

Innovations Academy Board Agenda: 12/03/2019 @ 6:00 pm

Meeting location(s)

Innovations Academy 10380 Spring Canyon Road San Diego, CA 92131	5519 McMillan Street Oakland, CA 94618	Public call in number 605-313-4802* Access code 151642
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*Members of the public need not state their names when entering the conference call. Call-in number is provided as a convenience to the public.

Board Attendance

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Others in Attendance

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Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date Board in Attendance: 1. Other Present: 1.
➤ Approval of current agenda	Vote to approve current agenda - 1st motion - 2nd motion- Vote: Approved by:
➤ Approval of prior meeting minutes <ul style="list-style-type: none"> ○ 9/3/19 ○ 11/21/19 	Vote to approve past minutes - 1st motion- 2nd motion- Vote: Approved by: 1.
➤ Public comments (3 mins per person)	Discussion ➤
Discussion Item: October 2019 Financials (Josh, CSMC) Oct 2019 Actual to Budget Oct 2019 Balance Sheet July to Oct Check Register Approval Items: <ul style="list-style-type: none"> 1) 2019-20 1st Interim Budget Revision 2) 2019-20 1st Interim Budget & Actuals 	Discussion: First Interim Budget <u>Action Item 1 - 1st Interim</u> <ul style="list-style-type: none"> ➤ Vote: ➤ 1st motion - ➤ 2nd motion - Approval by: <u>Action Item 2 - 1st Interim & Actuals</u>

	<ul style="list-style-type: none"> ➤ Vote: ➤ 1st motion - ➤ 2nd motion - <p>Approval by:</p>
Approval Item: Acceptance of 2018-19 Audit	<p>Action Item - Accept Audit</p> <ul style="list-style-type: none"> ○ Vote: ○ 1st motion - ○ 2nd motion - <p>Approval by:</p>
<ul style="list-style-type: none"> ○ Teacher briefing (Keely) Keely will highlight upcoming exhibition classwork and project work 	<p>Discussion:</p> <ul style="list-style-type: none"> ➤
<ul style="list-style-type: none"> ○ Discussion Item: Standardized Testing Update (Ali) Ali will discuss her new position, steps we are taking to improve our CAASPP scores and accountability for our charter and LCAP goals 	<p>Discussion:</p> <ul style="list-style-type: none"> ➤
<ul style="list-style-type: none"> ○ Discussion Items Director update (Christine) Christine will report the timeline and check in process with the district. Christine will share info about SB276 and our efforts to meet the requirements and possible penalties if we don't. Christine will report the 19-20 climate survey results and progress on LCAP goals Christine will share information about the bus purchase 	<p><u>Item – Director Update</u> Discussion: New Facility Buildout Timeline and progress</p> <p>Discussion: Vaccinations</p> <p>Discussion: LCAP goals, Climate Survey</p> <p>Discussion: Bus Purchase</p>
➤ Next board meeting	
○ Confirm date of next meeting	
○ Identify agenda items for next meeting	
Meeting adjourned	

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

Secretary

Please contact Innovations Academy Board @ Board@InnovationsAcademy.org if you require

special assistance or a listening device to attend the Board Meeting. Requests must be made 48 hours in advance.

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

- At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
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- 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.
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Innovations Academy Board Agenda: September 3, 2019 @ 6:00 pm

Meeting location(s)

Innovations Academy 10380 Spring Canyon Road San Diego, CA 92131	5519 McMillan Street Oakland, CA 94618	Public call in number 605-313-4802* Access code 151642
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Board Attendance

Keely Moore	Stephen Rosen	Nathan Cooper	Faraz Sharafi			
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Others in Attendance

Rick Farace	Eileen Logue	Dion Harrington	Tony Spitzberg	Christine Kuglen		
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Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date: 6:07pm 9/3/19 Board in Attendance: 1. Keely Moore 2. Nathan Cooper 3. Stephen Rosen 4. Faraz Sharafi Other Present: 1. Rick Farace 2. Eileen Logue 3. Dion Harrington 4. Tony Spitzberg 5. Christine Kuglen
➤ Approval of current agenda	Vote to approve current agenda - 1st motion - Stephen Rosen 2nd motion- Faraz Sharafi Vote: Approved by: Keely Moore, Nathan Cooper, Stephen Rosen, Faraz Sharafi
➤ Approval of prior month meeting minutes	Vote to approve past minutes - 1st motion- Nate Cooper 2nd motion- Stephen Rosen Vote: Approved by:

	1. Keely Moore, Nathan Cooper, Stephen Rosen, Faraz Sharafi
➤ Public comments (3 mins per person)	➤ ➤ Discussion:
o Teacher briefing (Keely) ✓ Introduction of new teachers	Discussion: ➤
o Financial update (CSMC) ✓	Discussion: ➤
o Director update (Christine) ✓ Bus (to/from school) ✓ update on bus purchase ✓ LCAP goals ✓ School Relocation (Dion Harrington of SDUSD)	<u>Item – Director Update</u> Discussion: ➤ Dion Harrington- Project Manager, Project Management Supervisor SDUSD ➤ Project submitted DSA (Division State Architect) June 3, 2019 ➤ As of today, DSA in process of finalizing their red lines on the project ➤ Should be getting response by the end of this week ➤ Waiting on the comments of structure ➤ Hoping to have final review by mid October ➤ Request for proposals from contractors. RFP was sent out to contractors today ➤ Site walk/presentation with contractors with 9am Thursday of this week ➤ Contractor proposal due the last week of September ➤ Early October finishing up reviewing proposals ➤ DSA sign off mid October ➤ Scheduled to take project to Board of Education at the October 29 ➤ Starting construction immediately after October 30th ➤ Substantial completion (move in ready: painting is done, lights are in, the building is safe for use) date is March 23 ➤ Scheduling a few months to give them

	<p>“punch-list” after move in (miscellaneous small items)</p> <ul style="list-style-type: none">➤ Can schedule punch-list pick up list after hours➤ \$2,500 a day in liquidated damages refunded back to SDUSD past the proposed date of completion➤ Dion is fairly confident with the completion date➤ Questioning why we are moving 2 months before the end of the school year➤ Does the school have a say in the substantial completion? In case the school does not agree with the district’s perspective of substantial completion➤ Board is suggesting a hard date to be agreed upon for the move of the school. For example, if substantial completion will not be accomplished by March 23rd, then SDUSD would agree to let the school stay at our current site until the end of the year.➤ Could our board have a seat at the table during the construction meetings?➤ Dion is agreeing that the Board will be receiving updates of the construction update meetings➤ Nate is requesting a timeline of what is going to happen when➤ We need to have a decision tree with dates holding them accountable➤ Can we have an update at the next board meeting about how we handle all of the standardized testing given our unique population (Ask Ali to come to our next board meeting) ➤ Daily bus is in operation from Kearny mesa to Scripps Ranch. There is a waiting list for the bus. There is a fee to ride the bus.➤ Bus purchase update: We would like to purchase a bigger bus. Christine is looking at a bus company that has a
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	<p>few used busses coming in. She will look at those when they come in.</p> <ul style="list-style-type: none"> ➤ Family Handbook- Biggest change is the cell phone policy. No smartphones on campus this year. A call/text phone can be approved by the office and turned into the teacher at the beginning of each school day. ➤ Employee Handbook and Safety Plan, the only updates were dates ➤ Tony will add the front office to IA address on page 3 of the safety plan
➤ Action items	
<ol style="list-style-type: none"> 1. Approval of 18-19 Unaudited Actuals 2. Approval of employee handbook 3. Approval of family handbook 4. Approval of School Safety Plan 	<p><u>Action Item 1 - 18-19 Unaudited Actuals</u> Discussion: Eileen Logue presented</p> <ul style="list-style-type: none"> ➤ Vote: ➤ 1st motion - Stephen Rosen ➤ 2nd motion - Faraz Sharafi <p>Approval by: Keely Moore, Nathan Cooper, Stephen Rosen, Faraz Sharafi</p> <p><u>Action Item 2, 3, 4- Employee Handbook, Family Handbook, and Safety Plan</u> Discussion:</p> <ul style="list-style-type: none"> ➤ Vote: ➤ 1st motion - Faraz Sharafi ➤ 2nd motion - Stephen Rosen <p>Approval by: Keely Moore, Nathan Cooper, Stephen Rosen, Faraz Sharafi</p>
➤ Discussion items	
<ul style="list-style-type: none"> o Review recommendations by San Diego Unified site visit 2018-19 o Report back about parent complaint o Proposed meeting dates 	<ul style="list-style-type: none"> - SDUSD site visit concern- unvaccinated children. Need to review school district report to see their comments about this. Look into seeing if there is a district requirement. Christine believes the law states that the school cannot receive funding for that student. - Parent Complaint: Board has followed up with no response
➤ Next board meeting	December 3rd, 6pm
o Confirm date of next meeting	
o Identify agenda items for next meeting	➤
Meeting adjourned	7:39pm

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

Secretary

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Innovations Academy Board Minutes: Nov. 21, 2019 @ 12:00 pm

Meeting location(s)

Innovations Academy 10380 Spring Canyon Road San Diego, CA 92131	5519 McMillan Street Oakland, CA 94618 and 10106 Lone Dove St. San Diego, CA 92127	Public call in number 605-313-4802* Access code 151642
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Board Attendance

Nathan Cooper	Keely Moore	Danielle Strachman				
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Others in Attendance

Christine Kuglen	Tony Spitzberg					
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Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date: 12:01pm, 11/21/2019
➤ Approval of current agenda	Vote to approve current agenda - 1st motion - Keely Moore 2nd motion- Danielle Strachman Vote: Approved by: Nathan Cooper, Keely Moore, Danielle Strachman
➤ Public comments (3 mins per person)	➤ Discussion: n/a
Action items	
➤ Discussion and vote on bus purchase and trade in of current buses	<u>Action Item 1 -</u> Discussion: We have 2 current busses that don't hold two classes. The current busses that have challenges that are expensive and would take a while to fix. Christine has found a used 2015 bus to purchase. The seller will put our name on it and get them ready for approval. The bus seller has found a buyer to purchase our busses for \$15,000 each. Questions: When did we purchase the current

	<p>busses? 2018 they were registered with the DMV.</p> <p>We purchased them for \$25,000 each, and are going to sell for \$15,000.</p> <p>Cost of the new bus: \$72,487.93. The original selling price is \$102,000, but we're doing a trade in.</p> <ul style="list-style-type: none"> ➤ Vote: to approve the purchase of a 2015 school bus and trade in our 2 current busses at a rate of \$30,000 for \$72,487.93. ➤ 1st motion - Danielle Strachman ➤ 2nd motion - Keely Moore <p>Approval by: Nathan Cooper, Danielle Strachman, Keely Moore</p>
➤ Next board meeting	December 3rd. Nate would like an update on the relocation. Nate would like a draft circulated a week before.
o Confirm date of next meeting	12/3/19
o Identify agenda items for next meeting	see previous meeting minutes
Meeting adjourned	12:12pm

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

_____(Secretary)

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Innovations Academy

July 2019 - October 2019

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Account Description	July - October				2019-2020	
	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget
LCFF	\$902,755	\$873,305	\$29,450	3.4 %	\$3,405,068	\$2,502,313
Federal Revenue	\$8,274	\$7,551	\$722	9.6 %	\$98,382	\$90,108
Other State Revenue	\$40,425	\$6,589	\$33,836	513.5 %	\$86,836	\$46,411
Local Revenue	\$122,434	\$55,262	\$67,172	121.6 %	\$295,483	\$173,049
Total Revenue	\$1,073,888	\$942,707	\$131,181	13.9 %	\$3,885,769	\$2,811,881
Certificated Salaries	\$465,324	\$545,070	\$79,747	14.6 %	\$1,636,120	\$1,170,796
Classified Salaries	\$277,094	\$245,204	(\$31,890)	-13.0 %	\$735,612	\$458,518
Employee Benefits	\$204,090	\$218,551	\$14,461	6.6 %	\$701,193	\$497,103
Total Personnel Expenses	\$946,508	\$1,008,826	\$62,318	6.2 %	\$3,072,925	\$2,126,417
Books and Supplies	\$57,938	\$52,962	(\$4,976)	-9.4 %	\$151,885	\$93,947
Services & Other Operating Expenses	\$182,149	\$212,819	\$30,670	14.4 %	\$639,578	\$457,429
Capital Outlay	-	-	-	0.0 %	\$7,238	\$7,238
Other Outgo	-	-	-	0.0 %	-	-
Total Operational Expenses	\$240,087	\$265,780	\$25,694	9.7 %	\$798,701	\$558,615
Total Expenses	\$1,186,594	\$1,274,606	\$88,012	6.9 %	\$3,871,626	\$2,685,032
Net Income	(\$112,706)	(\$331,899)	\$219,193	66.0 %	\$14,143	\$126,849

Innovations Academy

October 2019

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Liquidity Ratio	23.3
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Assets	
Current Assets	
Cash	\$2,042,700
Accounts Receivables	\$66,916
Prepaid Expenses	\$42,616
<i>Total Current Assets</i>	<i>\$2,152,232</i>
Fixed Assets	
Transportation Equipment	\$50,000
Accumulated Depreciation	(\$18,333)
<i>Total Fixed Assets</i>	<i>\$31,667</i>
Other Assets	
<i>Total Other Assets</i>	<i>\$0</i>
Total Assets	\$2,183,899

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$58,801

Innovations Academy

October 2019

Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$29,680
Deferred Revenue	\$3,844
<i>Total Current Liabilities</i>	<i>\$92,326</i>
Long Term Liabilities	
<i>Total Long Term Liabilities</i>	<i>\$0</i>
Total Liabilities	
<i>Total Liabilities</i>	<i>\$92,326</i>
Net Assets	
Restricted Net Assets	\$11,358
Unrestricted Net Assets	\$2,192,922
Profit/Loss YTD	(\$112,706)
<i>Total Net Assets</i>	<i>\$2,091,573</i>
Total Liabilities and Net Assets	\$2,183,899

Innovations Academy

Check Register 7/1/2019 through 10/31/2019

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
10004203	7/3/2019	Amber Goslee Education Services	Cleared	\$324.00	5800-020-00	Professional/Consulting Services and Operating Expenditures	LCAP Support	\$324.00
10004202	7/3/2019	Deaf Community Services	Cleared	\$300.00	5810-020-65	Educational Consultants	Sign Language Services 6/5/19	\$300.00
10004205	7/3/2019	Devon Woodruff	Cleared	\$85.50	5874-020-00	Personnel Services	REIMB: Half of Examination Fee	\$85.50
10004204	7/3/2019	Donald J. Janiuk	Cleared	\$375.00	5810-020-65	Educational Consultants	Vision Therapy 6/3, 6/11, 6/17/19	\$375.00
10004206	7/9/2019	Allied Administrators for Delta Dental	Cleared	\$557.27	3403-020-00	Health & Welfare Benefits	Dental HMO	\$557.27
10004207	7/9/2019	Allied Administrators for Delta Dental	Cleared	\$160.92	3403-020-00	Health & Welfare Benefits	Dental PPO	\$160.92
10004208	7/9/2019	AT&T	Cleared	\$301.61	5900-020-00	Communications (Tele., Internet, Copies, Postage, Messenger)	Phone Charges 6/26-7/25/19	\$301.61
10004209	7/9/2019	Barney & Barney LLC	Cleared	\$1,141.00	5400-020-00	Insurance	Student ADD insurance 2019-20	\$1,141.00
10004210	7/9/2019	CHASE Card Services	Cleared	\$3,903.46	9330-020	Prepaid Expenses	CC Purchases	\$3,903.46
10004211	7/9/2019	ParentSquare Inc.	Cleared	\$1,850.00	4410-020-00	Software & Software Licensing	ParentSquare Annual Subscription 7/1/19 - 6/30/20	\$1,850.00
10004212	7/9/2019	Sharp Health Plan	Cleared	\$9,159.15	3403-020-00	Health & Welfare Benefits	August 2019 Premiums	\$9,159.15
10004213	7/18/2019	San Diego Unified School District	Cleared	\$3,215.52	5800-020-00	Professional/Consulting Services and Operating Expenditures	Estimated Fees & Services 9th Installment 2018-19	\$218.66
					5875-020-00	District Oversight Fee	Estimated Fees & Services 9th Installment 2018-19	\$2,996.86
10004214	8/1/2019	Accrediting Commission For Schools	Cleared	\$790.00	5300-020-00	Dues and Memberships	WASC Membership	\$790.00
10004215	8/1/2019	Blue Shield of California	Cleared	\$1,382.84	3403-020-00	Health & Welfare Benefits	August 2019 Health Insurance	\$1,382.84
10004220	8/1/2019	Jennifer Kuebler	Cleared	\$186.83	4300-020-00	Materials and Supplies	REIMB: Pizza, Clothespins, Repair Supplies, Food	\$111.78
					4315-020-00	Classroom Materials and Supplies	REIMB: Pizza, Clothespins, Repair Supplies, Food	\$10.72
					4315-020-00	Classroom Materials and Supplies	REIMB: Pizza, Clothespins, Repair Supplies, Food	\$64.33

