expenditures" with a y-axis ranging from $0 to $4,500,000. The first bar labeled "Total Budgeted General Fund Expenditures $3,871,626" and the second bar labeled "Total Budgeted Expenditures in LCAP $1,853,959".

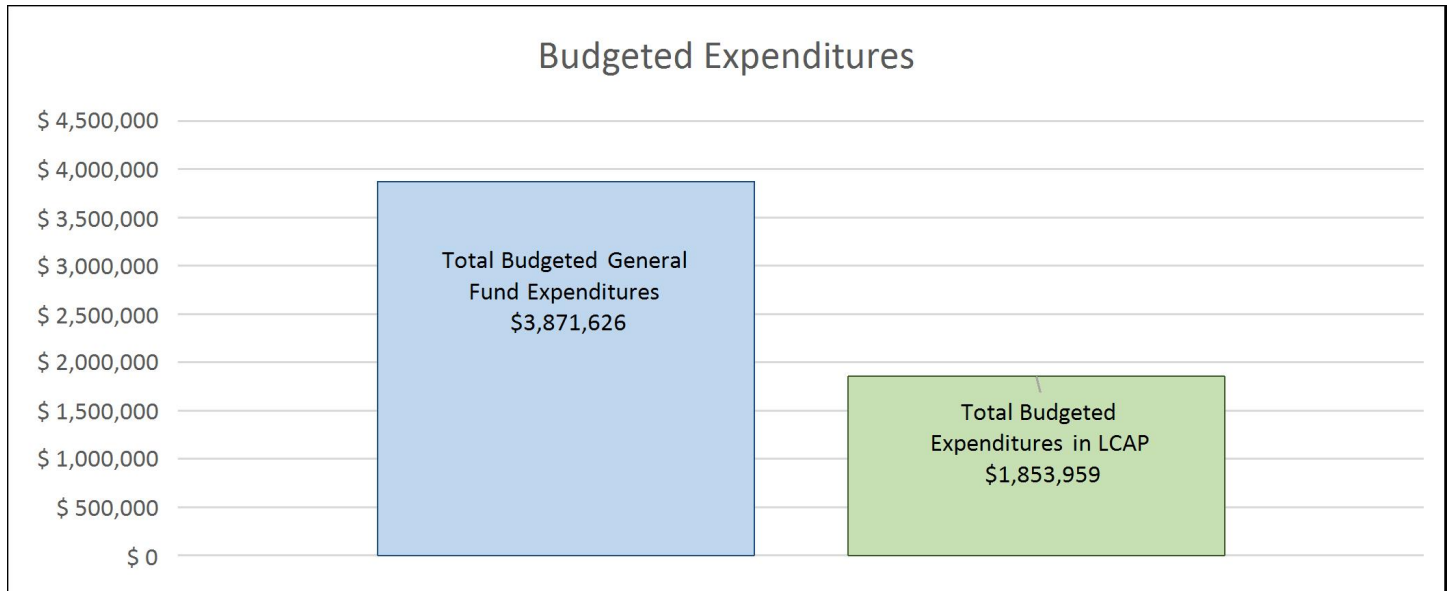*This chart provides a quick summary of how much Innovations Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Innovations Academy plans to spend $3871626 for the 2019-20 school year. Of that amount, $1853959 is tied to actions/services in the LCAP and $2,017,667 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Materials, Supplies, Rent, Facilities, Consultants, Educational Consultants, Back Office Service Provider, District Oversight Fees, and various employee expenses.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Innovations Academy is projecting it will receive $183988 based on the enrollment of foster youth, English learner, and low-income students. Innovations Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Innovations Academy plans to spend $86235 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
We have five goals. The first pertains to assessment. We have created a new staff position for the 19-20 school year dedicated to supporting teachers with assessment and how we can use it to specifically support high needs students. The second pertains to professional development. We have scheduled several cross grade level professional development opportunities to continue to grow in our inquiry methods and to support English language arts instruction. The third goal is regarding materials and facilities. This coming school year we will focus on creating our new school facility to be a place that supports all students. Our fourth goal is to decrease absences and tardies. We invite parents to join in to support improving in these areas. We will be meeting regularly with those families that struggle in this area. Our last goal is about supporting parents. We have worked hard over the past years to share information abour progress and needs of students and we will continue to do so. Our new staff position

will also be supporting dissemination of information to parents. We will continue to support the Parent Connection events and projects this year.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$212,710
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$86,235

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000
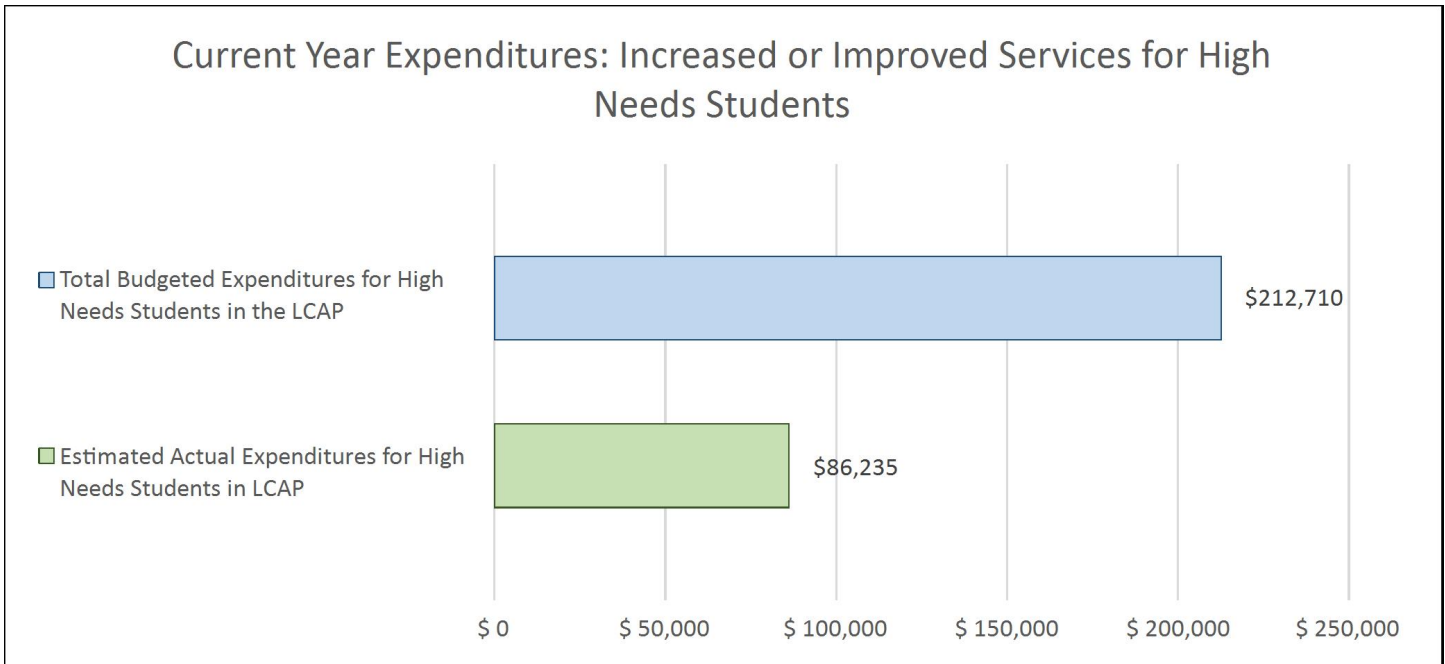
This chart compares what Innovations Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Innovations Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Innovations Academy's LCAP budgeted $212710 for planned actions to increase or improve services for high needs students. Innovations Academy estimates that it will actually spend $86235 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-126,475 had the following impact on Innovations Academy's ability to increase or improve services for high needs students:
Just throwing money at issues does not always solve them. We are a fiscally conservative school and we apply our funds efficiently to address the needs of our students. Many of the actions and services listed in our LCAP do not require additional funds. They require keeping our actions and conversations focused on supporting students to grow and learn. The difference in expenditures did not impact services provided nor progress towards goals.

Local Control Accountability Plan and Annual Update (LCAP)

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>California School Dashboard</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Innovations Academy opened our doors in September 2008 and located in four different locations in our first five years. We renewed our charter in 2013 and have been located in the northern part of the city of San Diego since. We renewed our charter again in 2018, acquired a facility for a permanent home and intend to relocate during the 2019-20 school year. This year the students of Innovations Academy came from 106 different neighborhood schools in 5 different school districts of our county. The student population is comprised of approximately 20% special education students, 26% 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 religions, family cultures and practices, world views and ethnicities creates an environment in which we experience a rich mix of viewpoints daily.

As progressive constructivist educators, we believe that every student brings background, context, 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 (such as unique timelines, readiness and life factors) 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 of student work, 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 and explore in collaboration with each other and the real world. We provide the resources, guidance and expertise as adults who are further along in the journey.