Innovations Academy

Check Register 7/1/2019 through 10/31/2019

10004217	8/1/2019	Education Alive	Cleared	\$424.00	4200-020-00	Books and Other Reference Materials	Education Alive - Complete Set	\$424.00
10004223	8/1/2019	Office Depot	Cleared	\$86.88	4300-020-00	Materials and Supplies	Hanging Folders, Storage Boxes	\$69.90
					4300-020-00	Materials and Supplies	Correction Tape	\$16.98
10004222	8/1/2019	NWEA	Cleared	\$3,387.50	4410-020-00	Software & Software Licensing	MAP Testing-Math, Reading & Language	\$3,387.50
10004224	8/1/2019	Professional Tutors of America, Inc.	Cleared	\$1,031.25	5810-020-65	Educational Consultants	Special Ed Tutoring May 2019	\$600.00
					5810-020-65	Educational Consultants	Special Ed Tutoring June 2019	\$431.25
10004216	8/1/2019	CHASE Card Services	Cleared	\$11,047.04	9506-020	Credit Card Payable	CC Purchases	\$11,047.04
10004218	8/1/2019	The Hanover Insurance Group	Cleared	\$5,296.00	5400-020-00	Insurance	Commerica, Umbrella & Auto Insurance	\$5,296.00
10004221	8/1/2019	Mind Research Institute	Cleared	\$3,000.00	4410-020-00	Software & Software Licensing	Annual Service/Renewal Fee 7/1/19-6/30/20 ST Math Annual	\$3,000.00
10004228	8/1/2019	Center For Responsive Schools, Inc	Cleared	\$1,458.00	5210-020-00	Training and Development Expense	Four Day Workshop	\$1,458.00
10004219	8/1/2019	Kaiser Foundation Health Plan	Cleared	\$2,070.93	3403-020-00	Health & Welfare Benefits	August 2019 Health Insurance	\$2,070.93
10004226	8/1/2019	Specialized Therapy Services	Cleared	\$435.00	5810-020-65	Educational Consultants	Audiology 720, PT 6/30/19	\$435.00
10004227	8/1/2019	Sharp Business Systems	Cleared	\$817.28	5605-020-00	Equipment Rental/Lease Expense	Copier Lease 7/1-7/31/19	\$817.28
10004225	8/1/2019	Republic Indemnity CO Of America	Cleared	\$1,901.60	3603-020-00	Worker Compensation Insurance	Workers' Comp. Installment	\$1,901.60
10004231	8/2/2019	State Teachers Retirement Systems	Cleared	\$27,194.66	9503-020	Accrued STRS	July 2019 STRS FINAL	\$27,194.66
10004233	8/8/2019	Allied Administrators for Delta Dental	Cleared	\$299.23	3403-020-00	Health & Welfare Benefits	Dental PPO Sept. Premiums	\$299.23
10004232	8/8/2019	Allied Administrators for Delta Dental	Cleared	\$423.26	3403-020-00	Health & Welfare Benefits	Dental HMO Sept. 2019 Premium	\$423.26
10004243	8/8/2019	Law Offices of Young, Minney & Corr, LLP	Cleared	\$738.50	5805-020-65	Legal Services and Audit	Services Through 7/31/19	\$542.50
					5805-020-00	Legal Services and Audit	Services Through 7/31/19	\$196.00

Innovations Academy

Check Register 7/1/2019 through 10/31/2019

10004238	8/8/2019	Alec Kuebler	Cleared	\$285.00	5500-020-00	Operation and Housekeeping Services	Chromebook Mgmt., Online Chromebook Systems	\$285.00
10004235	8/8/2019	Julie Iraninejad, M.Ed.	Cleared	\$1,005.00	5210-020-00	Training and Development Expense	Sept. 7-8,2019 Parenting and Teaching for a Better World	\$1,005.00
10004236	8/8/2019	Donald J. Janiuk	Cleared	\$375.00	5810-020-65	Educational Consultants	Vision Therapy 7/10, 7/15, 7/23/19	\$375.00
10004234	8/8/2019	AT&T	Cleared	\$306.45	5900-020-00	Communications (Tele., Internet, Copies,Postage,Messenger)	Phone Chges. 7/26-8/25/19	\$306.45
10004240	8/8/2019	NAEIR	Cleared	\$59.00	5300-020-00	Dues and Memberships	Basic Member Renewal	\$59.00
10004242	8/8/2019	Scholastic Inc	Cleared	\$118.62	4315-020-00	Classroom Materials and Supplies	Scholastic News 1, Sciencespin K-1	\$118.62
10004241	8/8/2019	PowerSchool Group, LLC	Cleared	\$8,032.70	4410-020-00	Software & Software Licensing	Unified Admin Enrollment Charter 7/1/19-6/30/20	\$8,032.70
10004239	8/8/2019	Samantha Moore	Cleared	\$76.00	5874-020-00	Personnel Services	REIMB: Fingerprinting	\$76.00
10004237	8/8/2019	Kaiser Foundation Health Plan	Cleared	\$3,210.43	3403-020-00	Health & Welfare Benefits	Sept. 2019 Health Insurance	\$3,210.43
10004244	8/9/2019	San Diego Unified School District	Cleared	\$11,730.00	5600-020-00	Space Rental/Leases Expense	Multiyear Facilities Use Permit Agreement 6/27/11 - 6/30/20	\$11,730.00
10004245	8/9/2019	San Diego Unified School District	Cleared	\$11,730.00	5600-020-00	Space Rental/Leases Expense	Multiyear Facilities Use Permit Agreement 6/27/11 - 6/30/20	\$11,730.00
10004247	8/9/2019	San Diego Unified School District	Cleared	\$6,252.70	5800-020-00	Professional/Consulting Services and Operating Expenditures	Final Fees & Services 10th Installment 2018-19 -Thru 6/30/19	\$218.66
					5875-020-00	District Oversight Fee	Final Fees & Services 10th Installment 2018-19 -Thru 6/30/19	\$6,034.04
10004246	8/9/2019	San Diego Unified School District	Cleared	\$11,730.00	5600-020-00	Space Rental/Leases Expense	Multiyear Facilities Use Permit Agreement 6/27/11 - 6/30/20	\$11,730.00
1645	8/15/2019	Rafe Akm Esquith	Cleared	\$1,000.00				
10004250	8/21/2019	BrainPop LLC	Cleared	\$3,345.00	4410-020-00	Software & Software Licensing	School Combo 24/7 & Creative Coding - 1 Year	\$3,345.00
10004260	8/21/2019	Sharp Health Plan	Cleared	\$11,902.74	3403-020-00	Health & Welfare Benefits	Septmeber 2019 Premium	\$11,902.74
10004261	8/21/2019	Sharp Business Systems	Cleared	\$899.01	5605-020-00	Equipment Rental/Lease Expense	Copier Lease August 2019	\$899.01

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10004252	8/21/2019	Department of Motor Vehicles	Cleared	\$1.00	5874-020-00	Personnel Services	Pull Notice for Bus Driver	\$1.00
10004253	8/21/2019	Lauren Erickson	Cleared	\$23.52	4300-020-00	Materials and Supplies	REIMB: Staff Development Dinner	\$23.52
10004249	8/21/2019	Blue Shield of California	Cleared	\$1,382.84	3403-020-00	Health & Welfare Benefits	Sept. 2019 Health Insurance	\$1,382.84
10004248	8/21/2019	Amazon Capital Services	Cleared	\$283.07	4315-020-12	Classroom Materials and Supplies	Crayola Board Line Markers Bulk	\$101.16
					4315-020-12	Classroom Materials and Supplies	Amazon Basics 3-Ring Binder, 1 Inch-White	\$73.65
					4315-020-12	Classroom Materials and Supplies	Bankers Boxes	\$108.26
10004251	8/21/2019	Complete Office	Cleared	\$233.19	4300-020-00	Materials and Supplies	Copy Paper	\$233.19
10004257	8/21/2019	Office Depot	Cleared	\$645.57	4300-020-00	Materials and Supplies	Dry Erase Markers, Expo Markers, Tape Dispenser	\$645.57
10004259	8/21/2019	Scholastic Inc	Cleared	\$376.53	4200-020-00	Books and Other Reference Materials	Scholastic News 4 -Jill Keltner's Classroom	\$126.50
					4200-020-00	Books and Other Reference Materials	Junior Scholastic-Jennifer Mercer's Classroom	\$186.78
					4200-020-65	Books and Other Reference Materials	Scholastic News 2 - SPED	\$63.25
10004258	8/21/2019	Phonak/Sonova USA Inc.	Cleared	\$157.50	5400-020-65	Insurance	Standard Warranty	\$157.50
10004255	8/21/2019	The Hanover Insurance Group	Cleared	\$2,654.00				
10004256	8/21/2019	Julie Iraninejad, M.Ed.	Cleared	\$335.00	5210-020-00	Training and Development Expense	Positive Discipline Workshop - Lauren Berry	\$335.00
10004254	8/21/2019	Amber Goslee Education Services	Cleared	\$600.00	5800-020-00	Professional/Consulting Services and Operating Expenditures	LCAP Support July 2019	\$600.00
10004262	8/21/2019	Wilkinson Hadley King & Co. LLP	Cleared	\$2,760.00	5806-020-00	Audit Services	Progress Bill for 2018-19 Audit	\$2,760.00
1432	8/22/2019	Eulalia Alvaro Mateo	Cleared	\$450.00				
10004263	8/27/2019	Natasha Starbuck-Smith	Cleared	\$793.75	5810-020-00	Educational Consultants	Performing Arts Teacher 8/12 - 8/16/19	\$793.75
10004266	8/27/2019	Tori Dahlberg	Cleared	\$62.39	4300-020-00	Materials and Supplies	REIMB: Staff Development Vegan Meal Supplies	\$62.39
10004267	8/27/2019	High Tech High Teacher Center	Cleared	\$3,000.00	5874-020-00	Personnel Services	Intern Credentialing - Rivera & Henry	\$3,000.00
10004269	8/27/2019	Abbey Levin	Cleared	\$149.87	4315-020-12	Classroom Materials and Supplies	REIMB: Glue Gun & Sticks, Coth & Beads, Calendar, Planners	\$149.87

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10004268	8/27/2019	Dominique Henry	Outstanding	\$117.18	5200-020-02	Travel and Conferences	REIMB: Uber to Airport/Hotel, Food for Conference	\$117.18
10004264	8/27/2019	Amazon Capital Services	Cleared	\$944.42	4315-020-12	Classroom Materials and Supplies	Hot Glue Gun, Canvas Tote Bags	\$85.32
					4200-020-00	Books and Other Reference Materials	Matilda	\$172.18
					4430-020-00	Noncapitalized Student Equipment	Accoustics Stereo Headset, Headphone W/Microphone	\$247.17
					4300-020-00	Materials and Supplies	Frozen Juice Bars	\$107.70
					4315-020-12	Classroom Materials and Supplies	Time Timer Audible Countdown Timer	\$332.05
10004265	8/27/2019	Nora Bowman	Cleared	\$246.87	5200-020-02	Travel and Conferences	REIMB: Transportation To/From Airport/Hotel/Conference	\$246.87
10004272	8/27/2019	Barbara Turbin	Cleared	\$225.00	5500-020-00	Operation and Housekeeping Services	Cleaning Services 8/13, 8/22/19	\$225.00
10004271	8/27/2019	Mary Zanotelli	Cleared	\$111.57	4315-020-12	Classroom Materials and Supplies	REIMB: Shed Lock, Plants, Garden Sign	\$111.57
10004270	8/27/2019	Seesaw Learning, Inc.	Cleared	\$2,000.00	4410-020-00	Software & Software Licensing	Student License 9/1/19 - 8/31/20	\$2,000.00
10004273	8/30/2019	State Teachers Retirement Systems	Cleared	\$30,105.04	9503-020	Accrued STRS	August 2019 STRS Final	\$30,105.04
10004283	9/4/2019	Jessica Turbin	Cleared	\$385.00	5500-020-00	Operation and Housekeeping Services	Cleaning Services 8/13, 8/29/19 & Food Service Hrs.8/21-8/30	\$25.00
					5800-020-00	Professional/Consulting Services and Operating Expenditures	Cleaning Services 8/13, 8/29/19 & Food Service Hrs.8/21-8/30	\$310.00
					5500-020-00	Operation and Housekeeping Services	Cleaning Services 8/13, 8/29/19 & Food Service Hrs.8/21-8/30	\$50.00
10004277	9/4/2019	Learning A-Z	Cleared	\$299.85	4410-020-00	Software & Software Licensing	RAZ-Indiv.Reading A-Z Lic., RK-Small-School-RAZ Kids License	\$299.85
10004279	9/4/2019	Office Depot	Cleared	\$1,328.10	4315-020-12	Classroom Materials and Supplies	Pad - 100 Sheets	\$175.09
					4300-020-00	Materials and Supplies	Folders, Hanging Folders, Magnetic Squares, Tape Dispenser	\$346.11
					4300-020-00	Materials and Supplies	Binding Combs, Tape	\$44.92
					4315-020-12	Classroom Materials and Supplies	Paints, Stems	\$92.35
					4300-020-00	Materials and Supplies	White Lap Board	\$21.65
					4300-020-00	Materials and Supplies	Glue	\$33.83
					4300-020-00	Materials and Supplies	AAA Batteries, Labels, Tabs, Color Paper	\$614.15

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10004274	9/4/2019	Amazon Capital Services	Cleared	\$1,324.52	4200-020-00	Books and Other Reference Materials	Magnetic Max	\$10.00
					4300-020-00	Materials and Supplies	Post-It Notes Colors	\$8.38
					4315-020-00	Classroom Materials and Supplies	Sales Tax	\$5.26
					4300-020-00	Materials and Supplies	Pacon Chart Tablet	\$20.97
					4300-020-00	Materials and Supplies	Post-It Sticky Notes	\$17.66
					4300-020-00	Materials and Supplies	Power Strip Tower	\$29.99
					4315-020-00	Classroom Materials and Supplies	Learning Resources Learning Step By Step	\$27.86
					4300-020-00	Materials and Supplies	Neenah Exact Index Card Stock	\$44.94
					4200-020-00	Books and Other Reference Materials	Seedfolks	\$203.04
					4315-020-65	Classroom Materials and Supplies	Milliard Peanut Ball Variety Pack	\$32.31
					4300-020-00	Materials and Supplies	Post-IT Notes	\$26.16
					4300-020-00	Materials and Supplies	Sales Tax	\$5.25
					4300-020-00	Materials and Supplies	Assorted Colored Dry Erase Whiteboard Markers	\$16.99
					4200-020-00	Books and Other Reference Materials	Sales Tax	\$5.25
					4300-020-00	Materials and Supplies	Vive Reacher Grabber	\$188.51
					4315-020-12	Classroom Materials and Supplies	Golden Linens Clear Plastic Tablecloth Protector	\$102.99
					4315-020-00	Classroom Materials and Supplies	Storex Large Book Bin	\$44.02
					4200-020-00	Books and Other Reference Materials	The Daily 5: Fostering Literacy	\$23.33
					4300-020-00	Materials and Supplies	Ibuprofen 200 mg., Food Storage Bags	\$474.33
					4200-020-00	Books and Other Reference Materials	A Look at Magnetics	\$7.29
4300-020-00	Materials and Supplies	Power Strip Tower	\$29.99					
10004278	9/4/2019	Newsela, Inc.	Cleared	\$2,000.00	4410-020-00	Software & Software Licensing	Newsela PRO School License	\$2,000.00
10004281	9/4/2019	James Ruland	Cleared	\$120.45	4315-020-12	Classroom Materials and Supplies	REIMB: Floor Cushions, Lap Desks, Lamination Pouches	\$120.45
10004282	9/4/2019	Natasha Starbuck-Smith	Cleared	\$1,250.00	5810-020-00	Educational Consultants	Performing Arts Teacher 8/26 - 8/30/19	\$600.00
					5810-020-00	Educational Consultants	Performing Arts Teacher 8/19 - 8/22/19	\$650.00

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10004280	9/4/2019	Rooted In Place Landscape Architecture & Consulting	Cleared	\$150.00	5800-020-00	Professional/Consulting Services and Operating Expenditures	Site Meeting 7/9/19	\$150.00
10004276	9/4/2019	Abbey Levin	Cleared	\$191.57	5200-020-01	Travel and Conferences	REIMB: Baggage Check, Uber, Food	\$191.57
10004275	9/4/2019	CHASE Card Services	Cleared	\$7,620.83	9330-020	Prepaid Expenses	CC Purchases	\$7,620.83
10004284	9/10/2019	Barbara Turbin	Cleared	\$350.00	5500-020-00	Operation and Housekeeping Services	Cleaning Services 08/27,08/29, 09/05, & 09/07/2019	\$350.00
10004285	9/11/2019	San Diego Unified School District	Cleared	\$11,730.00	5600-020-00	Space Rental/Leases Expense	Facilities Use Agreement for Fiscal Year 2019/2020	\$11,730.00
10004291	9/13/2019	Emily Mayer	Cleared	\$315.70	4100-020-00	Approved Textbooks and Core Curricula Materials	REIMB: Classroom Decor/Supplies & Math Books 08/05 & 21/19	\$279.29
					4315-020-12	Classroom Materials and Supplies	REIMB: Classroom Decor/Supplies & Math Books 08/05 & 21/19	\$36.41
10004287	9/13/2019	Amber Goslee Education Services	Cleared	\$450.00	5800-020-00	Professional/Consulting Services and Operating Expenditures	Cust ID: 923 LCAP & Lunch Program - August 2019	\$450.00
10004288	9/13/2019	Donald J. Janiuk	Cleared	\$625.00	5810-020-65	Educational Consultants	Vision Therapy # 12-16-08/01,08/06,08/13,08/20 & 08/29/19	\$625.00
10004286	9/13/2019	Amazon Capital Services	Cleared	\$301.58	4300-020-00	Materials and Supplies	Adapter & Fax Ribbon	\$41.99
					4315-020-12	Classroom Materials and Supplies	Supplies for Gaby Classroom 3	\$216.10
					4315-020-00	Classroom Materials and Supplies	Document Holder & Countdown Timer	\$43.49
10004295	9/13/2019	Mary Zanotelli	Cleared	\$65.54	4315-020-12	Classroom Materials and Supplies	REIMB: Duck Call,Egg Display Cases,Animal Supply 8/24-9/3/19	\$63.38
					4300-020-00	Materials and Supplies	REIMB: Duck Call,Egg Display Cases,Animal Supply 8/24-9/3/19	\$2.16
10004289	9/13/2019	Kaiser Foundation Health Plan	Cleared	\$3,424.44	3403-020-00	Health & Welfare Benefits	October 2019 Heath Insurance	\$3,424.44
10004290	9/13/2019	Jennifer Kuebler	Cleared	\$120.82	4300-020-00	Materials and Supplies	REIMB: First Day Of School Staff Breakfast 08/12/19	\$120.82
10004294	9/13/2019	TextHelp, Inc	Cleared	\$717.50	4410-020-00	Software & Software Licensing	Read & Write Unlimited - 08/28/19 - 08/28/20	\$717.50

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10004293	9/13/2019	Grace Shin	Cleared	\$92.14	4315-020-12	Classroom Materials and Supplies	REIMB: Lap Desks,Cushion Seat,Carpet & Chairs 07/19-08/14/19	\$92.14
10004292	9/13/2019	Mosa Mack Science, Inc	Cleared	\$990.00	4410-020-00	Software & Software Licensing	Annual Pro Licenses: Interactive Science Units	\$990.00
10004300	9/17/2019	Tori Dahlberg	Cleared	\$500.00	5874-020-00	Personnel Services	REIMB: 9/05/19 High Tech High Adult Intro Program	\$500.00
10004301	9/17/2019	Office Depot	Cleared	\$377.76	4315-020-12	Classroom Materials and Supplies	Magnet Clip	\$10.99
					4300-020-00	Materials and Supplies	Composition books, Paper	\$49.57
					4300-020-00	Materials and Supplies	Janitorial Broom	\$79.35
					4315-020-12	Classroom Materials and Supplies	Whiteboard, Eraser, Lap Board	\$94.35
					4300-020-00	Materials and Supplies	Sharpie Permanent Marker	\$26.47
					4300-020-00	Materials and Supplies	Dust Pan	\$11.25
					4315-020-12	Classroom Materials and Supplies	Ticonderoga Golf Pencil	\$9.04
					4400-020-00	Noncapitalized Equipment	File Cabinet - 2 drawers	\$88.45
					4300-020-00	Materials and Supplies	Hanging File Frames	\$8.29
10004296	9/17/2019	Allied Administrators for Delta Dental	Cleared	\$299.23	3403-020-00	Health & Welfare Benefits	Dental PP Oct. Premiums	\$299.23
10004302	9/17/2019	Republic Indemnity CO Of America	Cleared	\$1,483.60	3603-020-00	Worker Compensation Insurance	Workers Compensation Insurance	\$1,483.60
10004304	9/17/2019	Devon Woodruff	Cleared	\$97.75	4315-020-12	Classroom Materials and Supplies	REIMB: Walmart Labels, clock and Envelopes 8/28/19	\$17.57
					4315-020-12	Classroom Materials and Supplies	REIMB: Walmart Bandanas and Math Folders 8/12/19	\$36.21
					4315-020-12	Classroom Materials and Supplies	REIMB: CVS Composition Books qty 14	\$43.97
10004303	9/17/2019	Sharp Health Plan	Cleared	\$11,673.43	3403-020-00	Health & Welfare Benefits	Inv # 1128880 - October 2019 Premium	\$11,673.43
10004305	9/17/2019	Law Offices of Young, Minney & Corr, LLP	Cleared	\$310.17	5805-020-00	Legal Services and Audit	Services Through 8/31/19	\$310.17
10004299	9/17/2019	AT&T	Cleared	\$304.60	5900-020-00	Communications (Tele., Internet, Copies,Postage,Messenger)	Phone Charges 8/26-9/25/19	\$304.60
10004297	9/17/2019	Allied Administrators for Delta Dental	Cleared	\$423.26	3403-020-00	Health & Welfare Benefits	Dental HMO Oct. 2019 Premium	\$423.26
10004298	9/17/2019	Amazon Capital	Cleared	\$337.36	4300-020-00	Materials and Supplies	Supplies for Classroom	\$10.20

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		Services						
					4315-020-12	Classroom Materials and Supplies	Supplies for Classroom	\$81.55
					4300-020-00	Materials and Supplies	Supplies for Classroom	\$21.26
					4315-020-12	Classroom Materials and Supplies	Supplies for Classroom	\$54.50
					4315-020-12	Classroom Materials and Supplies	Supplies for Classroom	\$169.85
10004306	9/18/2019	Amazon Capital Services	Cleared	\$154.28	4300-020-00	Materials and Supplies	Classroom Supplies	\$14.49
					4315-020-12	Classroom Materials and Supplies	100 Count Zip Poly Bags, Scan Disk Ultra 32GB	\$49.40
					4315-020-65	Classroom Materials and Supplies	Kick Bands Chair Fidget Bands, Perf Life Ideas Wobble seat	\$90.39
10004308	9/18/2019	The Hanover Insurance Group	Cleared	\$2,654.00	5400-020-00	Insurance	Commerical and Auto Insurance Policies	\$2,654.00
10004312	9/18/2019	Sharp Business Systems	Cleared	\$817.28	5605-020-00	Equipment Rental/Lease Expense	Copier Lease September	\$817.28
10004309	9/18/2019	Office Depot	Cleared	\$66.43	4315-020-65	Classroom Materials and Supplies	Binders	\$6.63
					4315-020-12	Classroom Materials and Supplies	Composition books	\$59.80
10004310	9/18/2019	Sharp Electronics Corporations	Cleared	\$1,470.76	5605-020-00	Equipment Rental/Lease Expense	Charge for Copies 5/29 - 9/1/19	\$1,470.76
10004311	9/18/2019	Natasha Starbuck-Smith	Cleared	\$1,406.25	5810-020-00	Educational Consultants	Performing Arts Teacher 9/9 - 9/15/19	\$843.75
					5810-020-00	Educational Consultants	Performing Arts Teacher 9/3-9/7/19	\$562.50
10004307	9/18/2019	Curriculum Associates, Inc.	Cleared	\$1,237.50	4410-020-00	Software & Software Licensing	Motion Math License	\$1,237.50
10004313	9/18/2019	Jessica Turbin	Cleared	\$705.00	5800-020-47	Professional/Consulting Services and Operating Expenditures	Food Service Hours 9/3-9/13/19	\$380.00
					5500-020-00	Operation and Housekeeping Services	Cleaning services 9/3 , 9/10, 9/7 , 9/14	\$325.00
10004314	9/26/2019	Barbara Turbin	Cleared	\$250.00	5500-020-00	Operation and Housekeeping Services	Cleaning Service 9/12, 9/21, 9/24/19	\$250.00
10004323	10/1/2019	Jessica Turbin	Cleared	\$670.00	5800-020-47	Professional/Consulting Services and Operating Expenditures	Food Svc 9/16 - 9/27/19	\$370.00
					5500-020-00	Operation and Housekeeping Services	Cleaning Svc 9/17,9/19,9/21,9/26	\$300.00
10004315	10/1/2019	Amazon Capital Services	Cleared	\$1,061.37	4300-020-00	Materials and Supplies	Tyvek Wristbands- Vibrant Neon Blue 500 Count	\$12.55
					4315-020-12	Classroom Materials and Supplies	Think Tank Scholar 173 Multiplication Flash Cards 3rd-6th Gr	\$48.45

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					4300-020-00	Materials and Supplies	Black Wall Clocks 2 pack	\$58.66
					4315-020-12	Classroom Materials and Supplies	Giant Tempera Cakes in Tray	\$32.01
					4400-020-65	Noncapitalized Equipment	Sped Laptops	\$799.98
					4300-020-00	Materials and Supplies	Paper Qty. 2	\$23.00
					4300-020-65	Materials and Supplies	30 Pack- Reading Guide Highlight Strips/4 Pack Sensory Chewi	\$26.09
					4200-020-00	Books and Other Reference Materials	Book: I Wish You More	\$6.58
					4300-020-00	Materials and Supplies	Flexible Magnets Round Discs	\$8.15
					4300-020-00	Materials and Supplies	Time Timer 60 Minute Visual Timer	\$34.52
					4200-020-00	Books and Other Reference Materials	A Sick Day for Amos McGee: Book & CD Storytime Set	\$11.38
10004318	10/1/2019	Office Depot	Cleared	\$11.25	4300-020-00	Materials and Supplies	Janitorial Supplies - Dust Pan	\$11.25
10004321	10/1/2019	Kylie Tromp	Cleared	\$112.50	5810-020-00	Educational Consultants	Solution Center Support 9/6/19 & 9/16/19	\$112.50
10004322	10/1/2019	Natasha Starbuck-Smith	Cleared	\$1,549.75	5810-020-00	Educational Consultants	Performing Arts Teacher 9/16 - 9/20/19	\$706.00
					5810-020-00	Educational Consultants	Performing Arts Teacher 9/23 - 9/28/19	\$843.75
10004316	10/1/2019	Blue Shield of California	Cleared	\$1,563.48	3403-020-00	Health & Welfare Benefits	October 2019 Health Insurance	\$1,563.48
10004324	10/1/2019	State Teachers Retirement Systems	Cleared	\$32,901.43	9503-020	Accrued STRS	September 2019 STRS	\$12,308.64
					9503-020	Accrued STRS	September 2019 STRS	\$20,592.79
10004320	10/1/2019	Specialized Therapy Services	Cleared	\$1,121.25	5810-020-65	Educational Consultants	Audiology 720 - 8/31/19	\$918.75
					5810-020-65	Educational Consultants	Deaf & Hard of Hearing 610 - 8/31/19	\$202.50
10004319	10/1/2019	Alexandra Quezada	Outstanding	\$11.84	4315-020-12	Classroom Materials and Supplies	REIMB: Necklace Badges - Amazon 9/18/19	\$11.84
10004317	10/1/2019	Deaf Community Services	Cleared	\$340.00	5810-020-65	Educational Consultants	Sign Language Services 8/22/19 for Back to School Night	\$340.00
10004326	10/2/2019	CHASE Card Services	Cleared	\$6,616.37	9330-020	Prepaid Expenses	CC Purchases 8/26/19 - 9/24/19	\$6,616.37
10004325	10/2/2019	Amazon Capital Services	Cleared	\$46.39	4315-020-12	Classroom Materials and Supplies	50' Phone Ext Cord,Lamination Pouches,Wood Craft Sticks,fold	\$46.39
10004330	10/2/2019	Alison Kolb	Cleared	\$53.88	4300-020-00	Materials and Supplies	REIMB: 9/26/19 Replica Printing Services - Printing Flyers	\$53.88

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10004331	10/2/2019	Hector Lopez	Cleared	\$376.82	5610-020-00	Equipment Repair	45 Day Service for Bus- Engine Oil and Filter Change	\$376.82
10004327	10/2/2019	Donald J. Janiuk	Cleared	\$500.00	5810-020-65	Educational Consultants	Vision Therapy #9/03,9/10,9/17 & 9/29/19	\$500.00
10004328	10/2/2019	Kaiser Foundation Health Plan	Cleared	\$3,424.44	3403-020-00	Health & Welfare Benefits	November 2019 Health Insurance	\$3,424.44
10004329	10/2/2019	Jennifer Kuebler	Cleared	\$170.00	5300-020-00	Dues and Memberships	REIMB: 9/8/19 CAMFT Membership Renewal - Invc #902415	\$170.00
10004334	10/2/2019	San Diego Unified School District	Cleared	\$90.30	4700-020-47	School District Food	43 Breakfasts - August 2019	\$90.30
10004335	10/2/2019	Kylie Tromp	Cleared	\$56.25	5810-020-00	Educational Consultants	Solution Center Support 9/23/19	\$56.25
10004333	10/2/2019	Republic Indemnity CO Of America	Cleared	\$1,483.60	3603-020-00	Worker Compensation Insurance	Workers Compensation Insurance	\$1,483.60
10004332	10/2/2019	Office Depot	Cleared	\$15.85	4300-020-00	Materials and Supplies	Envelopes #10 Security Qty 1	\$15.85
10004336	10/7/2019	Barbara Turbin	Cleared	\$450.00	5500-020-00	Operation and Housekeeping Services	Cleaning Service Dates: 9/26-9/27, 10/1 - 10/6/19	\$450.00
10004337	10/8/2019	San Diego Unified School District	Cleared	\$11,730.00	5600-020-00	Space Rental/Leases Expense	Facilities Use Permit Agreement 06/27/11 - 06/30/20	\$11,730.00
10004344	10/11/2019	Niki Moyer	Cleared	\$212.32	4315-020-12	Classroom Materials and Supplies	REIMB: Art Supplies Gloves,Sponges,Tape,Colors- 9/2-9/30/19	\$212.32
10004340	10/11/2019	Amazon Capital Services	Cleared	\$475.52	4315-020-12	Classroom Materials and Supplies	ScanDisk Ultra 32GB Memory Card - Qty. 10	\$73.20
					4315-020-12	Classroom Materials and Supplies	CiaraQ 35 Pieces Polyhedral Dice,Pencil Grips,Pencils,Dices	\$59.71
					4315-020-12	Classroom Materials and Supplies	Avery 5 Tab Binder Dividers Multicolor & Craft Wood Sticks	\$23.37
					4315-020-65	Classroom Materials and Supplies	CiaraQ 35 Pieces Polyhedral Dice,Pencil Grips,Pencils,Dices	\$39.21
					4300-020-00	Materials and Supplies	Jumbo Sidewalk Chalk,Pocket Chart,Magnets,Timer,LED Lights	\$76.53
					4315-020-12	Classroom Materials and Supplies	Jumbo Sidewalk Chalk,Pocket Chart,Magnets,Timer,LED Lights	\$133.07
					4300-020-00	Materials and Supplies	Adams Money/Rent Receipt Book - Qty. 4	\$19.00