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

The Basic Cycle of Inquiry Learning
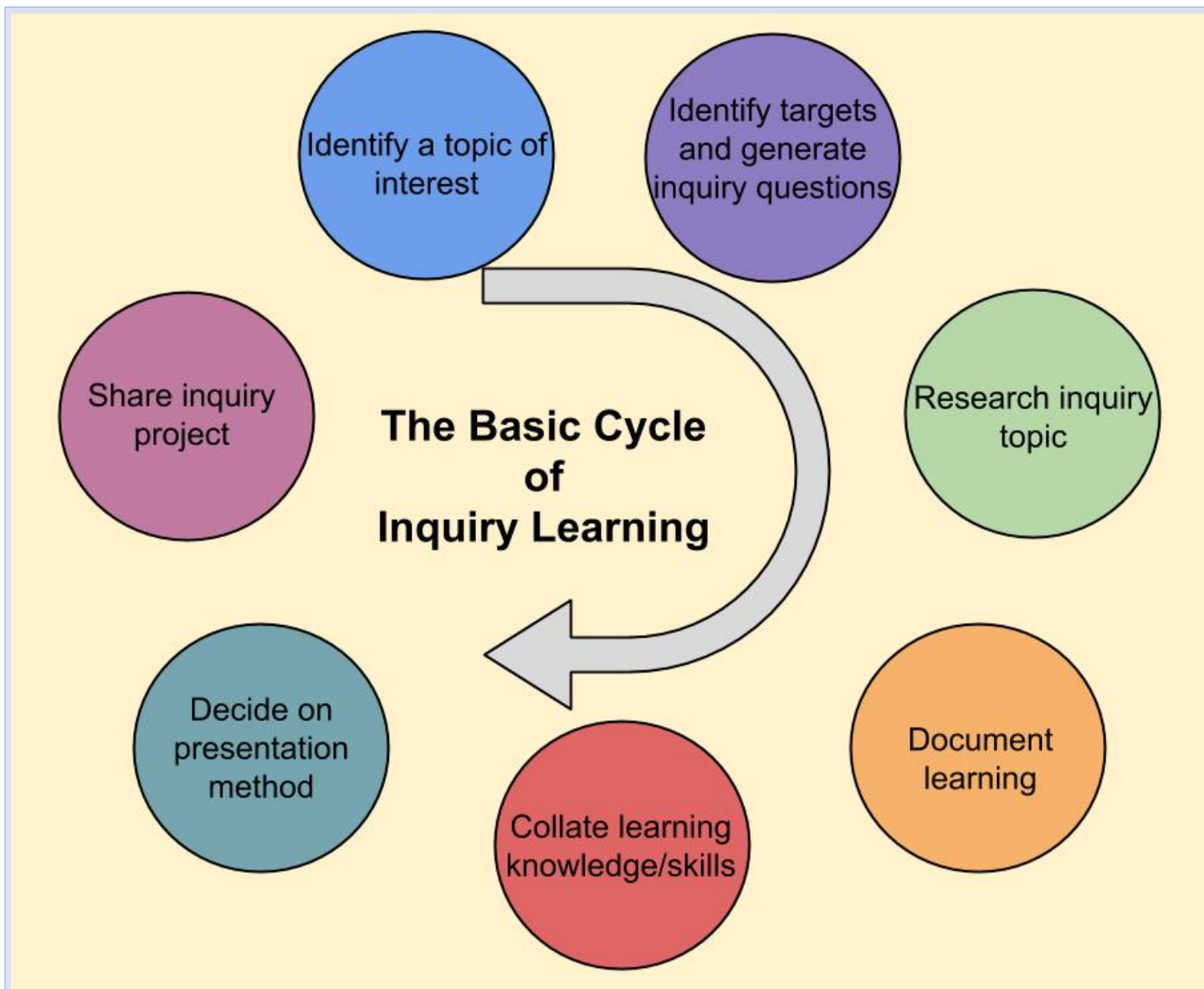
LCAP Highlights

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

Our ongoing five goals have given us a firm base for continuous reevaluation of our program because they are the most important parts of any school: assessment, pedagogy, curriculum, community engagement and facilities. Consistency with these goals is important to remain steadfastly dedicated to the academic and social-emotional achievement of 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

Within these five goals, during the 2018-19 school year we focused more specifically on English language arts instruction (ELA). This was done because last year our focus was math and our state test and MAP test data showed growth in every grade level on standardized tests. Though we continue to work on our math program, ELA is now a focus because our scores are showing a chronic deficit. We created a schoolwide plan, participated in a schoolwide professional development and collaborative review, leveled our libraries, used assessment (DRA) to inform instruction, created a schoolwide curricular approach, learned strategies to align with that approach, provided new materials as needed, and met regularly to discuss. For the 2019-20 school year we will take the next step in both our math and ELA programs which involves evaluating math progress in year two of our plan as well as diving into the data for ELA changes that occurred as a result of the hard work put in to improve our program. Using that data, we will make slight changes as needed and continue to perfect our practice in these areas.

Another highlight this year is that we continue to seek an intervention plan for parents of chronically tardy/absent students that will make an impact on their attendance as well as leave them feeling supported. And our school year surveys for school assessment, community building and climate came back positively. The number of events planned by the school and parent association increased and participation increased along with it.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 and self-regulation. Our greatest academic progress is the success of the changes to our assessment, lesson design and implementation in mathematics during the 2017-18 school year and continuing in the 2018-19 school year. 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 in 2018. Our MAP scores and DRA scores also showed increases. We applied what we learned to ELA during the 2018-19 school year.

Our greatest social emotional success is that we have a supportive staff that enriches each other and children. In a survey of parents in February, 93.33% responded "yes" to the question, "Is your child engaged in their learning." We have a licensed MFT on campus who provides support to all staff, parents and students. This year she documented interventions that truly supported students to succeed through tumultuous family and peer situations.

In the area of parent engagement, we celebrate improvement in how we share test scores with parents.This was the first year that parents received assessment data in an easy to read format twice during the school year. This data included a social emotional evaluation, reading levels and scores as well as NWEA MAP test data. We had more non-academic events that were well attended this year than any previous years. Each event was attended by staff members as well as families. Parent education was offered for the first time via ZOOM webinars during the school year.

We excel in the area of arts and foreign language instruction. We have a full time art teacher, a clay teacher, a performing arts teacher and a media arts expert. Many of our projects involve demonstrating learning artistically. 100% of our students participated in learning through art. Additionally students in grades 3-8 had several art options for electives. 100% of our students in grades 6-8 participated in Spanish language instruction between 2-3 hours per week.

Low income and foster students do not traditionally get to participate in paid classes outside of school. Our program allows them to experience art, performing arts and field trips at least one time per month. English Learners require context within which to learn new vocabulary. Our program is very hands on which allows students to hear and see words contextually, collaborate with peers and demonstrate their learning in a variety of ways.

Referring to the California School Dashboard, 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 need is in the area of standardized state test score improvement. In the 2017-18 school year, our math intervention strategies were successful in raising test scores so we turned our focus to ELA in 2018-19. We are still waiting results of this focus but upon preliminary review we still need to make more progress in this area. Specific teachers experienced more success than others which gives us groundwork and "expert" advice from within our school. Our goal for the 2019-20 year is to find a way to help our students understand the complexity of the assessment and types of questions asked without making that our complete curriculum. Our ultimate goal is to be able to have high test scores without sacrificing the quality and process in the learning experience. Once again, pressure on our educational institutions to perform is causing environments in school where benchmarking and single focused instruction is beginning to resurface. Repeating the mistakes of NCLB is not our intention. As an inquiry based school with a constructivist philosophy, it is urgent that we solve the puzzle, if possible, of enacting process based learning and be able to have our students test well without the pressure and single focus expense of large quantities of time spent practicing for the state tests. We will address this issue by leveraging the actions taken by our top performing teachers and sharing those best practices. We are also dropping the DRA as an assessment tool for middle school because we need more precise data for ELA. We are creating activities that are constructivist in nature but that will help our students practice skills needed to do well on the test. Another continuing area of need for us is with absences and tardies. We need a more consistent structure, on a quarterly basis, for commuication and problem solving with parents about repetitive absences. We started using a new parent communication platform but it takes parent initiative, which may be lacking in families with chronic tardy/absence issues. Phone calls go unanswered and parents struggle to attend meetings to discuss. This is still an area that needs improvement.

Referring to the California School Dashboard, 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. 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 deepen teacher instructional design and practice in all 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 was English Language Arts, and we are awaiting the results of our interventions. Preliminary results show that some teachers showed significant improvement. These teachers will become our instructional leaders for improvement in ELA. We will also be instituting the weekly use of a vocabulary development program that research shows will support reading development, especially for more challenged students.

The category of "socioeconomically disadvantaged" students was lower than all students by one level in the "suspension" indicator, however, they still had declined suspensions and were in the green zone. 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.

Innovations Academy (San Diego, CA)
San Diego Unified

Reporting Year: [2018 ▲▼]

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Blue	None	None	Orange	Yellow
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Green	Green	None	None	Yellow	Yellow
Students with Disabilities	Green	Blue	None	None	Orange	Yellow
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Green	Blue	None	None	Orange	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Green	Blue	None	None	Yellow	Green
Two or More Races	Orange	Blue	None	None	None	None

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

> As an independent charter school, Innovations Academy is both a school and a district. It was not identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

> As an independent charter school, Innovations Academy is both a school and a district. It was not identified for CSI. Therefore, a CSI plan was not developed.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

As an independent charter school, Innovations Academy is both a school and a district. It was not identified for CSI. Therefore, a CSI plan was not developed, and there is no need for the LEA to monitor and evaluate the implementation and effectiveness of the CSI plan.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Parents teachers and students are all aware of what assessments are saying about a child. • Increase the value of the tools that being used to evaluate students. • Assessments used are varied and adjusted to meet the uniqueness of the students. • Portfolios demonstrate the progress of a student and allow parents and teachers to understand a child's needs as a learner. • Growth targets are established by teachers for their students.	• Students and parents received clear feedback about their progress via a school created template that was shared twice during the school year as well as through student portfolios that were shared at portfolio conferences with parents. • The template allowed MAP, DRA and social emotional evaluations to be transparent and accessible to parents. • Students experienced a variety of assessments, including ongoing formative assessments, rubrics for projects, a writing assessment, the MAP test in grades 2-8 and the DRA for K-8. • All students have a portfolio of student work with monthly samples that was reviewed at portfolio reviews with parents in February.

Expected	Actual

18-19
- 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 column)
- Teachers established growth targets at the beginning of the school year in student and parent conferences after the first six weeks of school and evaluated them at end of year at the student Presentation of Learning.

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
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.	Administered DRA for all grade levels at the beginning and end of the year. Expanded in class libraries that are leveled and assigned students leveled books for reading workshop. Administered the MAP for grades 2-8 at the beginning and end of the year.	map testing, PD, CCSA conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4180	Professional Development/Training 5800: Professional/Consulting Services And Operating Expenditures Title II 3000
		Assessment Coordinator 2000-2999: Classified Personnel Salaries LCFF $34,870	Professional Development/Training 5000-5999: Services And Other

Use the MAP tools to inform growth goals at the start of the year.	Used the MAP tools to inform growth goals at the start of the year.		Operating Expenditures Special Education 1500
Define protocol in teacher expectations	Defined protocol in teacher expectations	Teacher assistant 2100-65 Special Education $34,532	Professional Development/Training 5000-5999: Services And Other Operating Expenditures Other 1000
Administer state mandated assessments	Administered state mandated assessments		
Administer the Physical Fitness Test	Administered the Physical Fitness Test		
Administer ELPAC or other state mandated designated EL assessment	Administered ELPAC or other state mandated designated EL assessment	Cost of Benefits 3000-3999: Employee Benefits LCFF $17,341	Teacher Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 20000
All students will participate in Exhibitions twice per year.	All students participated in Exhibitions twice per year.		Teacher Assistant 2000-2999: Classified Personnel Salaries Special Education 20000
All students will participate in a student lead conference	All students participated in a student lead conference		
All students will create and present a Presentation of Learning	All students created and presented a Presentation of Learning		Teacher Assistant - Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4000
Effective methods of formative assessment will be shared with teachers.	Effective methods of formative assessment were shared with teachers during staff meeting.		Teacher Assistant - Benefits 3000-3999: Employee Benefits Special Education 4000
Designate a staff member responsible for data collection and disbursement	These included extensive review of the Question Formulation Technique, note taking in readers and writers workshops (Jennifer Serravallo training online) and a staff shared reading of the book, "Creating Cultures of Thinking"		DRA Kits 4000-4999: Books And Supplies LCFF Supplemental and Concentration 900
	Designated a staff member responsible for data collection and disbursement		Testing/Assessment 4000-4999: Books And Supplies Special Education 1500
			PD/MAP Assessment/ELPAC/Printing/Supplies 0000: Unrestricted LCFF Base 9180

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 administered the DRA for all grade levels at the beginning and end of the year for several years now. What was missing was deeper application of the results. This year the DRA levels were matched with student reading books in the classroom to support reading in each student's "zone of proximal development." Reader's Workshop inspired learning groups and interventions were set into place in every classroom based on the formal training received. The NWEA MAP has also been administered to students in grades 2-8 at the beginning and end of the year for several years. This assessment gives data and next steps for teachers. Teachers were given testing windows for both of these assessments so that the data would be available to teachers early on making them more relevant to inform instruction.