Innovations Academy

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					4200-020-00	Books and Other Reference Materials	Mango, Abuela, And Me Book - Qty. 1	\$9.89
					4315-020-12	Classroom Materials and Supplies	Mini Pencil Grips Assorted Colors & Large Sentence Magnets	\$41.54
10004341	10/11/2019	AT&T	Cleared	\$304.60	5900-020-00	Communications (Tele., Internet, Copies, Postage, Messenger)	Telephone Monthly Service Charges 9/26/19 - 10/25/19	\$304.60
10004339	10/11/2019	Allied Administrators for Delta Dental	Cleared	\$299.23	3403-020-00	Health & Welfare Benefits	Dental PPO Premiums - November 2019	\$299.23
10004338	10/11/2019	Allied Administrators for Delta Dental	Cleared	\$466.31	3403-020-00	Health & Welfare Benefits	Dental HMO Premiums - November 2019	\$466.31
10004350	10/11/2019	Julie Howe Turner	Cleared	\$675.00	5810-020-00	Educational Consultants	Art Prep Time/Projects: Apple Art & Magazine Owls - Aug/Sept	\$675.00
10004351	10/11/2019	Wilkinson Hadley King & Co. LLP	Cleared	\$5,520.00	5806-020-00	Audit Services	Progress Bill For 2018-2019 Audit 90% Services	\$5,520.00
10004352	10/11/2019	Law Offices of Young, Minney & Corr, LLP	Cleared	\$256.02	5805-020-00	Legal Services and Audit	Legal Services Through - 09/30/19	\$256.02
10004342	10/11/2019	Erin N Castelloe	Cleared	\$600.00	5810-020-00	Educational Consultants	Human Sexuality Instruction - 6th Grade Students 10/01/19	\$600.00
10004343	10/11/2019	Tamara Hermann	Cleared	\$7.99	4300-020-00	Materials and Supplies	REIMB: Cheez-It Snacks For Office From Costco - 09/07/19	\$7.99
10004348	10/11/2019	San Diego Unified School District	Cleared	\$262.50	4700-020-47	School District Food	September 2019 Student Full Breakfast Meals	\$262.50
10004349	10/11/2019	Sharp Health Plan	Cleared	\$15,248.53	3403-020-00	Health & Welfare Benefits	Bill # 1151755 - November 2019 Premium	\$15,248.53
10004347	10/11/2019	Re-Sound GN	Cleared	\$284.95	4430-020-65	Noncapitalized Student Equipment	Microphone For DHH Student EBO	\$284.95
10004346	10/11/2019	PowerSchool Group, LLC	Cleared	\$4,345.54	4410-020-00	Software & Software Licensing	SIS Hosting/SSL Certificate Software 07/01/19 - 06/30/2020	\$4,345.54
10004345	10/11/2019	Office Depot	Cleared	\$46.59	4300-020-00	Materials and Supplies	Binders & Paper Towels	\$46.59
10004353	10/16/2019	Amazon Capital Services	Cleared	\$10.12	4315-020-12	Classroom Materials and Supplies	Pacon Super Bright Sentence Strips	\$10.12
10004358	10/16/2019	Office Depot	Cleared	\$5.24	4300-020-00	Materials and Supplies	Wet-Erase Fine-Tip Markers	\$5.24
10004364	10/16/2019	Kylie Tromp	Cleared	\$112.50	5810-020-00	Educational Consultants	Solution Center Support 10/7, 10/14/19	\$112.50

Innovations Academy

Check Register 7/1/2019 through 10/31/2019

10004359	10/16/2019	Patrick Murphy O'Connor	Outstanding	\$295.46	5830-020-00	Field Trip Expenses	REIMB:Supplies, Cooking, Gas, Puppet Sticks 9/8 - 10/10/19	\$160.91
					4315-020-12	Classroom Materials and Supplies	REIMB:Supplies, Cooking, Gas, Puppet Sticks 9/8 - 10/10/19	\$134.55
10004356	10/16/2019	Edmentum	Cleared	\$880.00	4410-020-00	Software & Software Licensing	Reading Eggs 2019-20	\$880.00
10004354	10/16/2019	Sara Bell, SLP	Cleared	\$3,136.25	5810-020-65	Educational Consultants	Therapy Services 10/1 - 10/11/19	\$3,136.25
10004355	10/16/2019	Complete Office	Cleared	\$156.28	4300-020-00	Materials and Supplies	Copy Paper	\$156.28
10004362	10/16/2019	Sharp Business Systems	Cleared	\$817.28	5605-020-00	Equipment Rental/Lease Expense	Oct 2019 Copier Lease	\$817.28
10004363	10/16/2019	Jessica Turbin	Cleared	\$580.00	5800-020-47	Professional/Consulting Services and Operating Expenditures	Food Svc: 9/30 - 10/11/19	\$380.00
					5500-020-00	Operation and Housekeeping Services	Cleaning Svc: 10/8, 10/10/19	\$200.00
10004357	10/16/2019	The Hanover Insurance Group	Cleared	\$2,654.00				
10004361	10/16/2019	Natasha Starbuck-Smith	Cleared	\$1,712.50	5810-020-00	Educational Consultants	Performing Arts Teacher 10/7 - 10/13/19	\$881.25
					5810-020-00	Educational Consultants	Performing Arts Teacher 9/30, 10/1 - 10/5/19	\$831.25
10004360	10/16/2019	Republic Indemnity CO Of America	Cleared	\$2,628.00	3603-020-00	Worker Compensation Insurance	WC Final Audit 18-19	\$2,628.00
10004368	10/25/2019	High Tech High Teacher Center	Outstanding	\$2,000.00	5874-020-00	Personnel Services	Intern Credential & S. Rivera Induction	\$2,000.00
10004366	10/25/2019	Blue Shield of California	Cleared	\$2,411.31	3403-020-00	Health & Welfare Benefits	November 2019 Health Insurance	\$2,411.31
10004365	10/25/2019	Amazon Capital Services	Cleared	\$22.52	4200-020-00	Books and Other Reference Materials	Test Prep, Grade 3 (spectrum)	\$10.72
					4315-020-12	Classroom Materials and Supplies	Dalmatian Costume Accesory Set	\$11.80
10004370	10/25/2019	James Ruland	Outstanding	\$591.83	5874-020-02	Personnel Services	REIMB: 50%- Induction Program	\$500.00
					4315-020-12	Classroom Materials and Supplies	PBL Supplies	\$91.83
10004367	10/25/2019	DISA Global Solutions	Outstanding	\$175.00	5300-020-00	Dues and Memberships	2020 Annual Program Renewal	\$175.00
10004371	10/25/2019	Staples Advantage	Cleared	\$61.76	4315-020-12	Classroom Materials and Supplies	HDFolderteal6	\$51.16
					4315-020-12	Classroom Materials and Supplies	Stpls 2 Pkt Poly Portfolio BL	\$10.60
10004373	10/25/2019	Jessica Turbin	Cleared	\$780.00	5500-020-00	Operation and Housekeeping Services	Cleaning 10/15, 10/17, 10/24, 10/22/19	\$350.00

Innovations Academy

Check Register 7/1/2019 through 10/31/2019

					5800-020-47	Professional/Consulting Services and Operating Expenditures	Food Service 10/14 - 10/25/19	\$430.00
10004372	10/25/2019	Specialized Therapy Services	Outstanding	\$3,602.50	5810-020-65	Educational Consultants	APE, Audiology, Nursing and PT Services	\$3,602.50
10004369	10/25/2019	Office Depot	Cleared	\$68.71	4300-020-00	Materials and Supplies	Holder,Badge,Tape, Clip,Pen, Note	\$68.71
10004374	10/29/2019	Barbara Turbin	Outstanding	\$350.00	5500-020-00	Operation and Housekeeping Services	Cleaning Services 10/13,10/20,10/27,10/22	\$350.00
10004375	10/30/2019	Natasha Starbuck-Smith	Outstanding	\$1,800.00	5810-020-00	Educational Consultants	Performing Arts Teacher 10/19-10/25	\$950.00
					5810-020-00	Educational Consultants	Performing Arts Teacher 10/14-10/19	\$850.00
10004376	10/31/2019	Amazon Capital Services	Outstanding	\$81.36	4315-020-65	Classroom Materials and Supplies	Habilitations Hi-Wire Wide Ruled NtBk Paper	\$13.94
					4300-020-00	Materials and Supplies	Oxfrd 2pocket fldrs,Asstd Colors, MCS 11x17 Format frame	\$28.89
					4300-020-00	Materials and Supplies	BindMaster 1Ft Ext Cord, 3 Prong Grnd, 3 Outlest	\$27.98
					4430-020-04	Noncapitalized Student Equipment	Cimkiz UCB Webcam fr Skype, Manula Focus Built-in Mic, came	\$10.55
10004378	10/31/2019	Sara Bell, SLP	Outstanding	\$3,250.00	5810-020-65	Educational Consultants	Therapy Services 10/14-10/23/19	\$3,250.00
10004379	10/31/2019	Complete Office	Outstanding	\$195.35	4300-020-00	Materials and Supplies	Com Paper, Copy, LTR, 96BRT	\$195.35
10004380	10/31/2019	Jennifer Mercer	Outstanding	\$375.00	5210-020-02	Training and Development Expense	REIMB: Workshop Training-Positive Discipline Assoc	\$375.00
10004377	10/31/2019	Amanda Belton	Outstanding	\$200.42	4315-020-12	Classroom Materials and Supplies	REIMB: Presentation Boards	\$45.17
					4315-020-12	Classroom Materials and Supplies	REIMB: Poster Boards & Foam	\$155.25
10004382	10/31/2019	State Teachers Retirement Systems	Outstanding	\$29,570.62	9503-020	Accrued STRS	October 2019 STRS	\$29,570.62
10004381	10/31/2019	Office Depot	Outstanding	\$56.92	4300-020-00	Materials and Supplies	Sharpener, Pecil, Paper Copier, Markers	\$56.92
Total Check Amount				\$413,424.69	Total GL Amount			\$406,666.69

Innovations			FY1920	FY1920
FY1920		Enrollment	405	387
MYP Summary		ADA %	97.13%	96.00%
		ADA	393.37	371.52
Account C	Rst	Description	Current BOD Approved Budget (06-28-19)	Reforecasted Total (Actuals+Fcst)
8011	00	LCFF Revenue	910,316	814,845
8012	30	Education Protection Account Revenue	78,674	74,304
8019	00	Prior Year Income/Adjustments	-	-
8096	00	Charter Schools Funding In-Lieu of Property Taxes	2,416,079	2,322,145
Revenue Limit			3,405,069	3,211,294
8181	65	Special Education - IDEA	50,625	50,625
8182	66	Special Education - Mental Health	-	-
8220	47	Federal Child Nutrition Programs	-	2,474
8290	00	All Other Federal Revenues - CSFIG	-	-
8291	01	Title I Federal Revenue	30,987	31,097
8292	02	Title II Federal Revenue	6,770	6,770
8293	03	Title III Federal Revenue	-	-
8294	04	Title IV Federal Revenue	10,000	10,000
8295	05	Title V Federal Revenue	-	-
8299	00	Prior Year Federal Revenue	-	-
Total Federal Revenue			98,382	100,966
8520	47	State Child Nutrition Program	-	323
8550	00	Mandated Block Grant	6,589	6,589
8550	01	Mandated Block Grant - 1X Funds	-	-
8560	12	State Lottery Revenue Prop 20	20,849	19,691
8560	22	State Lottery Revenue Unrestricted	59,399	56,100
8590	00	All Other State Revenues	-	-
8590	65	All Other State Revenues	-	33,964
8591	00	SB740	-	-
8594	39	Clean Energy Act-Prop 39	-	-
8599	00	Prior Year State Income/Adjustments	-	40,425
Other State Revenue			86,836	157,091
8639	00	Student Lunch Revenue	-	-
8650	00	Rental Income	-	-
8660	00	Interest Income	-	6,869
8682	00	Foundation Grants/Donations	-	161
8684	00	Student Body (ASB) Fundraising Revenue	-	-
8685	00	School Site Fundraising	50,000	51,166
8688	00	In Kind Contributions	-	-
8698	00	E-rate Revenue	-	-
8699	00	All Other Local Revenue	-	18,915
8792	65	Special Education - AB602	245,483	194,165
Local Revenue			295,483	271,276
Total Revenue			3,885,770	3,740,627
1100	00	Teachers' Salaries	1,258,000	1,109,901
1105	00	Stipends	5,000	6,000
1200	00	Certificated Pupil Support Salaries	62,400	55,680
1300	00	Certificated Supervisor and Administrator Salaries	196,000	256,000
1900	00	Other Certificated Salaries	114,720	53,352
Certificated Salaries			1,636,120	1,480,933
2100	00	Instructional Aide Salaries	427,322	557,162
2200	00	Classified Support Salaries (Maintenance, Food)	101,960	101,960
2300	00	Classified Supervisor and Administrator Salaries	74,000	74,000
2400	00	Clerical, Technical, and Office Staff Salaries	132,330	127,634
2900	00	Other Classified Salaries (Noon and Yard Sup, etc.)	-	-
Classified Salaries			735,612	860,756
3101	00	State Teachers' Retirement System	278,922	238,092
3202	00	Public Employees Retirement System	-	-
3313	00	OASDI	45,918	58,859
3323	00	Medicare	34,390	33,954
3403	00	Health & Welfare Benefits	276,638	222,353
3503	00	State Unemployment Insurance	23,820	23,880
3603	00	Worker Compensation Insurance	41,505	29,271
3703	00	Other Post Employment Benefits	-	-
3903	00	Other Employee Benefits	-	-
Employee Benefits			701,193	606,409

Innovations			FY1920	FY1920
FY1920		Enrollment	405	387
MYP Summary		ADA %	97.13%	96.00%
		ADA	393.37	371.52
Account Cc	Rst	Description	Current BOD Approved Budget (06-28-19)	Reforecasted Total (Actuals+Fcst)
Total Personnel Expenses			3,072,925	2,948,097
4100	00	Approved Textbooks and Core Curricula Materials	3,500	3,500
4200	00	Books and Other Reference Materials	17,000	11,000
4300	00	Materials and Supplies	32,000	32,000
4309	00	Sales and Use Tax Expense	500	500
4315	00	Classroom Materials and Supplies	46,288	30,000
4342	00	School Sponsored Athletics	3,500	1,000
4381	00	Plant/Facilities Maintenance	96	175
4382	00	Housekeeping and Ops Supplies	-	-
4400	00	Noncapitalized Equipment	9,000	9,000
4410	00	Software and Software Licensing	20,000	32,997
4430	00	Noncapitalized Student Equipment	20,000	20,000
4700	47	Food and Food Supplies	-	3,700
Books and Supplies			151,885	143,872
5100	00	Subagreements for Services	-	-
5200	00	Travel and Conferences	6,000	6,000
5210	00	Training and Development Expense	15,000	14,000
5300	00	Dues and Memberships	3,500	3,500
5400	00	Insurance	30,000	30,000
5500	00	Operation and Housekeeping Services	14,000	14,000
5501	00	Utilities	-	-
5600	00	Space Rental/Leases Expense	140,760	140,760
5601	00	Building Maintenance	1,000	1,000
5602	00	Other Space Rental	1,500	1,500
5605	00	Equipment Rental/Lease Expense	17,000	17,000
5610	00	Equipment Repair	9,531	9,531
5800	00	Professional/Consulting Services and Operating Expenditures	25,000	37,000
5803	00	Banking and Payroll Service Fees	14,500	14,500
5805	00	Legal Services	10,500	10,500
5806	00	Audit Services	10,500	10,500
5807	00	Legal Settlements	-	-
5809	00	Employee Tuition Reimbursement	389	389
5810	00	Educational Consultants	125,000	135,055
5811	00	Student Transportation/Field Trips	30,000	30,000
5812	00	Other Student Activities	580	580
5815	00	Advertising/Recruiting	5,000	5,000
5820	00	Fundraising Expense	9,299	9,299
5830	00	Field Trip Expenses	51,280	51,280
5842	00	Student Athletics Services	-	-
5850	00	Scholarships Awarded	1,122	1,122
5873	00	Financial Services-CSMC	54,000	54,000
5874	00	Personnel Services-live scan, office temps	3,764	3,764
5875	00	District Oversight Fee	34,051	34,051
5877	00	IT Services	12,019	5,000
5890	00	Interest Expense/Fees	1,058	1,058
5891	00	Factoring Fees & Interest	-	-
5900	00	Communications (Tele., Internet, Copies,Postage,Messenger)	13,225	8,000
5999	00	Expense Suspense	-	-
Services & Other Operating Expenses			639,578	648,389
6900	00	Depreciation Expense	7,238	15,000
Capital Outlay			7,238	15,000
7141	65	Special Education Encroachment	-	-
Other Outgo			-	-
Total Operational Expenses			798,701	807,261
Total Expenses			3,871,626	3,755,359
Net Income			14,145	(14,732)
Net Income as a % of LCFF revenue			0.42%	-0.46%
Net Income as a % of Total expenses			0.37%	-0.39%
Beginning Balance			2,197,848	2,197,848
Ending Balance			2,211,993	2,183,116
Ending Balance as a % of Total expenses			57.13%	58.13%

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

First Interim Report
 Charter School
 FY 2019-2020
 For the Period July 1 2019 through October 31, 2019
 Accrual Basis

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

Has board approved a revised budget? (check box below)
 No.
 Yes. (Enter board approved revision date below)
 Revised Date: 12/3/2019

Description	Object Code	A	B	C	D	(A+C)	(B+D)	(E+H)	(F-E)
		Unrestricted Budget	Unrestricted Actuals through 10/31/19	Restricted Budget	Restricted Actuals through 10/31/19	E	F	G	H
A. REVENUES (8000-8799)									
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)									
LCFF State Aid - Current Year (CY) (Res 0000)	8011	814,845	243,820			814,845	243,820	814,845	-
Education Protection Account State Aid (EPA) - CY (Res 1400)	8012	74,304	19,669			74,304	19,669	74,304	-
State Aid - Prior Years (LCFF State Aid and EPA) (Res 0000 and Res 1400)	8019					-	-	-	-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	2,322,145	639,266			2,322,145	639,266	2,322,145	-
Other LCFF Transfers	8091, 8097					-	-	-	-
Total, LCFF Sources		3,211,294	902,755	-	-	3,211,294	902,755	3,211,294	-
2. Other State Revenues (8300-8599)									
State Special Education (Res 6500)	8792			194,165	57,586	194,165	57,586	194,165	-
State Special Education Mental Health Services (Res 6512)	8590			33,964		33,964	-	33,964	-
Mandate Block Grant (Res 0000)	8550	6,589				6,589	-	6,589	-
After School Education and Safety (ASES) (Res 6010)	8677, 8590					-	-	-	-
Common Core Standards Implementation (Res 7405)	8590					-	-	-	-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590					-	-	-	-
Lottery, Unrestricted (Res 1100)	8560	56,100				56,100	-	56,100	-
Lottery, Restricted - Prop 20 (Res 6300)	8560			19,691		19,691	-	19,691	-
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590					-	-	-	-
Other State Revenues (All other resources not reported separately)	8300-8599	25	25	40,723	40,400	40,748	40,425	40,748	-
Total - Other State Revenues		62,714	25	288,543	97,986	351,257	98,011	351,257	-
3. Federal Revenues (8100-8299)									
ESEA (ESSA), Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290			31,097	3,930	31,097	3,930	31,097	-
ESEA (ESSA): Title II, Part A, Improving Teacher Quality Program (Res 4035)	8290			6,770	1,844	6,770	1,844	6,770	-
ESEA (ESSA): Title III, Limited English Proficient Student Program (Res 4203)	8290					-	-	-	-
ESEA (ESSA): Title III, Immigrant Education Program (Res 4201)	8290					-	-	-	-
ESSA: 21st Century Learning Communities (Res 4124)	8290					-	-	-	-
ESSA: Title V, Part B, Public Charter Schools Grant Program (Res 4610)	8290					-	-	-	-
Fed SpEd, IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181			50,625		50,625	-	50,625	-
Fed Sp Ed, IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182					-	-	-	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220			2,474		2,474	-	2,474	-
Federal Impact Aid (ESSA Title VII - Formerly NCLB Title VIII) (Res 0000)	8110					-	-	-	-
Other Federal Revenues (All other resources not reported separately)	8100-8299			10,000	2,500	10,000	2,500	10,000	-
Total - Federal Revenues		-	-	100,966	8,274	100,966	8,274	100,966	-
4. Local Revenue (8600-8799)									
All Local Revenues	8600-8799	77,111	64,848			77,111	64,848	77,111	-
Total - Local Revenues		77,111	64,848	-	-	77,111	64,848	77,111	-
5. TOTAL REVENUES		3,351,119	967,628	389,509	106,260	3,740,628	1,073,888	3,740,628	-
B. EXPENDITURES AND OTHER OUTGO (1000-7499)									
1. Certificated Salaries									
Teachers' Salaries	1100	951,570	326,013	164,331	35,667	1,115,901	361,679	1,115,901	-
Pupil Support Salaries	1200			55,680	15,298	55,680	15,298	55,680	-
Supervisors' and Administrators' Salaries	1300	256,000	73,502		2,019	256,000	75,521	256,000	-
Other Certificated Salaries	1900			53,352	12,826	53,352	12,826	53,352	-
Total, Certificated Salaries		1,207,570	399,515	273,363	65,809	1,480,933	465,324	1,480,933	-
2. Classified Salaries									
Instructional Salaries	2100	469,708	161,317	87,454	24,094	557,162	185,411	557,162	-
Support Salaries	2200	44,210	14,042	57,750	19,558	101,960	33,599	101,960	-
Supervisors' and Administrators' Salaries	2300	74,000	24,667			74,000	24,667	74,000	-
Clerical and Office Salaries	2400	73,640	22,511	53,994	10,905	127,634	33,417	127,634	-
Other Classified Salaries	2900					-	-	-	-
Total, Classified Salaries		661,558	222,537	199,198	54,557	860,756	277,094	860,756	-

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

First Interim Report
 Charter School
 FY 2019-2020
 For the Period July 1 2019 through October 31, 2019
 Accrual Basis

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

Has board approved a revised budget? (check box below)
 No.
 Yes. (Enter board approved revision date below)
 Revised Date: 12/3/2019

Description	Object Code	A	B	C	D	(A+C)	(B+D)	(E+H)	(F-E)
		Unrestricted Budget	Unrestricted Actuals through 10/31/19	Restricted Budget	Restricted Actuals through 10/31/19	Total Budget	Total Actuals through 10/31/19	Projected EFB/NP (Higher of Budget or Actual)	Amount over Budget
3. Employee Benefits									
STRS	3101-3102	199,898	66,852	38,194	6,943	238,092	73,795	238,092	-
PERS	3201-3202					-	-	-	-
OASDI/Medicare (Social Security)	3301-3302	70,514	22,554	22,300	6,326	92,814	28,879	92,814	-
Health and Welfare Benefits	3401-3402	175,830	88,936	46,523	192	222,353	89,128	222,353	-
Unemployment Insurance	3501-3502	18,211	2,562	5,669	745	23,880	3,307	23,880	-
Workers' Compensation Insurance	3601-3602	23,364	9,140	5,907	(159)	29,271	8,980	29,271	-
OPEB, Allocated	3701-3702					-	-	-	-
OPEB, Active Employees	3751-3752					-	-	-	-
Other Employee Benefits	3901-3902					-	-	-	-
Total, Employee Benefits		487,817	190,044	118,593	14,046	606,410	204,090	606,410	-
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100	3,500	545			3,500	545	3,500	-
Books and Other Reference Materials	4200	10,937	1,767	63	63	11,000	1,830	11,000	-
Materials and Supplies	4300	43,984	6,375	19,691	5,818	63,675	12,194	63,675	-
Non-capitalized Equipment	4400	48,333	29,058	13,664	13,664	61,997	42,722	61,997	-
Food (Food used in food-service activities for which the purpose is nutrition)	4700			3,700	647	3,700	647	3,700	-
Total, Books and Supplies		106,754	37,745	37,118	20,192	143,872	57,937	143,872	-
5. Services and Other Operating Expenditures									
Subagreements for Services	5100					-	-	-	-
Travel and Conferences	5200	13,230	4,436	6,770	8,796	20,000	13,231	20,000	-
Dues and Memberships	5300	3,500	1,318			3,500	1,318	3,500	-
Insurance	5400	30,000	15,963			30,000	15,963	30,000	-
Operations and Housekeeping Services	5500	14,000	3,160			14,000	3,160	14,000	-
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	169,791	62,873			169,791	62,873	169,791	-
Transfer of Direct Costs (MUST net to zero)	5700					-	-	-	-
Prof/Consulting Srvcs and Operating Expend (Include District Oversight)	5800	355,542	62,251	47,556	15,852	403,098	78,103	403,098	-
Communications	5900	8,000	1,069			8,000	1,069	8,000	-
Total, Services and Other Operating Expenditures		594,063	151,070	54,326	24,648	648,389	175,717	648,389	-
6. Capital Outlay									
Depreciation Expense (See Sections G.9 & F.2.a)	6900	15,000				15,000	-	15,000	-
Total, Capital Outlay		15,000	-	-	-	15,000	-	15,000	-
7. Other Outgo									
Tuition to Other Schools (Include contributon to unfunded cost of Sp Ed.)	7110-7143					-	-	-	-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213					-	-	-	-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223					-	-	-	-
All Other Transfers	7280-7299					-	-	-	-
Transfers of Indirect Costs (MUST net to zero)	7300					-	-	-	-
Debt Service - Interest	7438					-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		3,072,762	1,000,910	682,598	179,252	3,755,360	1,180,163	3,755,360	-
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		278,357	(33,282)	(293,089)	(72,993)	(14,732)	(106,275)	(14,732)	
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)									
1. All Other Financing Sources	8930-8979					-	-	-	-
2. Other Uses	7630-7699					-	-	-	-
3. Contributions between unrestricted and restricted accounts (MUST net to zero) (Include contribution to the unfunded cost of Special Education)	8980-8999	(281,731)	(72,993)	281,731	72,993	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES/USES		(281,731)	(72,993)	281,731	72,993	-	-	-	-



Exhibition Preview

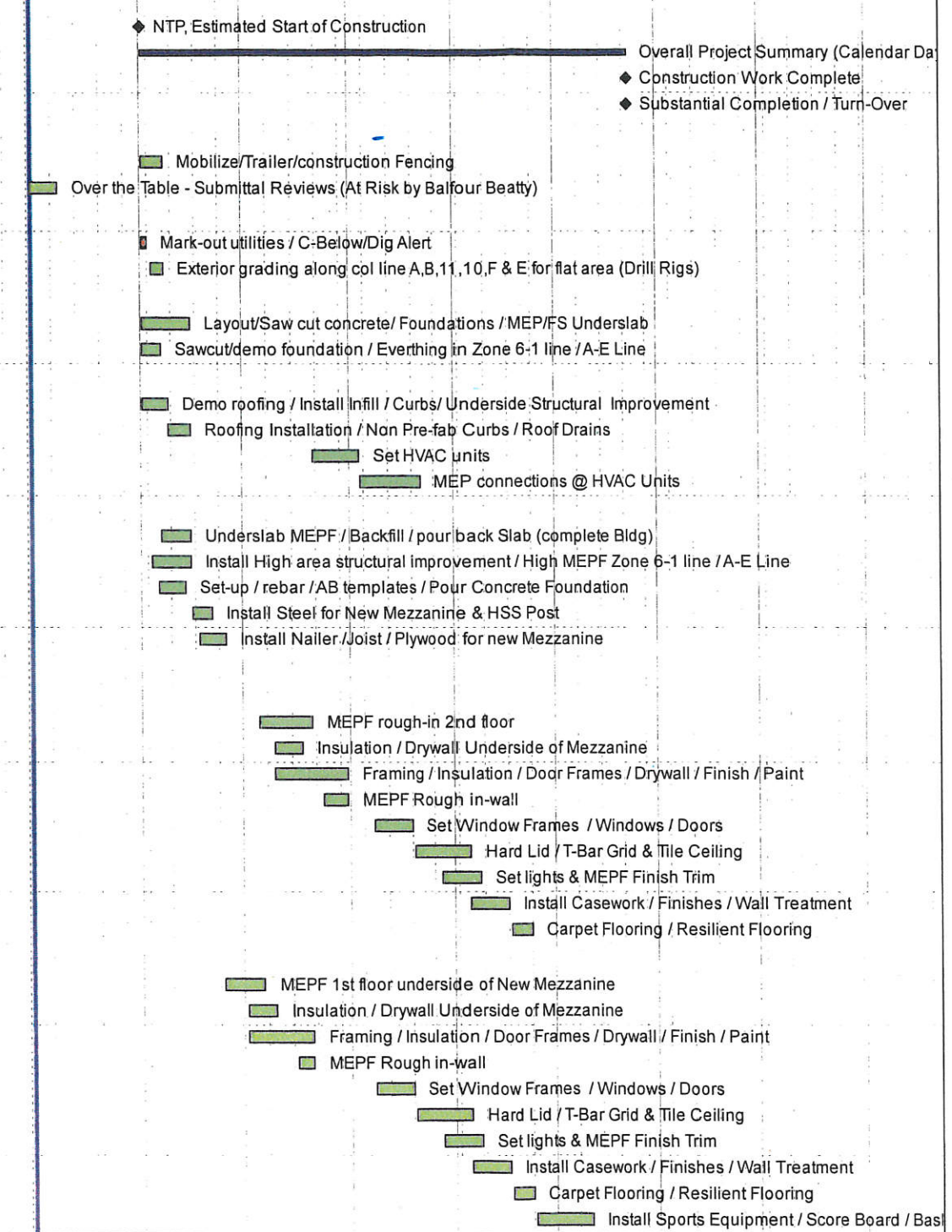
Here is what 3 grade levels will be presenting during Exhibition night on December 19th:

2nd Grade has been learning about climate change, and how climate change has affected animals, air quality and the ocean. The 2nd grade community has partnered with a local musician, and has written a song to express challenges the environment is facing, and what anyone can do to help. During exhibition night students will be performing their song, and presenting the many ways they have used social media and other marketing techniques to get their song out to the San Diego community.

4th Grade students have been exploring the impacts of California geography on home prices. They have each chosen a city in California to build a home with a \$500,000 budget. They have researched cost per square foot averages in their city to see how many square feet they can afford and are currently working in partnerships drafting blueprints of their homes! All 3D models will be shown at exhibition night.

7th grade students are going to be displaying tiny-movable gardens that students have designed and built to accommodate any kind of space that might be at our new school site. Students will also be selling garden starter kits as a fundraiser for their end of the year trip. These will be kits that people could use to cook meals, for example a vegetable kit would have kale, zucchini and beets. A Mexican kit would have cilantro, jalapeno and bell peppers. And a sandwich kit would have sprouts, lettuce and tomato. There will be how to blueprints for how to plant the kits for all gardens available at exhibition as well!