Teachers met prior to the start of the school year to define the protocols for delivery of ELA instruction in a readers and writers workshop environment based on the training received by 100% of the teachers. Staff professional development included check ins on protocols and instruction throughout the year at Monday staff meetings and cohort team meetings.

We hired an assessment coordinator who attended trainings and managed the ELPAC and the Physical Fitness assessments as well as the launch of the CAASPP.
We reviewed our participation rates for the CAASPP and made sure all tests were administered as needed.

For our formative assessment and school based assessments, we involved parents through 3 surveys given during the year, by sharing the data on a document twice during the school year, provided student exhibitions of work in which 100% of students demonstrated completed work and the process of learning, participated in a student lead conference and a portfolio review as well as creating and presenting a Presentation of Learning at the end of the school year.

Effective methods of formative assessment were shared with teachers during staff meeting. These included extensive review of the Question Formulation Technique, note taking in readers and writers workshops (Jennifer Serravallo training online) and a staff shared reading of the book, "Creating Cultures of Thinking" through which teachers learned specific classroom strategies for deeper thinking and increasing participation.

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

Our schoolwide goal is to be assessing our students, sharing their data with them and their parents and using the data to make improvements to the learning. Our actions have effectively secured data from a variety of resources and effectively communicated with students and parents about their progress.Teachers have access to the data almost immediately and are given the time to review the data. We need a coordinator that is part of our school staff who can interact regularly with staff to help explain and utlize data. This is

a position we are creating for next year. Parents and teachers noted greater student initiative and motivation for reading because of utilizing the leveled libraries for book selection.

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 to the goal but some further actions will be taken. As this goal is about assessing, sharing assessment data and effectively using data to make quality instructional changes we are making strong progress. We will now need to create or find an effective social emotional assessment that aligns with our program. We also need to discover the best ways to pinpoint instructional changes for specific students and populations of students that are demonstrating need. We also need to support teachers to understand the data on a level that impact changes in their classrooms, if any. We intend to hire an in-house assessment and accountability coordinator.

Annual Update

LCAP Year Reviewed: **2018-19**

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	Actual
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. **18-19** • 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 instructional coaching • 100% of students will have access to a variety of arts instruction • Teachers are given support in the classroom • 100% of students will have access to a variety of arts instruction	• Teachers participated in a variety of professional development that aligns with charter, CCSS, NGSS, constructivist philosophy. These included a Heinemann training by Jennifer Serravallo on reading and writing strategies to use with students K-8, a training on the use of a vocabulary program that improves reading, ongoing professional development on student inquiry protocols and a shared book reading on thinking strategies. Additionally teachers collaborated weekly in teams. • Students and parents received clear feedback about their progress via a form given twice during the school year. Parents express satisfaction in communication from school via a survey. • Parent survey responses showed 81.67% of respondents expressed a sense of awareness of their child's progress. • Student behavior was tracked and analyzed to inform decision making using incident tracker. Staff time was set aside each staff meeting to log student behavior and to communicate with parents. • 100% of teachers received professional development on multiple academic and social emotional strategies. • Newer and longer term teachers all report feeling supported by weekly meetings with the director and by coaching with the assistant director. • Suspension rates for all students declined by 1.2% to 0.2% during 2017-2018 • 100% of teachers had access to instructional coaching • 100% of students had access to a variety of arts instruction, including fine arts, performing arts and media arts • Teachers were given support in the classroom through coaching and peer support. • Teachers with 20 students or more had a teacher assistant in their classroom.

	Expected	Actual

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 100% of teachers will receive professional development on the following topics: Positive Discipline Effective use of academic language Classroom management	Teachers received professional development on the following topics: • Positive Discipline • Effective use of academic language • Classroom management • Inquiry Learning • CCSS Math • CCSS writing • NGSS	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	Teachers/Assistant Director (50%)/Counselor 1000-1999: Certificated Personnel Salaries LCFF Base 1087500

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

- Differentiating for Special Education students
- ELA and ELD instruction
- Student achievement data analysis

Innovations Academy provided:
- 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
- Access to an intervention flow chart aligned with school philosophy

In addition:
- New teachers and enrichment teachers were provided the Responsive Classroom training
- 100% of students had opportunities to work with experts in a variety of arts instruction

analysis 5210-00 Supplemental and Concentration $51,800	
.50% AD salary 1000-1999: Certificated Personnel Salaries LCFF $35,020	Benefits 3000-3999: Employee Benefits LCFF Base 415500
Jenifer Kubler 2000-2999: Classified Personnel Salaries Special Education $18,025	Incident Tracker & Books 4000-4999: Books And Supplies LCFF Base 2100
Teachers salary to support program 1000-1999: Certificated Personnel Salaries LCFF $1,152,982	Professional Development 5000-5999: Services And Other Operating Expenditures Title II 3595
Cost of benefits 3000-3999: Employee Benefits LCFF $301,506	LEA Math and Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3000
	Books 4000-4999: Books And Supplies Special Education 750
	Books 4000-4999: Books And Supplies Other 750

- 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

- Classes fully enrolled were given instructional aide support
- Teachers supported by a licensed MFT for guidance in implementation of social emotional and mindfulness strategies
- Student behavior data was tracked using an online platform (Incident Tracker).

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.

Innovations provided professional development on effective strategies and skills, particularly in the area of classroom and behavior management at every weekly staff meeting. 100% of staff members were provided "The Classroom Management Secret," that was read independently and discussed together. The author came to the school to answer questions with the teachers. The staff also did a book study on "How to Talk So Children Can Learn." The assistant director provides regular ongoing support and feedback to teachers which amounts to approximately 70% of his daily activities, including detailed data on strategies for teaching and managing a classroom, content instruction, constructivism and Positive Discipline. All teachers had an assigned bi-weekly meeting time of 30 minutes with the director to collaborate and get feedback. Fine art, media arts and performing arts instructors were on staff. Teachers had access to these teachers when they wanted to incorporate art into a subject. Teachers, students and parents were provided a licensed MFT full time to access for services, questions and guidance on social emotional learning and behavioral interventions. Teachers were provided one hour in a PLC for collaborative professional development weekly (in addition to the staff meeting). Special education staff provided inservices throughout the year about disabilities, their manifestation in a classroom, effective interventions and differentiation.

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

Suspension rates for all groups of students have declined. The actions that were taken that assisted in this achievement were that Innovations tracked behavior data on challenging students to more effectively follow the repeat offenders. Contact was made with parents earlier on to establish a plan of action for challenging students. Positive Discipline techniques were practiced with teachers.

Professional development was given on classroom management, self-regulation strategies and mindfulness practice with students. The Licensed MFT assisted students, parents and teachers throughout the year.

With the help of coaching by the Asst. Director, interventions, strategies and policies were more aligned across the school and across the grade levels. Teachers felt supported in their practice and received regular feedback, not as a judgement but as a support.
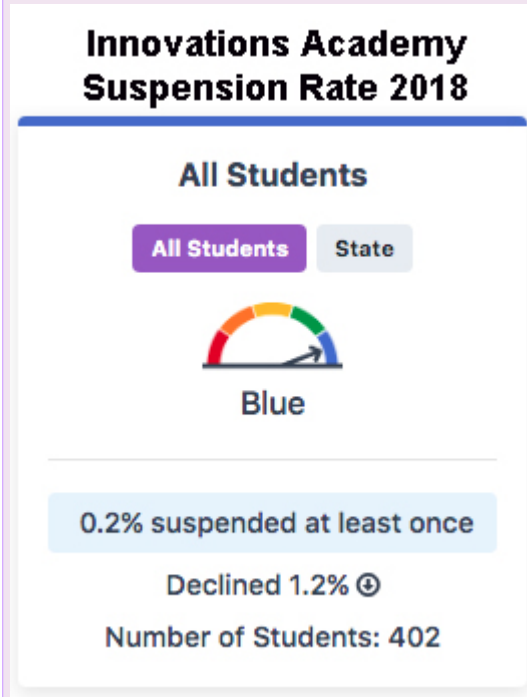
Innovations Academy Suspension Rate 2018

All Students

| All Students | State |

Blue

0.2% suspended at least once

Declined 1.2%

Number of Students: 402

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.

This goal is about practice on our campus and the experience of the students and teachers. Our metrics are showing that students and teachers feel supported but the test scores are not showing high enough levels as measured by the CAASPP. This goal will continue with a next step of making transitions academically effective, increasing think time and participation in each class, raising participation levels and deepening inquiry for students. We will continue behavioral interventions and supports and teacher supports.

Annual Update

LCAP Year Reviewed: **2018-19**

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	Actual
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. **18-19** • Increased inquiry, cognitive demand and academic language in instruction and quality of student work 100% of students will have access to instruction in a variety of arts 100% of students will have access to Common Core aligned instructional materials 100% of students will have access to technology that enhances their learning 100% of classroom teachers will be appropriately credentialed and assigned. 100% of students will attend multiple field trips and guest experts related to academic work during each school year. Ensure facilities are in good repair	• Increased inquiry, cognitive demand and academic language in instruction as observed by staff coach. Increased focus on the process of student work as demonstrated at student exhibitions of work. Math scores increased after math program changes. 100% of students had access to instruction in a variety of arts 100% of students had access to Common Core aligned instructional materials 100% of students had access to technology that enhances their learning 100% of classroom teachers were appropriately credentialed and assigned. 100% of students attended multiple field trips and were exposed to guest experts related to academic work Facilities are in good repair

	Expected	Actual

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

Mathematics Indicator - 2018

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending o

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status
All Students	Yellow	Low	Increased Significantly	-30.6	23.7
English Learners	None				
Homeless	None				
Socioeconomically Disadvantaged	Yellow	Low	Increased Significantly	-42.3	33
Students with Disabilities	Yellow	Low	Increased Significantly	-77	27.2
African American	None				
Asian	None				
Filipino	None				
Hispanic	Yellow	Low	Increased Significantly	-34.4	34.3
Native Hawaiian or Pacific Islander	None				
White	Green	Medium	Increased Significantly	-24.4	26.7
Two or More Races	None	Low	Increased	-56.6	4.2

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids Reflex Math Activated Reader • Provide materials for hands on instruction: math manipulatives, FOSS kits, • 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	• Purchased and replaced chromebooks, ipads, doc cams, projectors and audio equipment as needed • Purchased licenses for Common Core and NGSS aligned web based and app based learning supports such as: Mystery Science ST MATH Brain Pop Raz Kids STMATH for Fluency Activated Reader • Provided materials for hands on instruction: math manipulatives, FOSS kits • Provided math instructional design to teachers • Provided ELA instructional design to teachers • Staff member monitored teacher credentialing documents. • Provided experts to work with students in multiple areas of art expression	Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids Reflex Math Lexia Learning IXL 4000-4999: Books And Supplies Supplemental and Concentration $60,142	Software/Science/Materials/Journals/Misc. 4000-4999: Books And Supplies LCFF Base 14200
		Provide materials for hands on instruction: math manipulatives, FOSS kits, • Provide curricular supports for mathematics.	Field Trips/Bus Expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 11000

(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	• Maintained internet access for teacher and student use of web and app based learning supports • Provided "Incident Tracker" app based application for behavior tracking and interventions • Maintained school facility in clean and optimal conditions • Provided field trip transportation, funds and guest expert experiences for students.	4000-4999: Books And Supplies Supplemental and Concentration $14,332	
		-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 Supplemental and Concentration $62,676	All Items on Goal and Action covered by Low Preforming Student Grant Other 29800
		-Provide field trip funds and guest expert experiences for students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $15,000	Materials and Software 4000-4999: Books And Supplies Special Education 2000
			Chromebooks/Robotics Program 4000-4999: Books And Supplies Title IV 5160
			MISC LCFF Supplemental and Concentration 9830
			Art Teacher 1000-1999: Certificated Personnel Salaries LCFF Base 12000
			Art Teacher Benefits 3000-3999: Employee Benefits LCFF Base 5000
			Preforming Art Instructor 5000-5999: Services And Other Operating Expenditures LCFF Base 30000
			Other Misc: Credentialing/Record Keeping 5000-5999: Services

			And Other Operating Expenditures LCFF Base 26850

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.

100% of students in grades 2-8 had 1:1 access to a chromebook. When damaged, chromebooks were replaced/substituted in the classroom within 24 hours.
Common Core aligned curriculum was purchased/renewed. This included the use of Mystery Science (K-5), ST MATH (K-8), Brain Pop, Raz Kids,STMATH Fact Fluency, Activated Reader, Motion Math.
The school provided materials for hands on instruction for teachers upon request including math manipulatives, FOSS kits, art materials, PE equipment.
Math instructional design to teachers and ELA instructional design support provided to teachers via a consultant (Tom Donahue). Test scores increased in math from 16/17-17/18. ELA implementation during the 2018/19 year.
A staff member monitored teacher credentialing documents and reminded teachers to renew their documents on time.
100% of students worked with a guest professional expert from outside of the school in the course of their study during the school year.
Internet access was consistent and dependable throughout the year.
"Incident Tracker" as used at every weekly staff meeting to track continuous offendeers.
Maintained school facility in clean and optimal conditions. We have a janitor daily and a cleaning crew several times per week.
Provided field trip transportation (a bus owned by the school), funds and guest expert experiences for students.

Professional Guest Experts 2018-19 School Year

Kindergarten	Date		3rd grade	Date	
			Amber Schneider	Friday, September 28	EarthKam - International Space Station and Sally Ride
Salena Suggs	Nov. 27	FORCES: Dickerander	Tina Adams Carter	September	Published Author
Rachel Eitz	Nov. 28	Animal Empathy: Domestic Animals	CowsnCatches expert - SaGe	Friday, November 23	Native American dreamcatcher
Kristyne Seefeldt	Dec.	MUSIC: Sing, Play, Dance	Kutyayawi/Native American presenter - Alison Wabard	12/4/2018	Kutyayawi past and present
Tawa Kramer	1/10/2019	ROBOTS: gears and simple machines	Mary Zappball	12/7/2018	Kutyayawi Basket activities
Walter Ritter	1/14/2019	Storybox Theatre: Japanese Folktale		12/7/2018	Art of basket weaving
David Lasla	1/17/2019	RACE CARS: gears and simple machines	Spencer Crawford & Haley Daltago	Week Feb. 4th	Weather in Spain & San Francisco
Kristine Seefeldt	2/12/2019	Lunar New Year demo	Megan Parry - Channel 10 Local News Meteorologist	March 1st	Weather and Meteorology in San Diego's microclimates
Rachel Eitz	2/13/2019	Animal Empathy: Butterflies	Jeff King - Fitness Quest 10 Director	March 7th	Sportsmanship, teamwork and fitness
Alex Tardy	2/22/2019	NOAA: Weather Concepts	KPFF Consulting Engineers - Laith Quatar and Engineering Team	Week of 3/11-14/2019	Structural integrity of blueprints and designs, review of structures
Kylee Hare	2/26/2019	Shape of Enrichment: Animal Welfare	Gecia Spencer	Spring 2019	Science experiments throughout the year
Kristine Seefeldt	2/27/2019	Taiwan Culture	Dog Trainer expert - Kim Moore	4/1/2018	Dog training
Becky Harbaugh	28-Feb	German Culture	Michael Boyd - engineer	March 1st	building climate specific houses
SD County Fair Association	23-Apr	Animals	**4th grade**	**Date**	
Linda Lashad	16-May	An Enchanted Tail Opera	Dani and Alma from Brain Gym	Week of 3/11-14/2019	Structural integrity of blueprints and designs, review of structures
1st grade	**Date**		Belinda Young		Neurofeedback exped
Carol Simon, Greyhound expert and volunteer from Greyhound Adoption Center	5-Dec	Greyhound anatomy, history, and how we can help them	Alexa Wilde	2/1/2019	College Soccer Player
Rachel Eitz, M. Ed.	12/6/2018	Animal Empathy	Ellen Stone	28-Feb	Tiny Home Expert
Walter Ritter, Professional Kamishibai Storyteller	11-Jan	storytelling	Red Reagan	22-Feb	Architect
Natalie Bobichace, UCSD MFA Acting	3/1/2019	acting and performing	Claire Marie Mallory	4/16/2019	Gold Rush Stories
Dr. Eric Jackman DVM	3/14/2019	Veterinarian Orthopedics	Kylee Hare		Landscape Architect
San Diego Fair Animal Showcase	4/23/2019	Animal Empathy	Sarah Cragg	4/23/2019	Area Manager for SD Parks and Recreation
			Dani and Alma from Brain Gym	10/11/2018	brain science and movement
Project Swell	5/3/2019	Water Conservation and watersheds	Sandy Renfro – SLP and Neurofeedback Practitioner	11-Oct-18	neurofeedback
2nd grade	**Date**		UCSD Neuro Outreach Department	1/11/2019	the brain
Raptor Presentation - Danny Sadhac	11/2/2018		Loretta Ellsworth, published author	8-Mar	research and writing
Walter Ritter, Japanese kamishibai performer	1/15/2019	kamishibai theater	Resourceful Tales for A Changing World	16-Apr	Gold Rush
Jon Canavan -Poway Fire Chief	11/28/2018	Wildfires	Sarah Cragg	4/23/2019	Area Manager for SD Parks and Recreation
Kevin Quinn - City of Poway Public Works	28-Nov	how to create a defensible space	Jacquelyn Kerr,	5/1/2019	Dept. of Health Park Reviewer
Austin Parker- SD Habitat Expert	12/12/2018	How SD habitats are affected by fires	**5th grade**	**Date**	
Scott Peterson - FBI agent	1/24/2019	How FBI enforces laws	Dennis Space	Dec.	Space and Astrology
Andrea Peterson, classroom parent from Canada	1/28/2019	Canada	IGIST	12-Apr	Author of a book

	Date				
Matt Gross, classroom parent from Romania	1/29/2019	Romania	Dr. Alison Wabard	Nov	Native American Expert
Meagan Handy, classroom parent that lived in China	1/30/2019	China	**6th grade**	**DATE**	
Scott Peterson, parent that lived in the Baltics	1/31/2019	Baltics, Russia	William's Grandma	20-Dec	Life in Modern Egypt/Arabic
Maj El, parent from Egypt	2/1/2019	Egypt	Mark, Corinne, Rudy	22-Feb	Engineering strong structures/National Engineers Week
Kat Reding, parent from the Philippines	2/5/2019	Philippines	**7th grade**	**Date**	
Mark Montfladan, classroom parent with family from Iran	2/7/2019	Iran	Erin Gruwel, Founder of The Freedom Writers Foundation, Teacher, Author	27-Nov	Freedom Writers/tolerance
Magomy, Ahmadi, classroom parent from Afghanistan	2/12/2019	Iraq	Mark Lovett, Organizer TED X San Diego, Founder Storytelling with Impact	December	Ted Talk
Niki Kruse, classroom parent that lived in Spain	2/13/2019	Spain	Sue Ella, Original Freedom Writer	February	Freedom Writer
Riga Schenn, classroom grandmother from Indonesia	2/26/2019	Indonesia	**8th grade**	**Date**	
Shari Lyon, author	2/19/2019	realistic fiction process	Jeff Grimes	November	Star gazing etiquette
Loretta Ellsworth, author	3/5/2019	editing and revising	Clyde Dupont	November	Solar Observatory
Otto Steinback, parent from the Netherlands	1/28/2019	Netherlands	Theresa Dupont, Bill	November	Tour of the Night Sky
Gerardo Juarez, classroom parent from Mexico	1/31/2019	Mexico	Lisa Moncrief	December	Chemical Elements
Louis Goldstein, classroom parent that lived in Turkey	3/11/2019	Turkey	Dan Faraola	Jan	Foraging, Early Human eating habits, plant talk
Andrea Peterson	1/28/2019	Canada	Paris Davis	Feb	Physics as applied to art
Matt Gross	1/29/2019	Romania	Danielle Stracbrasa	April	Venture Capitalist
Meagan Handy	1/30/2019	China	Nathan Moncrief	April	Marketing with Social Media
Scott Peterson		Baltics, Russia	Kathryn Johnson	April	Brand Strategist
Maj El	2/1/2019	Egypt	Anita Bray	April	Small Business Owner
Kat Reding	2/5/2019	Philippines	David Gibbons	April	Patent and copyright IP's
Magomy, Ahmadi, parent from Afghanistan	2/12/2019	Iraq	Marvin Mittleman	April	Promotional Products
Niki, classroom parent that lived in Spain	2/13/2019	Spain	Bryan Mender (while on Nor CA trip)	May	Meet UC Berkeley teacher/ tour his astrophysics lab
Louis Goldstein, classroom parent that lived in Turkey	3/11/2019	Turkey	3-7 grades California Seed Survivor	7-Nov	seeds, plant growth, fossils, farming, virtual reality
Amy Foley, Marketing/Advertising	4/26/2019	Marketing/Advertising	Intertwined Conservation Corp	Dec	parrots - adaptations, poaching, conservation
			Intertwined Conservation Corp	Dec	parrot adaptations and pet trade

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

All subgroups improved in math as a result of our interventions and professional development during the 2017-18 school year. We implemented similar strategies for ELA in the 2018-19 school year.