Activity ID	Activity Name	Work Week	Orig Dur	Start	Finish	October 2019							January 2020							March 2020							April 2020							May 2020							June 2020										
						5	22	29	06	13	20	27	03	10	17	24	01	08	15	22	29	05	12	19	26	02	09	16	23	01	08	15	22	29	05	12	19	26	03	10	17	24	31	07	14	21					
Innovations Academy																																																			
Overall Project Completion						145d	30-Sep-19	23-Mar-20																																											
M-010	NTP, Estimated Start of Construction	20h/6d	0d	01-Nov-19*																																															
M-050	Overall Project Summary (Calendar Days)	7P	144d	01-Nov-19	23-Mar-20																																														
M-900	Construction Work Complete	20h/6d	0d		23-Mar-20																																														
M-999	Substantial Completion / Turn-Over	20h/6d	0d		23-Mar-20																																														
Construction Program						20h/6d	145d	30-Sep-19	23-Mar-20																																										
A1000	Mobilize/Trailer/construction Fencing	20h/6d	6d	01-Nov-19	07-Nov-19																																														
A1020	Over the Table - Submittal Reviews (At Risk by Balfour Beatty)	20h/6d	7d	30-Sep-19	07-Oct-19																																														
Site Demolition						20h/6d	6d	01-Nov-19	07-Nov-19																																										
DEMO-1000	Mark-out utilities / C-Below/Dig Alert	20h/6d	2d	01-Nov-19	02-Nov-19																																														
DEMO-1200	Exterior grading along col line A,B,11,10,F & E for flat area (Drill Rigs)	20h/6d	4d	04-Nov-19	07-Nov-19																																														
Building Demolition						20h/6d	12d	01-Nov-19	15-Nov-19																																										
DEMO-1500	Layout/Saw cut concrete/ Foundations / MEP/FS Underslab	20h/6d	12d	01-Nov-19	15-Nov-19																																														
DEMO-1700	Sawcut/demo foundation / Everthing in Zone 6-1 line /A-E Line	20h/6d	5d	01-Nov-19	06-Nov-19																																														
Roof Top Construction						20h/6d	64d	01-Nov-19	21-Jan-20																																										
ROOF-1000	Demo roofing / Install Infill / Curbs/ Underside Structural Improvement	20h/6d	7d	01-Nov-19	08-Nov-19																																														
ROOF-1050	Roofing Installation / Non Pre-fab Curbs / Roof Drains	20h/6d	5d	09-Nov-19	15-Nov-19																																														
ROOF-1100	Set HVAC units	20h/6d	10d	21-Dec-19	03-Jan-20																																														
ROOF-1150	MEP connections @ HVAC Units	20h/6d	15d	04-Jan-20	21-Jan-20																																														
Structural Upgrades (Zone 1-6 line / A-E Line)						20h/6d	18d	04-Nov-19	25-Nov-19																																										
STRU-1100	Underslab MEPF / Backfill / pour back Slab (complete Bldg)	20h/6d	7d	07-Nov-19	15-Nov-19																																														
STRU-1200	Install High area structural improvement / High MEPF Zone 6-1 line /A-E Line	20h/6d	10d	04-Nov-19	15-Nov-19																																														
STRU-1300	Set-up / rebar /AB templates / Pour Concrete Foundation	20h/6d	6d	06-Nov-19	13-Nov-19																																														
STRU-1400	Install Steel for New Mezzanine & HSS Post	20h/6d	5d	16-Nov-19	21-Nov-19																																														
STRU-1500	Install Nailer /Joist / Plywood for new Mezzanine	20h/6d	7d	18-Nov-19	25-Nov-19																																														
Interior Construction (Zone 1-6 line / A-E Line)						20h/6d	88d	25-Nov-19	11-Mar-20																																										
2nd Floor						20h/6d	66d	06-Dec-19	22-Feb-20																																										
2FLR-1050	MEPF rough-in 2nd floor	20h/6d	13d	06-Dec-19*	20-Dec-19																																														
2FLR-1100	Insulation / Drywall Underside of Mezzanine	20h/6d	7d	10-Dec-19	17-Dec-19																																														
2FLR-1150	Framing / Insulation / Door Frames / Drywall / Finish / Paint	20h/6d	17d	10-Dec-19	30-Dec-19																																														
2FLR-1200	MEPF Rough in-wall	20h/6d	5d	24-Dec-19	30-Dec-19																																														
2FLR-1250	Set Window Frames / Windows / Doors	20h/6d	10d	08-Jan-20*	18-Jan-20																																														
2FLR-1300	Hard Lid / T-Bar Grid & Tile Ceiling	20h/6d	14d	20-Jan-20	04-Feb-20																																														
2FLR-1350	Set lights & MEPF Finish Trim	20h/6d	10d	28-Jan-20	07-Feb-20																																														
2FLR-1400	Install Casework / Finishes / Wall Treatment	20h/6d	10d	05-Feb-20	15-Feb-20																																														
2FLR-1450	Carpet Flooring / Resilient Flooring	20h/6d	6d	17-Feb-20	22-Feb-20																																														
1st Floor						20h/6d	88d	25-Nov-19	11-Mar-20																																										
1FLR-1000	MEPF 1st floor underside of New Mezzanine	20h/6d	8d	25-Nov-19*	06-Dec-19																																														
1FLR-1050	Insulation / Drywall Underside of Mezzanine	20h/6d	7d	02-Dec-19	09-Dec-19																																														
1FLR-1100	Framing / Insulation / Door Frames / Drywall / Finish / Paint	20h/6d	17d	02-Dec-19	20-Dec-19																																														
1FLR-1150	MEPF Rough in-wall	20h/6d	5d	16-Dec-19	20-Dec-19																																														
1FLR-1200	Set Window Frames / Windows / Doors	20h/6d	10d	08-Jan-20*	18-Jan-20																																														
1FLR-1250	Hard Lid / T-Bar Grid & Tile Ceiling	20h/6d	14d	20-Jan-20	04-Feb-20																																														
1FLR-1300	Set lights & MEPF Finish Trim	20h/6d	10d	28-Jan-20	07-Feb-20																																														
1FLR-1350	Install Casework / Finishes / Wall Treatment	20h/6d	10d	05-Feb-20	15-Feb-20																																														
1FLR-1400	Carpet Flooring / Resilient Flooring	20h/6d	6d	17-Feb-20	22-Feb-20																																														
1FLR-1450	Install Sports Equipment / Score Board / Basketball Backboard / Padding	20h/6d	15d	24-Feb-20	11-Mar-20																																														



Start Date: 30-Sep-19
 Finish Date: 23-Mar-20
 Data Date: 30-Sep-19
 Print Date: 25-Sep-19 17:18

LT-00 Preliminary Const. (Job #TBD)			
Date	Revision	Checked	Approved

Activity ID	Activity Name	Work Week	Orig Dur	Start	Finish	October 2019	N	D	January 2020	F	March 2020	April 2020	May 2020	June 2020
						5 22 29 06 13 20 27 03 10 17 24 31	08 15 22 29 05 12 19 26 02 09 16 23 30 06 13 20 27 03 10 17 24 31	05 12 19 26 02 09 16 23 30 06 13 20 27 03 10 17 24 31						
KIT-1000	Framing for Kitchen	20h/6d	7d	13-Dec-19*	20-Dec-19									
KIT-1100	MEPF rough-in Overhead & In-wall	20h/6d	10d	21-Dec-19	03-Jan-20									
KIT-1200	County Health Inspection	20h/6d	0d 8h	30-Dec-19	30-Dec-19									
KIT-1300	Drywall / Water Resistant Backer Board / FRP / Finish Paint w/ceiling	20h/6d	10d	21-Dec-19	03-Jan-20									
KIT-1400	Float Floor / Tile @ floors & Walls	20h/6d	24d	04-Jan-20	31-Jan-20									
KIT-1500	Set MEPF Trim & Finishes	20h/6d	6d	01-Feb-20	07-Feb-20									
KIT-1600	Set Kitchen Equipment / S.S. Counters / Roll-up Doors	20h/6d	26d	08-Feb-20	09-Mar-20									
KIT-1700	Final County Health Department Inspection Sign-off	20h/6d	0d 8h	10-Mar-20	10-Mar-20									
Site Improvement				20h/6d	113d	04-Nov-19	20-Mar-20							
SITE-1000	Demo / Grade for Drill Rigs	20h/6d	4d	04-Nov-19	07-Nov-19									
SITE-1100	Site Foundation / Walls / Concrete Ramps / Curbs / Retaining Walls	20h/6d	33d	08-Nov-19	20-Dec-19									
SITE-1200	Grind Existing Asphalt / Cut Area to Remain	20h/6d	8d	21-Dec-19	31-Dec-19									
SITE-1300	Grade for New Turn-Around / Drop-off / Side Walks / Playground Area	20h/6d	10d	21-Dec-19	03-Jan-20									
SITE-1400	Install Site Utilities	20h/6d	25d	02-Dec-19*	31-Dec-19									
SITE-1500	Set-up Site work / Rebar / Concrete Flatwork / Pour Concrete	20h/6d	22d	21-Dec-19	17-Jan-20									
SITE-1600	Install Fence Foundations / Fencing	20h/6d	22d	21-Dec-19	17-Jan-20									
SITE-1700	Base & Pave Asphalt / New Turn-Around / Drop-off	20h/6d	6d	04-Jan-20	10-Jan-20									
SITE-1800	Install shade structure Foundation / Structure	20h/6d	14d	02-Jan-20	17-Jan-20									
SITE-1900	Site Concrete Benches / Concrete Paving	20h/6d	12d	04-Jan-20	17-Jan-20									
SITE-2000	Landscape / Sleeves / Mow Curb / Irrigation / Redwood header / Boulders	20h/6d	19d	16-Jan-20	06-Feb-20									
SITE-2100	Synthetic Turf / DG / River Cobbles	20h/6d	18d	07-Feb-20	27-Feb-20									
SITE-2200	Planting around back of School	20h/6d	17d	28-Feb-20	18-Mar-20									
SITE-2300	Slurry Seal Existing AC Pavement / Signage	20h/6d	5d	16-Mar-20*	20-Mar-20									
SITE-2400	Pavement Striping and Wheelstops	20h/6d	3d	18-Mar-20	20-Mar-20									
Systems Start-up & Testing				20h/6d	10d	12-Mar-20	23-Mar-20							
SU-1000	Commissioning / Final Inspections	20h/6d	10d	12-Mar-20	23-Mar-20									
SU-1500	Construction Work Complete	20h/6d	0d		23-Mar-20									

	Actual Level of Effort		Milestone
	Remaining Level of Effort		
	Actual Work		
	Remaining Work		
	Critical Remaining Work		

Project ID: INNOV-00 Page: 3 of 3

Balfour Beatty Construction
Innovations Academy - San Diego Unified School District
 Preliminary Construction Schedule - Data Date: 30-Sep-19

LT-00 Preliminary Const. (Job #TBD)			
Date	Revision	Checked	Approved

Start Date: 30-Sep-19
 Finish Date: 23-Mar-20
 Data Date: 30-Sep-19
 Print Date: 25-Sep-19 17:18

TRANSMITTED VIA EMAIL

October 14, 2019

Ms. Christine Kuglen
Director, Innovations Academy
10380 Spring Canyon Rd
San Diego, CA 92131

Re: **Innovations Academy Garden** – San Diego, CA
Proposal for Landscape Architectural Services
GroundLevel Proposal #19143

Dear Christine,

Thank you for the opportunity to submit our proposal for the Garden Play-space at your new campus. From our meeting with you and your team, we have a clear understanding of the project scope and your expectations. Attached is our proposal for master planning services.

We appreciate this opportunity to be of service and are enthusiastic about working with you and your team.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Brad Lenahan', with a long horizontal flourish extending to the right.

Brad Lenahan, LLA, ASLA
Senior Principal, PLA #4470, California

AGREEMENT FOR LANDSCAPE ARCHITECTURAL SERVICES

For the PROJECT known as:

Innovations Academy Garden

San Diego, CA

GL Project# 19143

Between the CLIENT,

Innovations Academy

10380 Spring Canyon Rd

San Diego, CA 92131

T. (858) 271-1414

and the LANDSCAPE ARCHITECT,

GroundLevel Landscape Architecture. Inc.

2605 State Street, Suite B

San Diego, CA 92103

T. (619) 325-1990

PROJECT UNDERSTANDING

The project generally consists of work within the existing garden space being provided to the Academy by SDUSD as shown in the DSA approved drawings for the school building project. The project will include development of the outdoor spaces provided to accommodate specific outdoor learning and play opportunities desired by the school.

SCOPE OF SERVICES & DELIVERABLES

The Landscape Architect will provide, or cause to be provided, the following services and instruments of service for the above-named project:

21 MASTER PLAN PHASE

- Provide Client with an annotated set of the DSA approved plans prepared by GroundLevel for BakerNowicki on behalf of SDUSD.
- Meet with the Client and their committee to review the DSA approved plans and to determine their desired programmatic features and play opportunities, and discuss potential preferred locations for them within the space.
- Prepare a colored preliminary master plan for the garden play-space for review by the Client and their subcommittee. The plan will identify and locate uses such as:
 - Outdoor instruction areas
 - Lunch areas
 - Various types of play areas, including areas with custom play structures
 - Landscape garden areas
 - Edible garden areas
 - Circulation path/trail and informal seating areas
 - Water elements for play and instruction
- Prepare a revised final master plan for Client approval.
- Prepare a phasing overlay plan identifying how the master plan might be phased based on Client schedule, available funding, and overall goals.
- Attend up to (3) meetings with the Client and their subcommittee.

FEE SCHEDULE

CODE	PHASE	FEE
21	MASTER PLAN PHASE	\$4,500.00
	TOTAL FEES	\$4,500.00

a fixed fee of

REIMBURSEMENT FOR PROJECT-RELATED EXPENSES

Expenses incurred on behalf of the project are not included in the above fees. All expenses including but not limited to printing and plotting, copying and other reprographic services; in-house printing and plotting; soil testing; and special delivery costs (Federal Express, courier, etc.) will be charged at cost plus ten percent (10%). Mileage will be charged at \$0.58 per mile, subject to annual adjustment per IRS guidelines. Any additional sub-consultant fees approved by the Client will be billed at cost plus fifteen percent (15%).

EXCLUSIONS – Scope not included as follows:

- Meetings beyond those listed in the scope above.
- Drawings beyond a master plan level of detail. If detailed drawings for the construction of specific items is desired by the Client, these services may be provided for an additional fee.
- Changes to DSA approved drawings prepared for SDUSD.
- Illustrative 3D renderings.
- Design of site signage or wayfinding elements.


APPROVAL

This Agreement becomes effective as of the date first signed below. All other terms shall be per Attachment 'A', which is included herein by reference.