Mathematics Indicator - 2018

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending o

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status
All Students	Yellow	Low	Increased Significantly	-30.6	23.7
English Learners	None				
Homeless	None				
Socioeconomically Disadvantaged	Yellow	Low	Increased Significantly	-42.3	33
Students with Disabilities	Yellow	Low	Increased Significantly	-77	27.2
African American	None				
Asian	None				
Filipino	None				
Hispanic	Yellow	Low	Increased Significantly	-34.4	34.3
Native Hawaiian or Pacific Islander	None				
White	Green	Medium	Increased Significantly	-24.4	26.7
Two or More Races	None	Low	Increased	-56.6	4.2

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.

This goal is about providing quality resources to students and teachers. Next year we will be building out our new building and have the goal of acquiring a larger bus. We would like to make a plan for teacher access to our current hands on resources to be organized, to streamline the software we are using as well as analyze for the overuse of technology. We will maintain this goal with these focal points and continue to solidify our ELA and math program structures.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Absences/tardies will be recorded in a unique document that allows for yearly comparisons. • Cumulative absences will decrease each year. • Parents of chronic absence/tardy students will have scheduled meetings. • Independent study contracts will be selected by more families when they are out.	• School administration met with the parents of chronic absence/tardy students to discuss reasons and make plans for decreasing or eliminating absences. Additionally, teachers communicated with parents of chronically absent and tardy students to share academic information and stress the importance of the child in the classroom. • Administration provided information as to the effects of tardies and absences in at least 3 whole school email/text/voice communications during the 2018-19 school year. • More families requested independent study contracts when students had planned absences

	Expected		Actual

| **18-19**
Set a baseline for absences over the past year and tardies.
Decreased number of absences.
Increased intervention throughout the year.
Decreased number of tardies Decreased number of students who are absent or tardy repeatedly.
Increased work while home for absent students.

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Used Powerschool and Charter Vision to gauge status on absences or tardies. Maintain or improve P1: P1 went from 96.52% last year to 97.36% this year Developed a method of improved work at home when student must be absent. Increased communication for some families of absent and tardy students via phone and meetings.	Cost of Power school 5800: Professional/Consulting Services And Operating Expenditures LCFF $13,200	Low Preforming Grant Plan: Powerschool/Director Salary (%) Other 3750
		cost associated with Goal 3, action 1 0.00	Enrollment and Attendance Coordinator 2000-2999: Classified Personnel Salaries LCFF Base 18000
		Telephone cost 5900: Communications LCFF $4,875	Benefits 3000-3999: Employee Benefits LCFF Base 11000
		cost associated with Goal 3, action 1 $0.00	Director (%) 1000-1999: Certificated Personnel Salaries LCFF Base 5000

| | | Website cost, Host Gator 5800: Professional/Consulting Services And Operating Expenditures LCFF $4,000 | Powerschool/Communication/Website 5000-5999: Services And Other Operating Expenditures LCFF Base 8200 |
| | | 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.

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

Chronic absenteeism declined for all groups during 2017-2018 with the exception of those who identify with two or more races. This decrease may reflect improved communication. We feel we could make this more effective and that we need to take a deeper look at the specific category of two or more races.

Innovations Academy Chronic Absenteeim 2018

Students with Disabilities

Student Group | State

Green

5.2% chronically absent

Declined 3.2% ⊕

Number of Students: 77

Hispanic

Student Group | State

Green

8.1% chronically absent

Declined 0.8% ⊕

Number of Students: 74

Socioeconomically Disadvantaged

Student Group | State

Green

8.3% chronically absent

Declined 4.4% ⊕

Number of Students: 108

White

Student Group | State

Green

5% chronically absent

Declined 2.3% ⊕

Number of Students: 222

Two or More Races

Student Group | State

Orange

5.5% chronically absent

Increased 1.4% ⊕

Number of Students: 55

All Students

All Students | State

Green

5.1% chronically absent

Declined 1.6% ⊕

Number of Students: 392

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.

This goal will continue. We will use the data to plan early year interventions such that chronic absent and tardy students will have interventions prior to hitting double digit number of absences/tardies. We will add increased communication between attendance staff, teachers and directors to increase consistent follow through with these students.

Annual Update

LCAP Year Reviewed: 2018-19

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

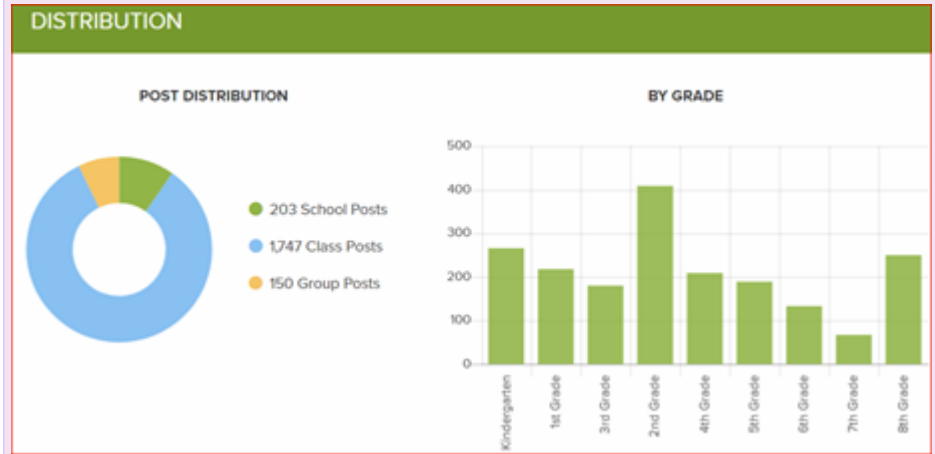| Expected	Actual
Metric/Indicator Parents know exactly how to access their child's academic standing. Parents have several options for parent education during the school year. • There will be school based activities that exhibit student work, engage parents in experiencing their child's work and participate 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.	100% of parents received specific information pertaining to their child's academic and social emotional learning. 100% of parents were given parent education regarding ways to extend academic learning at home. 100% of parents were provided multiple opportunities to participate in school based activities. These included, performing arts presentations, exhibitions (2), student lead conferences, portfolio reviews, presentation of learning (end of year), family night, back-to-school night, field trips. 100% of parents participated in at least one school event based on sign in sheets provided at events and participation in surveys about events. 126 responses were received on an input survey about starting the 2018-19 year. 87 responses were received giving feedback about the December Exhibition and 60 responses were received on the April LCAP survey. Parents were provided parent educational opportunities and information about supporting their child's needs via 3 Parent Education Zoom webinars provided. Parents could attend in real time or view the video after the webinar.

Expected	Actual

18-19
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.

DISTRIBUTION

POST DISTRIBUTION — BY GRADE

- 203 School Posts
- 1,747 Class Posts
- 150 Group Posts

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 and be signed by parents. Weekly school emails will include parent education materials.	The director sent a weekly communication via text. phone and email. Teachers sent weekly emails about classroom learning and activities.Parents have the choice to receive it in the way that works best for them with everyone receiving the call.	Kaymbu 4400-00 Supplemental and Concentration $3080	Low Preforming Student Grant Funds Plan Other 1200
		Student materials 4315-00 Lottery $3,850	Survey Monkey & Materials 4000-4999: Books And Supplies Special Education 200

Open House or other meeting opportunity for parents 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 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.	Students in every class wrote about their learning in school to home journal at a minimum weekly and the journal was signed and returned by parents each week. At least 50% of the weekly parent communications included parent education materials (articles, suggestions, learning ideas). Our Open House, family night, student lead conferences and exhibitions provided multiple opportunities for parents to learn about project based learning, school policies and our social emotional program. Student Lead Conferences were held in the morning, afternoons and evenings based on parent request. Three parent surveys were administered and at least one change was made in our second exhibition based on the feedback. Three parent education seminars were provided to parents over the course of the year online so that parents could view them or attend them. The presence of administration and staff was visible at each parent association sponsored event. Student achievement information was shared student lead conferences, exhibition, report cards twice per year, portfolio reviews and as requested by parents at other times during the year.	Blackboard connect 5900: Communications $2850 Copy, printing cost, Parent education seminar provided to parents. Coffee Connections held monthly for parents. Support Parent Association events. 4000-4999: Books And Supplies LCFF $2900 Volunteer Coordinator on staff $0 Coffee Connections held monthly for parents.Recognize parent volunteers at an appreciation ceremony 4300-00 Supplemental and Concentration $1500	Events Special Education 250 Parent Square/Printing/Misc. 4000-4999: Books And Supplies LCFF Base 5650

	Parent volunteers were recognized at an appreciation morning tea on May 30, 2019. Volunteer Coordinator appointed by the parent association to support volunteers. Volunteers were also supported by front office staff. Parents were constantly encouraged and invited to participate on field trips, in the classroom and on campus in a variety of capacities. Parents participated as drivers and chaperones at events and on field trips, readers in classrooms, support in the classrooms at campus and garden clean up.

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.