For the CLIENT,

For the LANDSCAPE ARCHITECT,

Signature Date



Signature Date 10/14/2019

Name & Title

Brad Lenahan, PLA #4470, ASLA – Senior Principal

Name & Title

19143 Innovations Academy Garden_GL pro_20191014.docx

ATTACHMENT 'A'
TERMS OF AGREEMENT

The following Terms of Agreement shall apply to this and to all Supplemental Agreements entered into by Client and Landscape Architect, except as modified by terms of a Supplemental Agreement:

1. **HOURLY SERVICES:** All hourly services shall be paid for by the Client at the following rates. Hourly rates are subject to adjustment on January 1st of each year.
 - Senior Principal Landscape Architect\$195.00 per hour
 - Principal Landscape Architect\$180.00 per hour
 - Senior Associate.....\$155.00 per hour
 - Associate\$150.00 per hour
 - Project Landscape Architect.....\$145.00 per hour
 - Project Manager\$135.00 per hour
 - Job Captain\$125.00 per hour
 - Designer / Draftsperson\$110.00 per hour
 - Administrative Assistant / Graphic Designer.....\$65.00 per hour
2. **INVOICING / PAYMENT:** Landscape Architect will submit monthly invoices for percentage of work completed, due and payable upon presentation. If the Client objects to any portion of an invoice, the Client shall so notify the Landscape Architect in writing within fifteen (15) calendar days of receipt of the invoice. The Client shall identify the specific cause of the disagreement and shall pay the portion of the invoice not in dispute. Interest as stated in Article 4. shall be paid by the Client on all disputed invoiced amounts resolved in the Landscape Architect's favor and unpaid for more than thirty (30) calendar days after date of submission.
3. **REIMBURSABLE EXPENSES:** Reimbursable expenses per Agreement will be invoiced with Basic Services. Terms for invoicing/payment shall be per Article 2. above.
4. **INTEREST:** If payment is not received by the Landscape Architect within thirty (30) calendar days of the invoice date, the Client shall pay as interest an additional charge of one-and-one-half (1.5) percent (or the maximum allowable by law, whichever is lower) of the PAST DUE amount per month. Payment thereafter shall first be applied to the accrued interest and then to the unpaid principal.
5. **COLLECTION COSTS:** In the event legal action is necessary to enforce the payment provisions of this Agreement, the Landscape Architect shall be entitled to collect from the Client any judgment or settlement sums due, reasonable attorney's fees, court costs, and expenses incurred by the Landscape Architect in connection therewith and, in addition, the reasonable value of the Landscape Architect's time and expenses spent in connection with such collection action, computed at the Landscape Architect's prevailing fee schedule and expense policies.
6. **SUSPENSION OF SERVICES:** If the Client fails to make payments when due or otherwise is in breach of this Agreement, the Landscape Architect may suspend performance of services upon five (5) calendar days written notice to the Client. The Landscape Architect shall have no liability whatsoever to the Client for any costs or damages as a result of such suspension caused by any breach of this Agreement by the Client.
7. **ADDITIONAL SERVICES:** Client may request that Landscape Architect perform additional services not covered by the specific Scope of Work set forth in this Agreement. Landscape Architect shall perform such services and will be paid for such additional services in accordance with Landscape Architect's Standard Schedule of Hourly Rates as described in this Attachment. The Client shall approve fees for such work before any extra services are performed.
8. **GOVERNING LAW:** The laws of the State of California will govern the validity of this agreement, its interpretation and performance. Any litigation arising in any way from this Agreement shall be brought in the courts of that State. The State of California regulates Landscape Architects. Any questions concerning a Landscape Architect may be referred to the Landscape Architects Technical Committee at: Landscape Architects Technical Committee, 2420 Del Paso Road, Suite 105, Sacramento, CA 95834, phone (916) 575-7230.
9. **CODES AND STANDARDS COMPLIANCE:** The Landscape Architect shall put forth reasonable professional efforts to comply with codes, regulations, and laws in effect as of the date of submission to building authorities.
10. **STANDARD OF CARE:** The Landscape Architect makes no warranty either express or implied, as to its findings, recommendations, design, specifications, or professional advice except that these were prepared under the direction of a registered professional Landscape Architect in accordance with generally accepted landscape architectural practices, and performed in a manner consistent with that degree of care and skill ordinarily exercised by Landscape Architects currently practicing under similar circumstances.
11. **COMPLIANCE WITH AMERICANS WITH DISABILITIES ACT (ADA):** The ADA provides that alterations to a facility must be made in such a manner that, to the maximum extent feasible, the altered portions of the facility are readily accessible to persons with disabilities. The Client acknowledges that the requirement of the ADA will be subject to various and possibly contradictory interpretations. The Landscape Architect, therefore, will use its reasonable professional efforts and judgment to interpret applicable ADA requirements and other federal, state and local laws, rules, codes, ordinances and regulations as they apply to the project. The Landscape Architect, however, cannot and does not warrant or guarantee that the Client's project will comply with all interpretations of the ADA requirements and/or the requirements of other federal, state and local laws, rules, codes, ordinances and regulations as they apply to the Project.
12. **CLIENT'S RESPONSIBILITIES:** The Client shall be responsible to provide or cause to be provided to the Landscape Architect, the following:
 - Full information regarding the requirements for the Project.
 - Budgets, and the approval thereof, for the construction of all improvements within the Landscape Architect's scope of services.
 - Prompt written notice to the Landscape Architect when aware of changes, faults, or defects in the Project and/or Project Documents, or nonconformance with the contract documents.
 - Information and approvals as expeditiously as possible for the orderly progress of the work.
 - Access to the property and making all provisions for the Landscape Architect to enter upon the subject parcel as required by the Landscape Architect to perform his services under this Agreement.
 - Accurate CADD files in AutoCAD 2012 format showing exact locations, elevations, and sizes of proposed buildings, structures, and improvements; site grading plans of proposed topography of project site; locations and elevations of proposed utility lines and facilities.
 - LANDSCAPE ARCHITECT assumes no responsibility for the accuracy of information or services provided by Client and shall not be liable for error or omissions therein. Should LANDSCAPE ARCHITECT be required to provide services in obtaining or coordinating compilation of this information, such services shall be charged as Extra Services.
 - Designating a representative to act in its behalf with respect to the project. The Client's Representative shall examine documents submitted by the Landscape Architect and shall render decisions promptly to avoid unreasonable delay in the progress of Landscape Architect's services. Client's Representative shall have authority to make decisions regarding Landscape Architect's services on behalf of Client.

13. **OWNERSHIP OF INSTRUMENTS OF SERVICE:** All reports, plans, specifications, CADD and computer files, field data, notes and other documents and instruments prepared by the Landscape Architect as instruments of service shall remain the property of the Landscape Architect. The Landscape Architect shall retain all common law, statutory and other reserved rights, including the copyright thereto. Reproducible copies of these instruments will be provided to the Client at Client's expense. They may not be used on other projects or extensions to this Project except by agreement in writing and with the appropriate compensation to the Landscape Architect.
14. **INDEMNIFICATION:** The Landscape Architect agrees to indemnify Client, but shall not be responsible for the cost of their defense, from liability for damages arising out of the performance of Landscape Architect's services on this project unless and only to the extent that such liability is actually determined to have been caused by the negligent acts, error or omissions of Landscape Architect, its principals, employees or sub-consultants. The Client agrees, to the fullest extent permitted by law, to indemnify and hold the Landscape Architect harmless from any damage, liability or cost (including reasonable attorneys' fees and cost of defense) to the extent caused by the Client's negligent acts, errors or omissions and those of his or her contractors, subcontractors or consultants or anyone for whom the Client is legally liable, and arising from the project that is subject of this Agreement.
15. **CERTIFICATE OF MERIT:** The Client shall make no claim for professional negligence, either directly or in a third party claim, against the Landscape Architect unless the Client has first provided the Landscape Architect with a written certification executed by an independent design professional currently practicing in the same discipline as the Landscape Architect and licensed in the State of California. This certification shall: a) contain the name and license number of the certifier; b) specify each and every act or omission that the certifier contends is a violation of the standard of care expected of a Landscape Architect performing professional services under similar circumstances; and c) state in complete detail the basis for the certifier's opinion that each such act or omission constitutes such a violation. This certificate shall be provided to the Landscape Architect not less than thirty (30) calendar days prior to the presentation of any claim or the institution of any arbitration or judicial proceeding. This provision will not prevent the Client from presenting a claim within the statute of limitations.
16. **STATUTES OF REPOSE AND LIMITATION:** All legal causes of action between the parties to this Agreement shall accrue and any applicable statutes of repose or limitation shall begin to run not later than the date of Substantial Completion. If the act or failure to act complained of occurs after the date of Substantial Completion, then the date of final completion shall be used, but in no event shall any statute of repose or limitation begin to run any later than the date the Landscape Architect's services are completed or terminated.
17. **ATTORNEYS' FEES:** In the event of any litigation arising from or related to the services provided under this Agreement, the prevailing party will be entitled to recovery of all reasonable costs incurred, including staff time, court costs, attorneys' fees, and other related expenses.
18. **MEDIATION / ARBITRATION:** In an effort to resolve any and all conflicts that arise during the design or construction of the project or following the completion of the project, the Client and the Landscape Architect agree that all disputes between them arising out of or relating to this Agreement shall first be submitted to (non-binding) mediation unless both parties mutually agree otherwise in writing. The Client and the Landscape Architect further agree to include a similar mediation provision in all agreements with independent contractors and consultants retained for the Project and to require all independent contractors and consultants also to include a similar mediation provision in all agreements with their subconsultants, subcontractors, suppliers and fabricators, thereby providing for mediation as the primary method for dispute resolution between the parties to all those agreements. If mediation fails to resolve the conflict, then Client and Landscape Architect agree to submit the dispute to binding arbitration.
19. **LIMITATION OF LIABILITY:** In recognition of the relative risks and benefits of the project to both the Client and the Landscape Architect, the risks have been allocated such that the Client agrees, to the fullest extent permitted by law, to limit the liability of the Landscape Architect and his or her subconsultants to the Client and to all construction contractors and subcontractors on the project for any and all claims, losses, costs, damages of any nature whatsoever or claims expenses from any cause or causes, so that the total aggregate liability of the Landscape Architect and his or her subconsultants to all those named shall not exceed the Landscape Architect's insurance limits. Such claims and causes include, but are not limited to negligence, professional errors or omissions, strict liability, breach of contract or warranty.
20. **OPINIONS OF PROBABLE COST:** In providing opinions of probable construction cost, the Client understands that the Landscape Architect has no control over costs or the price of labor, equipment or materials, or over the contractor's method of pricing, and that the opinions of probable construction costs provide herein are to be made on the basis of the Landscape Architect's qualifications and experience. The Landscape Architect makes no warranty, expressed or implied, as to the accuracy of such opinions as compared to bid or actual costs.
21. **VALUE ENGINEERING:** If the Client retains the services of a Value Engineer (V/E) to review the Construction Documents prepared by the Landscape Architect, it shall be at the Client's sole expense and shall be performed in a timely manner so as not to delay the orderly progress of the Landscape Architect's services. The Client shall promptly notify the Landscape Architect of the identity of the V/E and shall define the V/E's scope of services and responsibilities of the Landscape Architect. All recommendations of the V/E shall be given to the Landscape Architect for review, and adequate time will be provided for the Landscape Architect to respond to these recommendations. If the Landscape Architect objects to any recommendations made by the V/E, it shall so state in writing to the Client, along with the reasons for objecting. If the Client requires the incorporation of changes in the Construction Documents to which the Landscape Architect has objected, the Client agrees, to the fullest extent permitted by law, to waive all claims against the Landscape Architect and to indemnify and hold harmless the Landscape Architect for any damages, liabilities or cost, including reasonable attorneys' fees and costs of defense, which arise in connection with or as a result of the incorporation of such design changes required by the Client. In addition, the Landscape Architect shall be compensated for services necessary to incorporate recommended value engineering changes into reports, drawings, specifications, bidding or other documents. The Landscape Architect shall be compensated as Additional Service for all time spent to prepare for, review and respond to the recommendations if the V/E. The Landscape Architect's time for performance of its services shall be equitably adjusted.
22. **UNAUTHORIZED CHANGES:** In the event that Client, the Client's contractors or subcontractors, or anyone for whom the Client is legally liable makes or permits to be made any changes to any reports, plans, specifications or other construction documents prepared by the Landscape Architect without obtaining the Landscape Architect's prior written consent, the Client shall assume full responsibility for the results of such changes. Therefore the Client agrees to waive any claim against the Landscape Architect and to release the Landscape Architect from any liability arising directly or indirectly from such changes. In addition, the Client agrees, to the fullest extent permitted by law, to indemnify and hold harmless the Landscape Architect from any damages, liabilities or costs, including reasonable attorney's fees and costs of defense, arising from such changes. In addition, the Client agrees to include in any contracts for construction appropriate language that prohibits the Contractor or any subcontractors of any tier from making any changes or modifications to the Landscape Architect's construction documents without the prior written approval of the Landscape Architect and that further requires the Contractor to indemnify both the Landscape Architect and the Client from any liability or cost arising from such changes made without such proper authorization.
23. **NOTICES:** Any notice required under this Agreement shall be in writing, addressed as specified in this Agreement and sent by certified U.S. mail or courier service to the address (or telephone number) listed in this Agreement. Either party may change its address by giving the other party notice of the change in any manner permitted by this Agreement.
24. **ASSIGNMENT:** Neither party to this Agreement shall transfer, sublet or assign any rights under or interest in this Agreement (including but not limited to monies that are due or monies that may be due) without the prior written consent of the other party.
25. **SUSPENSION OF PROJECT:** If the project is suspended or more than sixty (60) calendar days in the aggregate, the Landscape Architect shall be compensated for services performed and charges incurred prior to receipt of notice to suspend, and, upon resumption, an equitable adjustment in fees to accommodate the resulting demobilization and remobilization costs. In addition, there shall be an equitable adjustment in the project schedule based on the delay caused by the suspension. If the project is suspended for more than one hundred twenty (120) calendar days in the aggregate, the Landscape Architect may, at his or her option, terminate this Agreement upon giving notice in writing to the Client.
26. **SEVERABILITY:** Any term or provision of this Agreement found to be invalid under any applicable statute or rule of law shall be deemed omitted and the remainder of this Agreement shall remain in full force and effect.

27. SURVIVAL: Notwithstanding completion or termination of this Agreement for any reason, all rights, duties and obligations of the parties to this Agreement shall survive such completion or termination and remain in full force and effect until fulfilled.
28. TERMINATION: Either the Client or the Landscape Architect may terminate this Agreement at any time with or without cause upon giving the other party seven (7) calendar days prior written notice. The Client shall, within fifteen (15) calendar days of termination, pay the Landscape Architect for all services rendered and all costs incurred up to the date of termination, in accordance with the compensation provisions of this contract.

END OF ATTACHMENT 'A'

Five things to know now about California's new vaccine law

BY ELIZABETH AGUILERA



PUBLISHED: SEPTEMBER 15, 2019



Two days after Gov. Gavin Newsom approved a new vaccine law, a small group of protesters held a candlelight vigil at California's Capitol. Photo by Ben Christopher, CalMatters

IN SUMMARY

Doctors will no longer be the final authority on medical exemptions and could be investigated if they write too many. Opponents say physicians may now be afraid to provide waivers, even for kids who need them.

California has a new vaccination law on the books. It cracks down on inappropriate use of medical exemptions that allow kids to skip some or all vaccines and still enter school. It gives power over the exemption process to public health officials and will create a vaccination database of all children with medical dispensation.

Supporters of the law are pleased that doctors will no longer be the final authority on medical exemptions and could be investigated if they write too many. The more children who get vaccines, the safer schools will be for all kids, the proponents say.

Critics fear the law will effectively shut down access to waivers for kids who could be harmed by vaccines, which carry some risk, or who need them for other medical reasons. Doctors may fear the investigative provisions of the law, opponents say, and thousands of children could even be tossed out of school if they are not fully up-to-date on vaccines.

Here are five things to know about the law, which goes into effect Jan. 1.

What does the new law do?

In California, children are required to be vaccinated, or have a medical exemption, to attend school. The new [law](#) creates a review process that gives public health officials the final say on those waivers, with the authority to reject them. Reasons for medical exemptions must still follow strict guidelines, and doctors will now be barred from charging any fees for exams or forms related to such dispensation.

STARTING NEXT YEAR, THE STATE WILL REVIEW ALL MEDICAL EXEMPTIONS AT SCHOOLS WHERE FEWER THAN 95% OF STUDENTS ARE VACCINATED, FROM DOCTORS WHO SUBMIT FIVE OR MORE EXEMPTIONS IN ONE YEAR AND FROM SCHOOLS THAT HAVEN'T SHARED VACCINATION RATES.

Democratic state Sen. Richard Pan, the law's author, said he was concerned when the number of medical waivers rose across the state after a previous law that he wrote eliminated personal-belief exemptions in 2016 but kept medical exemptions intact. Pan said his goal this year was to keep physicians from issuing waivers for pay or for reasons that are not allowed.

The law, signed by the governor Monday, [requires](#) doctors to examine patients and submit their recommendations to the state Department of Public Health. State officials will then cross-check recommendations against guidelines from the Centers for Disease Control's Advisory Committee on Immunization [Practices](#) or the American Academy of Pediatrics.

Currently, the state is not involved in how students are granted medical exemptions. Parents get them from doctors and submit them to schools, and schools with kindergartens are required to

submit aggregate data to the state each autumn. The state does not receive exemption forms or information about doctors writing exemptions, according to the Department of Public Health.

Starting next year, parents will continue to get waiver letters from doctors, as they do now, and submit them to schools. Starting in 2021, the state is to have a standardized form and a new submission process: Doctors will send exemptions directly to the state for review and dissemination to schools.