The director sent a weekly communication via text. phone and email. Parents have the choice to receive it in the way that works best for them with everyone receiving the call.
Students in every class wrote about their learning in school to home journal at a minimum weekly and the journal was signed and returned by parents each week.
At least 50% of the weekly parent communications included parent education materials (articles, suggestions, learning ideas).
Our Open House, family night, student lead conferences and exhibitions provided multiple opportunities for parents to learn about project based learning, school policies and our social emotional program.
Student Lead Conferences were held in the morning, afternoons and evenings based on parent request.
Three parent surveys were administered and at least one change was made in our second exhibition based on the feedback.
Three parent education seminars were provided to parents over the course of the year online so that parents could view them or attend them.
The presence of administration and staff was visible at each parent association sponsored event.
Student achievement information was shared student lead conferences, exhibition, report cards twice per year, portfolio reviews and as requested by parents at other times during the year.

Parent volunteers were recognized at an appreciation morning tea on May 30, 2019.
Volunteer Coordinator appointed by the parent association to support volunteers. Volunteers were also supported by front office staff.
Parents were constantly encouraged and invited to participate on field trips, in the classroom and on campus in a variety of capacities.
Parents participated as drivers and chaperones at events and on field trips, readers in classrooms, support in the classrooms at campus and garden clean up.

FEATURES USED

10
OUT OF 12

2,097	Posts	4,382	Photos / Videos Shared	347 Albums
17,313	Direct Messages	2,827 Threads	230	Files Shared	174 Posts
107	Smart Alerts	7	Forms / Permission Slips
36	Calendar Events	3 RSVP Requested	0	Payment Items	0 Posts
3,079	Volunteers Requested	340 Posts	3	Polls
246	Items Requested	6 Posts	0	Posts Shared on Social

all values are totaled starting from August 01, 2018

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

We believe that our actions are effective due to the participation level and amount of school staff time invested in supporting parents. We feel that our families still need more education in constructivism, nonpunitive child interactions (Positive Discipline techniques) and specific families need support in understanding how to support their children academically.

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.

We will continue to implement this goal to strive for greater responses on surveys and continued growth in parent and guardian understanding of school practices and philosophy.

Stakeholder Engagement

LCAP Year: **2019-20**

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 on a regular agenda item at public board meetings that are held quaterly. Distinct goals in the charter are addressed at each meeting. Board meetings were held 9/13/18, 12/11/18, 2/12/19, 3/12/19.

All staff members attended training and discussion regarding LCFF and LCAP prior to the start of the school year on 8/14/18 and then again for additional input on 1/14/19
Teachers participated in teacher PLCs that took place every Mondays. Teacher committees were formed to address various aspects related to charter, LCAP and WASC goals.

Parent opportunity for discussion were held 5/29/19
Parent input survey was conducted (12/20/18, 2/10/19,4/10/19)
LCAP was discussed in Parent Association Meeting during the school year.

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

For the 2019-20 school year, Innovations Academy will solicit input from staff at staff meetings, include regular updates and reviews at our quarterly public board meetings, survey parents, include discussion of LCAP at a Parent Association meeting and provide opportunities for parent input in person.

The LCAP is posted on the website.
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. The information validated that we have goals that are pertinent to our stakeholders.

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 particular areas and make progress to the needs of the community (staff, students, parents and board members).
- -Identify actions that Innovations Academy and the community can take to work collaboratively to implement our LCAP.
- -Communicate with parents the importance of working as a team to develop and implement the LCAP and all programs and assessments on campus.

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• We have not established our own growth targets.			during their POL. • Teachers will access data on a monthly basis and collaborate on student work review with other teachers.

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Collect and score a writing assessment at the beginning and end of the school year. Administer DRA for all grade levels at the beginning and end of the year. Administer the MAP for grades 2-8 at the beginning and end of the year. Use the MAP tools to inform growth goals at the start of the year. Analyze plan created through this goal for establishment of a possible permanent protocol. Administer state mandated assessments Administer the Physical Fitness Test Administer CELDT or other state mandated designated EL assessment All students will participate in Exhibitions twice per year. All students will participate in a student lead conference All students will create and present a Presentation of Learning Effective methods of formative assessment will be created and shared with teachers. Designate a staff member responsible for data collection and disbursement	Administer DRA for all grade levels at the beginning and end of the year. Build in class libraries that are leveled and assign students leveled books for reading workshop. Administer the MAP for grades 2-8 at the beginning and end of the year. Use the MAP tools to inform growth goals at the start of the year. Define protocol in teacher expectations Administer state mandated assessments Administer the Physical Fitness Test Administer ELPAC or other state mandated designated EL assessment All students will participate in Exhibitions twice per year. All students will participate in a student lead conference All students will create and present a Presentation of Learning Effective methods of formative assessment will be shared with teachers. Designate a staff member responsible for data collection and disbursement	Administer DRA for grades K-5 at the beginning and end of the year. Use Activated Reader placement score for reading levels of 6-8 graders. 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. Teacher meeting notes will show review of data on a monthly basis and collaboration on student work review with other teachers. 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.

Hire a new team member to be responsible for data collection and disbursement as well as targeted professional development

- Establish growth targets at the beginning of the school year during the Student Lead Conference (SLC) and evaluate at end of year in a Presentation of Learning (POL) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3800	$4180	3000
Source	Supplemental and Concentration	Supplemental and Concentration	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures map testing, PD, CCSA conference	5000-5999: Services And Other Operating Expenditures NWEA MAP, Prof. Development	5000-5999: Services And Other Operating Expenditures Professional Development/Training
Amount	$33,855	$34,870	1500
Source	LCFF	LCFF	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Assessment Coordinator, Teacher assistant	2000-2999: Classified Personnel Salaries Assessment Coordinator	5000-5999: Services And Other Operating Expenditures Professional Development/Training

Amount	$33,855	$34,532	1000
Source	Special Education	Special Education	Other
Budget Reference	2100-65 Teacher assistant	2100-65 Teacher assistant	5000-5999: Services And Other Operating Expenditures Professional Development/Training
Amount		$17,341	20000
Source		LCFF	LCFF Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Cost of Benefits	2000-2999: Classified Personnel Salaries Teacher Assistant
Amount			20000
Source			Special Education
Budget Reference			2000-2999: Classified Personnel Salaries Teacher Assistant
Amount			4000
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits Teacher Assistant - Benefits
Amount			4000
Source			Special Education
Budget Reference			3000-3999: Employee Benefits Teacher Assistant - Benefits
Amount			900
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies DRA Kits

Amount			1500
Source			Special Education
Budget Reference			4000-4999: Books And Supplies Testing/Assessment
Amount			85774
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries Assessment Coordinator/Benefits/PD/MAP Assessment/ELPAC/Printing/Supplies

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

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

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

All

[Add Students to be Served selection here]

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

All Schools

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

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

LEA-wide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• 100% of teachers will receive professional development on the following topics: Positive Discipline	• 100% of teachers will receive professional development on the following topics: Positive Discipline	• 100% of teachers will receive professional development on the following topics: Positive Discipline

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

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$47,091	$51,800	77500
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Base
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	1000-1999: Certificated Personnel Salaries Teachers/Assistant Director (50%)/Counselor
Amount	$34,000	$35,020	25500
Source	LCFF	LCFF	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries .50% AD salary	1000-1999: Certificated Personnel Salaries .50% AD salary	3000-3999: Employee Benefits Benefits

Amount	$17,500		$18,025		2100
Source	Special Education		Special Education		LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries Jenifer Kubler		2000-2999: Classified Personnel Salaries Jenifer Kubler		4000-4999: Books And Supplies Incident Tracker & Books
Amount	$1,119,400		$1,152,982		3595
Source	LCFF		LCFF		Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers salary to support program		1000-1999: Certificated Personnel Salaries Teachers salary to support program		5000-5999: Services And Other Operating Expenditures Professional Development
Amount			$301,506		3000
Source			LCFF		LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits Cost of benefits		4000-4999: Books And Supplies LEA Math and Books
Amount					750
Source					Special Education
Budget Reference					4000-4999: Books And Supplies Books
Amount					750
Source					Other
Budget Reference					4000-4999: Books And Supplies Books - Low Preforming Student Block Grant

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 2017-18 #16 goal)

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

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

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

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

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

OR

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

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

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

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

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

Actions/Services

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

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

- 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 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 additional support to education specialists/students in special education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$54,675	$60,142	14200
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Base
Budget Reference	4430-000 Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids Reflex Math Lexia Learning IXL	4000-4999: Books And Supplies Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment • Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: Zingy Science Mystery Science ST MATH Brain Pop Raz Kids Reflex Math Lexia Learning IXL	4000-4999: Books And Supplies Software/Science/Materials/Journals/Misc.

Amount	$13,029	$14,332	11000
Source	LCFF	Supplemental and Concentration	LCFF Base
Budget Reference	4000-4999: Books And Supplies Provide materials for hands on instruction: math manipulatives, FOSS kits, • Provide curricular supports for mathematics.	4000-4999: Books And Supplies Provide materials for hands on instruction: math manipulatives, FOSS kits, • Provide curricular supports for mathematics.	5000-5999: Services And Other Operating Expenditures Field Trips/Bus Expenses
Amount		$62,676	29800
Source		Supplemental and Concentration	Other
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)	All Items on Goal and Action covered by Low Preforming Student Grant
Amount		$15,000	2000
Source		Supplemental and Concentration	Special Education
Budget Reference		5000-5999: Services And Other Operating Expenditures -Provide field trip funds and guest expert experiences for students	4000-4999: Books And Supplies Materials and Software
Amount			5160
Source			Title VI
Budget Reference			4000-4999: Books And Supplies Chromebooks/Robotics Program

Amount		9830
Source		LCFF Supplemental and Concentration
Budget Reference		MISC
Amount		12000
Source		LCFF Base
Budget Reference		1000-1999: Certificated Personnel Salaries Art Teacher
Amount		5000
Source		LCFF Base
Budget Reference		3000-3999: Employee Benefits Art Teacher Benefits
Amount		30000
Source		LCFF Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Preforming Art Instructor
Amount		26850
Source		LCFF Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Other Misc: Credentialing/Record Keeping

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

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

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

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

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

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

New Action
Unchanged Action

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

Modified Action

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Use the baseline to gauge status on absences or tardies.
Maintain or improved P1
Provide early on intervention for absences and tardies, especially for chronically absent students from the previous year.
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	3750
Source	LCFF	LCFF	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Cost of Power school	5800: Professional/Consulting Services And Operating Expenditures Cost of Power school	Low Preforming Grant Plan: Powerschool/Director Salary (%)
Amount	$0.00	0.00	18000
Source			LCFF Base
Budget Reference	cost associated with Goal 3, action 1	cost associated with Goal 3, action 1	2000-2999: Classified Personnel Salaries Enrollment and Attendance Coordinator
Amount	$3,600	$4,875	11000
Source	LCFF	LCFF	LCFF Base
Budget Reference	5900: Communications Telephone cost	5900: Communications Telephone cost	3000-3999: Employee Benefits Benefits
Amount	$0.00	$0.00	5000
Source			LCFF Base
Budget Reference	cost associated with Goal 3, action 1	cost associated with Goal 3, action 1	1000-1999: Certificated Personnel Salaries Director Salary (%)
Amount	$3,500	$4,000	8200
Source	LCFF	LCFF	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Website cost, Host Gator	5800: Professional/Consulting Services And Operating Expenditures Website cost, Host Gator	5000-5999: Services And Other Operating Expenditures Powerschool/Communication/Website

Amount	$0.00	$0.00	
Budget Reference	cost associated with Goal 3, action 1	cost associated with Goal 3, action 1	

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

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

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

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

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

All Schools
[Add Location(s) selection here]

OR

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

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

Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Weekly Parent communication through a multi media approach Students will write in the school to home journal weekly. Weekly school emails will include parent education materials. Open House will provide information about project based learning, school policies and our social emotional program.	Weekly Parent communication through a multi media approach Students will write in the school to home journal weekly and it will be signed by parents. Weekly school emails will include parent education materials. Open House or other meeting opportunity for parents will provide information about	Weekly Parent communication through a multi pronged (email/text/voice) 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 parent 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 parent 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	1200
Source	Supplemental and Concentration	Supplemental and Concentration	Other
Budget Reference	4400-00 Kaymbu	4400-00 Kaymbu	Low Preforming Student Grant Funds Plan
Amount	$3,500	$3,850	200
Source	Lottery	Lottery	Special Education
Budget Reference	4315-00 Student materials	4315-00 Student materials	4000-4999: Books And Supplies Survey Monkey & Materials

Amount	$1850	$2850	250
Source	LCFF		Special Education
Budget Reference	5900: Communications Blackboard connect	5900: Communications Blackboard connect	5000-5999: Services And Other Operating Expenditures Events
Amount	$1900	$2900	5650
Source	LCFF	LCFF	LCFF Base
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 Parent Square/Printing/Misc.
Amount	$2500	$0	
Source	LCFF		
Budget Reference	2000-2999: Classified Personnel Salaries Volunteer Coordinator on staff	Volunteer Coordinator on staff	
Amount	$1000	$1500	
Source	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	

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$183988	5.71%

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).

Socioeconomically disadvantaged students had all school events and field trips paid as needed.
Socioeconomically disadvantaged students have access to after school program at a lower to no cost rate
Socioeconomically disadvantaged students have access to an ipad or chromebook for use at home as needed for assigned work.

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

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

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

All English Language Learner students were provided English language instruction by a specifically designated ELL coordinator, independent of and in addition to the support they received in class.
Socioeconomically disadvantaged students had all school events and field trips paid as needed.
Socioeconomically disadvantaged students have access to after school program at a lower to no cost rate (based on income)
Socioeconomically disadvantaged students have access to an ipad or chromebook for use at home as needed for assigned work.

LCAP Year: **2017-18**

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

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

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

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

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

Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

        (i) are enrolled in a Non-Public School

        (ii) receive instruction through a home or hospital instructional setting

        (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

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

(b) "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).

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

    (1) For a 4-Year Cohort Graduation Rate:

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

    (i) a regular high school diploma

    (ii) a High School Equivalency Certificate

    (iii) an adult education diploma

    (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

    (B) The number of students in the DASS graduation cohort.

    (C) Divide (1) by (2).

(d) "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).

(e) "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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,838,661.00	1,777,365.00	1,389,855.00	1,838,661.00	453,959.00	3,682,475.00
	2,850.00	0.00	0.00	2,850.00	0.00	2,850.00
LCFF	1,566,694.00	0.00	1,225,634.00	1,566,694.00	0.00	2,792,328.00
LCFF Base	0.00	1,661,180.00	0.00	0.00	337,774.00	337,774.00
LCFF Supplemental and Concentration	0.00	37,730.00	0.00	0.00	37,730.00	37,730.00
Lottery	3,850.00	0.00	3,500.00	3,850.00	0.00	7,350.00
Other	0.00	36,500.00	0.00	0.00	36,500.00	36,500.00
Special Education	52,557.00	30,200.00	51,355.00	52,557.00	30,200.00	134,112.00
Supplemental and Concentration	212,710.00	0.00	109,366.00	212,710.00	0.00	322,076.00
Title II	0.00	6,595.00	0.00	0.00	6,595.00	6,595.00
Title IV	0.00	5,160.00	0.00	0.00	0.00	0.00
Title VI	0.00	0.00	0.00	0.00	5,160.00	5,160.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,838,661.00	1,777,365.00	1,389,855.00	1,838,661.00	453,959.00	3,682,475.00
	0.00	44,830.00	0.00	0.00	44,580.00	44,580.00
0000: Unrestricted	0.00	9,180.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,188,002.00	1,104,500.00	1,153,400.00	1,188,002.00	180,274.00	2,521,676.00
2000-2999: Classified Personnel Salaries	52,895.00	58,000.00	53,855.00	52,895.00	58,000.00	164,750.00
2100-65	34,532.00	0.00	33,855.00	34,532.00	0.00	68,387.00
3000-3999: Employee Benefits	318,847.00	439,500.00	0.00	318,847.00	49,500.00	368,347.00
4000-4999: Books And Supplies	77,374.00	36,210.00	14,929.00	77,374.00	36,210.00	128,513.00
4300-00	1,500.00	0.00	1,000.00	1,500.00	0.00	2,500.00
4315-00	3,850.00	0.00	3,500.00	3,850.00	0.00	7,350.00
4400-00	3,080.00	0.00	2,800.00	3,080.00	0.00	5,880.00
4430-000	0.00	0.00	54,675.00	0.00	0.00	54,675.00
5000-5999: Services And Other Operating Expenditures	81,856.00	82,145.00	3,800.00	81,856.00	85,395.00	171,051.00
5210-00	51,800.00	0.00	47,091.00	51,800.00	0.00	98,891.00
5800: Professional/Consulting Services And Operating Expenditures	17,200.00	3,000.00	15,500.00	17,200.00	0.00	32,700.00
5900: Communications	7,725.00	0.00	5,450.00	7,725.00	0.00	13,175.00
7000-7439: Other Outgo	0.00	0.00	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	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,838,661.00	1,777,365.00	1,389,855.00	1,838,661.00	453,959.00	3,682,475.00
		0.00	0.00	0.00	0.00	0.00	0.00
	LCFF Supplemental and Concentration	0.00	9,830.00	0.00	0.00	9,830.00	9,830.00
	Other	0.00	34,750.00	0.00	0.00	34,750.00	34,750.00
	Special Education	0.00	250.00	0.00	0.00	0.00	0.00
0000: Unrestricted	LCFF Base	0.00	9,180.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	1,188,002.00	0.00	1,153,400.00	1,188,002.00	0.00	2,341,402.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	1,104,500.00	0.00	0.00	180,274.00	180,274.00
2000-2999: Classified Personnel Salaries	LCFF	34,870.00	0.00	36,355.00	34,870.00	0.00	71,225.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	18,000.00	0.00	0.00	18,000.00	18,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	20,000.00	0.00	0.00	20,000.00	20,000.00
2000-2999: Classified Personnel Salaries	Special Education	18,025.00	20,000.00	17,500.00	18,025.00	20,000.00	55,525.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
2100-65	Special Education	34,532.00	0.00	33,855.00	34,532.00	0.00	68,387.00
3000-3999: Employee Benefits	LCFF	318,847.00	0.00	0.00	318,847.00	0.00	318,847.00
3000-3999: Employee Benefits	LCFF Base	0.00	431,500.00	0.00	0.00	41,500.00	41,500.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	4,000.00	0.00	0.00	4,000.00	4,000.00
3000-3999: Employee Benefits	Special Education	0.00	4,000.00	0.00	0.00	4,000.00	4,000.00
4000-4999: Books And Supplies	LCFF	2,900.00	0.00	14,929.00	2,900.00	0.00	17,829.00

Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Object Type and Funding Source							
4000-4999: Books And Supplies	LCFF Base	0.00	21,950.00	0.00	0.00	21,950.00	21,950.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	3,900.00	0.00	0.00	3,900.00	3,900.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	750.00	0.00	0.00	750.00	750.00
4000-4999: Books And Supplies	Special Education	0.00	4,450.00	0.00	0.00	4,450.00	4,450.00
4000-4999: Books And Supplies	Supplemental and Concentration	74,474.00	0.00	0.00	74,474.00	0.00	74,474.00
4000-4999: Books And Supplies	Title IV	0.00	5,160.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title VI	0.00	0.00	0.00	0.00	5,160.00	5,160.00
4300-00	Supplemental and Concentration	1,500.00	0.00	1,000.00	1,500.00	0.00	2,500.00
4315-00	Lottery	3,850.00	0.00	3,500.00	3,850.00	0.00	7,350.00
4400-00	Supplemental and Concentration	3,080.00	0.00	2,800.00	3,080.00	0.00	5,880.00
4430-000	Supplemental and Concentration	0.00	0.00	54,675.00	0.00	0.00	54,675.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	76,050.00	0.00	0.00	76,050.00	76,050.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	1,000.00	0.00	0.00	1,000.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Special Education	0.00	1,500.00	0.00	0.00	1,750.00	1,750.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	81,856.00	0.00	3,800.00	81,856.00	0.00	85,656.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	3,595.00	0.00	0.00	6,595.00	6,595.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5210-00	Supplemental and Concentration	51,800.00	0.00	47,091.00	51,800.00	0.00	98,891.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	17,200.00	0.00	15,500.00	17,200.00	0.00	32,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	3,000.00	0.00	0.00	0.00	0.00
5900: Communications		2,850.00	0.00	0.00	2,850.00	0.00	2,850.00
5900: Communications	LCFF	4,875.00	0.00	5,450.00	4,875.00	0.00	10,325.00
7000-7439: Other Outgo	LCFF	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	90,923.00	65,080.00	71,510.00	90,923.00	141,674.00	304,107.00
Goal 2	1,559,333.00	1,513,195.00	1,217,991.00	1,559,333.00	113,195.00	2,890,519.00
Goal 3	152,150.00	145,840.00	67,704.00	152,150.00	145,840.00	365,694.00
Goal 4	22,075.00	45,950.00	19,100.00	22,075.00	45,950.00	87,125.00
Goal 5	14,180.00	7,300.00	13,550.00	14,180.00	7,300.00	35,030.00
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

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

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

LEA Name

Innovations Academy

CDS Code:

37683380118083

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

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

TITLE II, PART A
Supporting Effective Instruction

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

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan
requirements; not all ESSA programs.)*

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

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

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

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

Alignment

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

Innovations Academy, a single charter school site, works with integrity to align all of our program goals with ESSA provisions, integrating our funds into our LCAP goals We also create alignment with our charter and WASC goals. We achieve that by maintaining our dual focus of supporting students to grow social emotionally and academically through the actions listed above.

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

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a single charter school we are only managing a small number of teachers and we ensure that all our teachers are credentialed or currently enrolled in an intern credentialing program. All intern credentialed teachers in self-contained classrooms work within the classroom of a mentor teacher. All of our teachers are given ongoing support throughout the school year to work with a diverse group of children. We also provide a teaching coach who is assigned to spend a larger percentage of his time with newer and less experienced teachers. Teachers will also have support from a newly hired Assessment and Accountability Coordinator who will assist them with using assessment to inform classroom instructional practices for all students equitably. We do not use tracked classrooms thereby creating a full integration of our diverse student population.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent engagement is central to our mission and our practices. Family, extended family and guardians are encouraged to participate in a variety of ways on campus. Innovations Academy LCAP goal 5 addresses continued encouragement of parent engagement strategies including the following ways:

Engagement through awareness of academic and social-emotional progress

Engagement through a variety of volunteer opportunities

Engagement through parent education workshops

Engagement through whole school events

Direct outreach from school based MFT to parents of the most challenging students to offer family support and education.
- Families are provided a variety of means to volunteer and participate actively in school events and daily school life. Some examples include volunteering in classrooms, in support of school and classroom events, as guest speakers in class, driving on field tripsand participating in the Parent Association.
- We purchase a parent communication platform (Parent Square) to facilitate seamless communication with our families in their preferred format. Communication goes out from teachers about class topics of study and other class events on a weekly basis. Communication from the director also occurs on a weekly basis in both English and Spanish.
- We provide opportunities for parent education that involve Coffee Connections with our director, online Zoom meetings in person or to be viewed at a time convenient for parents, sessions with our couselor, articles shared monthly with parents, meetings with teachers.
- We invite parent input via an open door policy with the director, various surveys throughout the year, LCAP meetings offered at a variety of times and feedback forms after school events.
- We believe that parents, as primary educators of their children, need to be informed of progress. All parents receive assessment information in writing at least twice per year in addition to the report card.

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Innovations Academy has a permanent full time staff member that is a Marriage, Family Therapist (MFT). This position is in addition to our school counselor. Our MFT provides additional support to those in need, including any students who may be placed in living situations out-of-home. In addition, teachers are trained to observe and take note of student behaviors that may be indicative of the need for intervention and support. Families may also reach out to us and request services. Our non-punitive, relationship based learning program teaches communication skills, conflict resolution skills and self-regulation skills. These supports create relationships that encourage communication to support students in crisis.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Eligible students are identified through the enrollment process and through close connection and relationships with families througout the year. In accordance with the federal McKinney-Vento Act, Innoations Academy has a policy for homeless children and youth and a school liaison is designated each year to ensure that homeless students are identified and receive appropriate opportunities to enroll and participate fully in their education at our school.

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a K-8 school we encounter two different types of transitions. The first is from elementary to middle school andn the second is from middle to high school (as they leave our school). The transition within our school is seamless as the program stays very similar. We provide the opportunity for our 6th graders to speak with our 7th and 8th graders about what to expect. Each year, we celebrate our 8th grade students by providing learning opportunities about the upcoming transition they will encounter moving on to high school. Their teachers hold instructional time to discuss fears and typical differences between middle and high school. Our students are currently coming from a variety of neighborhoods in multiple school districts and their choices include both charter and a variety of high schools in those different districts. We hold a "high school night" during which our graduated students who have attended a variety of high schools return to talk about those schools and the challenges they faced. We invite a variety of high schools to share about their schools with our students and their parents. We provide parents with a list of options for high school. We take students on tours of high schools. We invite transition teams for our special needs students at a final IEP meeting, so they can be connected with their new team moving forward.

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Innovations Academy inquiry instruction is the primary method utilized by teachers and is one of the most recommended strategies for work in GATE programs. Inquiry instruction involves project and hands on learning and collaborative explorations and is accessible to the entire student population. This pedagogy lends itself to naturally differentiated instruction allowing students who are seeking more challenge to take on a project in a deeper way. Teachers receive training in this type of instruction and learn to differentiate within classrooms to meet the needs of all students. When students are assessed, academic plans specific to a students' need are made for those who are excelling in any area.

We have and will continue to have one-to-one chromebooks in our 2nd through 8th grade classrooms, ipads for students in grades K-1 and to promote digital literacy in our classrooms.We also teach robotics and coding to all grade levels. Our students access and produce multimedia content and have access to leveled libraries within classrooms, digital text via software and literacy sites such as Newsela. They are allowed to check books out from school to take home. Every class is required to be reading novels as a whole class in addition to the books they read individually and as reserch for their projects.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Innovations Academy provides a variety of professional development opportunities for teachers and school leaders.
Teacher Coaching: All teachers are provided a coach who observes, provides feedback, support and information throughout the year.
School Based Professional Development: All teachers participate in professional development related to the current goals as stated in our accountability plans. These opportunities are often with experts in specific fields that provide training. All teachers meet weekly on teacher teams of various configurations including: staff meetings, grade level partner teachers, team level meetings, analyzing student work.
Teacher Observations: All teachers leave campus to observe at other schools of their choice 1-2 times per school year. All teachers observe a peer within the school setting at least 4x per year.
External Professional Development: Innovations Academy provides funding for teachers and school staff to attend external professional development opportunities.
Induction: Innovations Academy teachers have access to multiple induction programs funded at 50% by the school. Innovations Academy provides mentors to teachers as needed.
School leaders participate in collaboration on campus at least one time each month during which they evaluate observation techniques and feedback, discuss areas of particular interest for professional growth and analyze input.
School leaders participate in external professional development at least 1x per semester.
School leaders collaborate with other school leaders at least 1x per semester.
We recognize the skills of our current employees by encouraging leadership from within as evidenced by current employee positions. We have multiple teachers who have started as teacher assistants, then became intern teachers and were ultimately hired as full time teachers. Our current director is the founder of our school. Our current assistant director taught at Innovations Academy for 7 years before taking on an administrative role. Our current office manager started as a front office clerk, our incoming Accountability and Assessment Coordinator position will be filled by a former teacher and our current Nature Studies teacher started as a teacher assistant. Current staff take on roles during the school year that include 504 coordinator, intern placement coordinator, staff activities coordinator, Board Secretary, mentor teachers.
Additionally, we continually evaluate our professional development opportunities by seeking input from staff through surveys and meeting discussions. We look at programs that have grown due to teacher learning that has made a contribution. We ask teachers to evaluate external PD so that we can send more teachers or change directions.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a single school, our funds are utilized and targeted to support growth in the areas of literacy, mathematics and social emotional skills.

We are focused on improving math instruction by increasing the amount of time in math, providing a variety of access points to math understanding. We have integrated conceptual math (through STMATH, Math Solutions activities and Jo Boaler activities) with algorithm practice using a spiral approach and we utilize student talk aloud problem solving approaches.

We are focused on improving literacy through the use of Readers and Writers Workshop which involves mini-lessons, conferring with students individually and in small groups, both guided and shared reading, the use of close reading strategies in non-fiction and primary source texts and explicit vocabulary instruction (via Activated Reader). For struggling students we use interventions such as Signs for Sounds, Lindamood-Bell programs (Seeing Stars, Lips) and one-on-one support. In our K-1 we used explicit phonics instruction in small groups and class lessons.

Our social emotional program involves training all of our teachers in Positive Discipline (by Jane Nelsen) strategies. We use collaborative problem solving and teach children how our brain works, communication skills, conflict resolution skills, mindfulness and other self-regulation techniques and we actively institute positive culture and relationship building through the Responsive Classroom program. We also have the goal of decreasing absences and tardies specifically focusing on students that have chronic situations by offering support and connecting with them more often. Increasing their attendance will improve their learning.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a single small school, continuous improvement methodology is continually in practice. We continually evaluate using data from our beginning and end of year assessments (NWEA MAP, DRA, CAASPP). The MAP specifically allows us to break down skill areas for specific instructional improvement based on individual or subgroups. The CAASPP now provides mini assessments that can be used during the school year to gauge student progress. We utilize formative assessments such as our Exhibitions, student lead conferences and portfolio reviews as well as ongoing observation and notes.

Throughout the year we engage with experts who consult with us on the data. These include MAP trainings designed to help us analyze data, a reading and math consultant, our own parents and students through surveys at least one time per semester. Teachers during scheduled collaborative times review student work and give their own input about program design and progress. Paraprofessionals are consulted during monthly meetings after school on our minimum days.

TITLE III, PART A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

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

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

    (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

    (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

    (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

    (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

    (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Innovations Academy partners with many nonprofit organizations for the implementation of our inquiry/project based program. Our students partner with many nonprofits who provide guidance, information and mentors to our students while they explore academic content through an applied approach. Our students interacted with 105 guest speakers representing community organizations and nonprofits during the 2018-19 school year. We also utilize nonprofits and community groups to bring in a variety of instruction such as dance, music and media arts. Each class has the assignment of participation in field study experience monthly, often to State and National Parks, museums, community based/non profits (such as the food bank, homeless shelter) where they practice academic skills or participate in service learning. Technology is one way to connect with outside organizations. Our students send emails, Skype, make podcasts and listen to them, research etc. Funds that are designated for technology and platforms that allow students to safely access the internet are important to our program. Our students also utilize multiple online curricular resources for their learning. All of these resources mentioned are effective in meeting our charter goals and LCAP goals and providing high quality, well-rounded educational experiences.

Our teachers have the opportunity to access professionals who support their teaching. We invite guest teacher-authors to answer teacher questions, we confer with trainers in different programs (Positive Discipline, Responsive Classroom, Activated Reader, STMath, SD Area Writer's Workshop). Our teachers also visit successful schools to observe teachers in their practice and bring back strategies and programs that they have seen to be effective.