Once the law takes effect in January, a state health official will begin reviewing all medical exemptions at schools in which fewer than 95% of students are vaccinated, from doctors who submit five or more exemptions in one year and from schools that have not shared vaccination rates with the state.

If the state determines a physician is “contributing to a public health risk,” it will report the physician to California’s medical board. The state will cancel waivers written by doctors who are under investigation by the medical board.

“It is my hope that parents whose vulnerable children could die from vaccine-preventable diseases will be reassured that we are protecting those communities that have been left vulnerable” by local doctors selling inappropriate exemptions, Pan said in a written statement.

Kids with medical exemptions issued before next Jan. 1 may keep their exemptions until they move into the next grade span. The spans are defined as birth to preschool, kindergarten to 6th grade and 7th to 12th grades. After July 1, 2021, students with temporary exemptions will need a new one each year, and no exemptions will carry over when a child enters a new grade span.

How did we get here?

Vaccinations have been a hot issue in California for several years, even though nearly 95% of kindergartners were fully vaccinated in the last school year. At the same time, the portion of kindergartners with medical exemptions [has been rising](#) since personal-belief exemptions were eliminated. Last year 0.9% of kindergartners – 4,812 of them – had exemptions. In some places rates are higher: The legislation notes that 16 counties had kindergarten vaccination rates lower than 90% in the last school year.

Pan’s latest proposal brought opposition groups to the capital for weeks in protest. They were out in such force they sometimes essentially shut down meetings and regularly scheduled operations in the Capitol building. Advocates for Physicians’ Rights, Physicians for Informed Consent and parents from across the state testified against the bill in committee hearings, saying their children

had been injured by vaccines, they didn't want to be required to obtain more immunizations, their children had autoimmune disorders or similar conditions and they feared doctors would no longer be willing to provide exemptions.

Opponents did the same in 2015, when Pan first proposed elimination of personal-belief exemptions. At that time he [agreed](#) that a medical exemption is absolutely up to a physician and [argued](#) that parents would be able to find a practitioner to sign a form, so when he went after those waivers this year the opposition fought back again.

In addition, surprising some of the bill's supporters, Gov. Gavin Newsom had reservations.

Initially, he expressed [concern](#) about state involvement in the doctor-patient relationship. But after negotiations with the author and some amendments, Newsom said he would support the proposal. But as the bill advanced through the Legislature, Newsom [signaled](#) he wanted more changes. Pan agreed again and put them in a companion [bill](#). Newsom signed both bills into law.

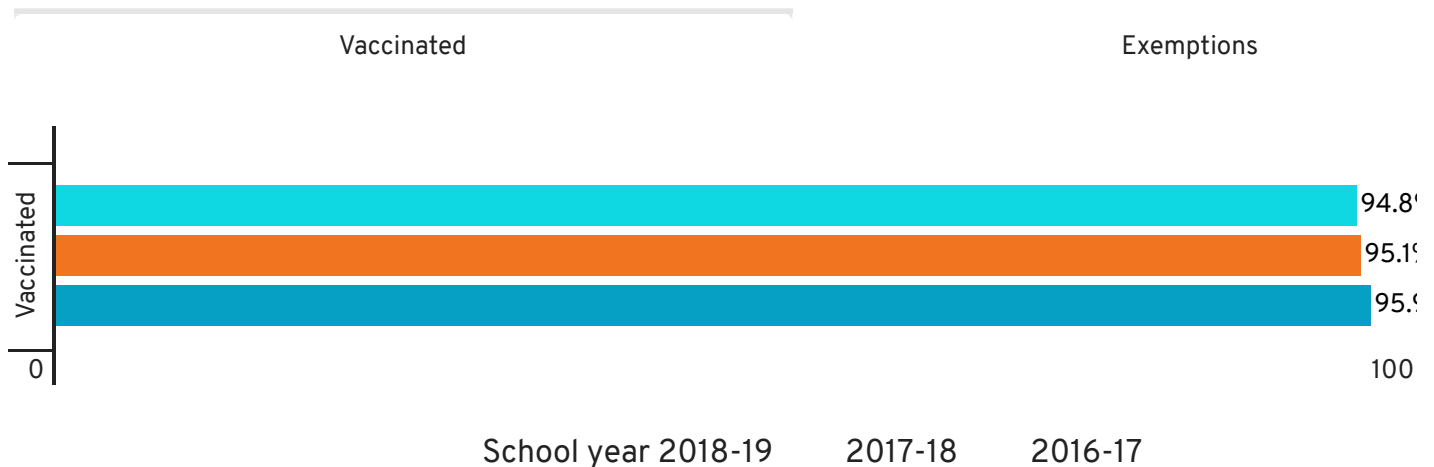
The changes Newsom asked for allow kids who have medical exemptions before the law goes into effect Jan. 1 to keep them until they enter a new grade span. Doctors also gained some breathing room in the amended version: Initially, Pan's proposal said they would sign exemptions under penalty of perjury, but that clause was removed.

The vast majority of kids are vaccinated, so what's the big deal?

A state Department of Public Health's [review](#) shows that California's vaccination rates are high: 94.8% of kindergartners in the last school year were vaccinated, a slight decrease from the year before. A slight increase in medical dispensations is simply families with previous personal-belief exemptions switching to medical waivers, say parents who oppose the new law.

Vaccinations in California

Almost all kindergartners are vaccinated when they enter school. But the number of children with n waivers has been rising.



Source: [California Department of Public Health](#)

CAL MATTERS

Supporters of the new law, including the California Medical Association and the American Academy of Pediatrics in California, say it will strengthen community immunity and vaccines are safe and effective for keeping communities healthy. And it will crack down on physicians “practicing outside the accepted standard of care,” David Aizuss, president of the medical association, said in a written statement.

The concept of **community** immunity is that if enough children are vaccinated, those for whom vaccines are ineffective or who cannot be vaccinated for health reasons – they have autoimmune diseases or are being treated for cancer, for example – will be protected because everyone around them is vaccinated. This is also known as herd immunity.

Doctors who oppose the law say they are concerned about losing their right to say what’s best for their patients, and about the lack of liability for those injured by vaccines, Debra Schaefer, spokeswoman **for** Advocates for Physicians’ Rights, said by email.

“The CDC itself warns that there are risks involved with vaccinations, and where there is risk, there should at least be a discussion between a doctor and a patient, like with any other

pharmaceutical," she said. "This bill is nothing more than government overreach....Doctors were scared to write (medical exemptions) before this bill; this is just creating an additional killing effect."

Other opponents say the law tries to solve a problem that doesn't exist. Instead, it may force thousands of children to leave school or quickly get caught up on vaccines even if they have legitimate medical exemptions, said Toby Rogers, an independent researcher and prominent critic of the law.

"If you are missing a single shot in this bloated schedule, you are considered noncompliant and kicked out of school," said Rogers, referring to the [CDC schedule](#) of vaccinations for children. In California, kids are required to receive 15-16 vaccine [shots](#) to enter kindergarten. Some of the shots carry combined doses.

Rogers suggested the state focus instead on the larger percentage of children affected by such diseases and conditions as diabetes, asthma, autoimmune disorders and such conditions as autism.

Are vaccines dangerous, as some critics say?

Critics of the new law argue that it does not properly acknowledge the risk in vaccines. The law states that "for all but a small number of individuals, immunizations are safe and effective," but does not elaborate.

Other opponents say the new requirements ignore the real needs of children who have been injured by vaccines and could be further harmed if forced into more. For example, they could have allergic reactions to vaccine components or have other underlying health conditions.

Vaccinations also can have [side effects](#), ranging from fevers and seizures to very rare cases of death, according to the literature included with the medications and the national Centers for Disease Control and Prevention. In 1986, the federal government

created the National Childhood Vaccine Injury Act that freed pharmaceutical companies from liability in cases of such injury. Under that law, billions of government dollars have been paid to families with children harmed by vaccines.

The group Physicians for Informed Consent, which opposes California's new law, says it is partly based on misinformation. The organization argues that some of the vaccines required for school are for illnesses that are not contagious and therefore do not affect herd immunity or other children. Those include immunizations against tetanus and Hepatitis B, which is first administered to newborns for an illness transmitted through sex and intravenous drug use.

Opponents also point to the Vaccine Adverse Effects Registry and the National Vaccine Injury Compensation Program as evidence that vaccination decisions should be left to physicians.

In addition to noting that vaccinations can have side effects, the CDC says most of those are mild and temporary, and vaccines are "a highly effective, safe and easy way" to help keep families healthy.

So is this fight over now?

Robert F. Kennedy Jr., a vocal opponent of the California law, said at a rally Monday that his organization, Children's Health Defense, intends to sue the state to block the law. And a group of opponents this week began the process of trying to overturn the new law through a ballot measure that would go to voters next November.

Editors' note: This article was updated Sept. 17 with additional information from the Centers for Disease Control and Prevention.



Sen. Richard Pan answers questions in the Legislature. Photo by Anne Wernikoff for CalMatters





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Senate Bill No. 276

CHAPTER 278

An act to amend Sections 120370, 120375, and 120440 of, and to add Sections 120372 and 120372.05 to, the Health and Safety Code, relating to public health.

[Approved by Governor September 09, 2019. Filed with Secretary of State September 09, 2019.]

LEGISLATIVE COUNSEL'S DIGEST

SB 276, Pan. Immunizations: medical exemptions.

Existing law prohibits the governing authority of a school or other institution from admitting for attendance any pupil who fails to obtain required immunizations within the time limits prescribed by the State Department of Public Health. Existing law exempts from those requirements a pupil whose parents have filed with the governing authority a written statement by a licensed physician to the effect that immunization is not considered safe for that child, indicating the specific nature and probable duration of their medical condition or circumstances, including, but not limited to, family medical history.

This bill would instead require the State Department of Public Health, by January 1, 2021, to develop and make available for use by licensed physicians and surgeons an electronic, standardized, statewide medical exemption request that would be transmitted using the California Immunization Registry (CAIR), and which, commencing January 1, 2021, would be the only documentation of a medical exemption that a governing authority may accept. The bill would specify the information to be included in the medical exemption form, including a certification under penalty of perjury that the statements and information contained in the form are true, accurate, and complete. The bill would, commencing January 1, 2021, require a physician and surgeon to inform a parent or guardian of the bill's requirements and to examine the child and submit a completed medical exemption request form to the department, as specified. By expanding the crime of perjury, the bill would impose a state-mandated local program.

This bill would require a parent or guardian, by January 1, 2021, to submit to the department a copy of a medical exemption granted prior to that date for inclusion in a state database in order for the medical exemption to remain valid. The bill would require the department to annually review immunization reports from schools and institutions to identify schools with an overall immunization rate of less than 95%, physicians and surgeons who submitted 5 or more medical exemption forms in a calendar year, and schools and institutions that do not report immunization rates to the department. The bill would require a clinically trained department staff member who is a physician and surgeon or a registered nurse to review all medical exemption forms submitted meeting those conditions. The bill would authorize the medical exemptions determined by that staff member to be inappropriate or otherwise invalid to be reviewed by the State Public Health Officer or a physician and surgeon designated by the State Public Health Officer, and revoked by the State Public Health Officer or physician and surgeon designee, under prescribed circumstances.

The bill would authorize a parent or guardian to appeal a medical exemption denial or revocation to the Secretary of California Health and Human Services. The appeal would be conducted by an independent

expert review panel of licensed physicians and surgeons established by the secretary. The bill would require the independent expert review panel to evaluate appeals consistent with specified guidelines and to submit its decision to the secretary. The bill would require the secretary to adopt the determination of the independent expert review panel and promptly issue a written decision to the child's parent or guardian. The final decision of the secretary would not be subject to further administrative review. The bill would allow a child whose medical exemption revocation is appealed to continue in attendance at the school or institution without being required to commence the immunization schedule required for conditional admittance, provided that the appeal is filed within 30 calendar days of revocation of the medical exemption.

The bill would require the department and the independent expert review panel to comply with all applicable state and federal privacy and confidentiality laws and would authorize disclosure of information submitted in the medical exemption form in accordance with requirements set forth in the bill. The bill would make related conforming changes. The bill would authorize the department to implement and administer the medical exemption provisions through provider bulletins, or similar instructions, without taking regulatory action.

Existing law requires the governing authority of a school or other institution to file a written report on the immunization status of new entrants to the school or institution under their jurisdiction with the department and the local health department at times and on forms prescribed by the department.

This bill would instead require these reports to be filed on at least an annual basis.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that no reimbursement is required by this act for a specified reason.

DIGEST KEY

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

BILL TEXT

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS
FOLLOWS:

SECTION 1.

The Legislature finds and declares all of the following:

- (a) Immunizations are public health measures to ensure protection against debilitating and sometimes fatal diseases.
- (b) Immunization requirements have led to greatly diminished or eliminated debilitating childhood diseases, such as measles.
- (c) According to the State Department of Public Health immunization assessment for the 2018–19 school year:
 - (1) The immunization rate, or the rate at which children attending school are fully vaccinated on schedule, for kindergarten-aged children was 94.8 percent, which is 0.3 percent less than the previous school year.

(2) Of the schools reporting, 16 percent of California counties had kindergarten immunization rates below 90 percent.

(d) By May 2019, the federal Centers for Disease Control and Prevention reported 1,022 cases of the measles nationwide. Fifty-one of those incidences were in California.

(e) For all but a small number of individuals, immunizations are safe and effective.

(f) Effective immunizations not only protect immunized individuals from disease, but have the ability to provide indirect protection for which immunizations are not effective or safe. This indirect protection is called herd or community immunity.

(g) Herd immunity successfully occurs if and when a sufficient portion of the community is immune. Herd immunity prevents sustained transmission of disease even when immunization coverage is below 100 percent.

SEC. 2.

Section 120370 of the Health and Safety Code is amended to read:

120370.

(a) (1) Prior to January 1, 2021, if the parent or guardian files with the governing authority a written statement by a licensed physician and surgeon to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician and surgeon does not recommend immunization, that child shall be exempt from the requirements of this chapter, except for Section 120380, and exempt from Sections 120400, 120405, 120410, and 120415 to the extent indicated by the physician and surgeon's statement.

(2) Commencing January 1, 2021, an exemption issued before January 1, 2021, pursuant to this subdivision is valid only if the parent or guardian has complied with paragraph (2) of subdivision (c) of Section 120372.

(b) If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and the child's documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from the school or institution until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

SEC. 3.

Section 120372 is added to the Health and Safety Code, to read:

120372.

(a) (1) By January 1, 2021, the department shall develop and make available for use by licensed physicians and surgeons an electronic, standardized, statewide medical exemption certification form that shall be transmitted directly to the department's California Immunization Registry (CAIR) established pursuant to Section 120440. Pursuant to Section 120375, the form shall be printed, signed, and submitted directly to the school or institution at which the child will attend, submitted directly to the governing authority of the school or institution, or submitted to that governing authority through the CAIR where applicable. Notwithstanding Section 120370, commencing January 1, 2021, the standardized form shall be the only documentation of a medical exemption that the governing authority may accept, except as provided in paragraph (2) of subdivision (c).

(2) At a minimum, the form shall require all of the following information:

(A) The name, California medical license number, business address, and telephone number of the physician and surgeon who issued the medical exemption, and of the primary care physician of the child, if different from the physician and surgeon who issued the medical exemption.

(B) The name of the child for whom the exemption is sought, the name and address of the child's parent or guardian, and the name and address of the child's school or other institution.

(C) A statement certifying that the physician and surgeon has conducted a physical examination and evaluation of the child consistent with the relevant standard of care and complied with all applicable requirements of this section.

(D) Whether the physician and surgeon who issued the medical exemption is the child's primary care physician. If the issuing physician and surgeon is not the child's primary care physician, the issuing physician and surgeon shall also provide an explanation as to why the issuing physician and not the primary care physician is filling out the medical exemption form.

(E) How long the physician and surgeon has been treating the child.

(F) A description of the medical basis for which the exemption for each individual immunization is sought. Each specific immunization shall be listed separately and space on the form shall be provided to allow for the inclusion of descriptive information for each immunization for which the exemption is sought.

(G) Whether the medical exemption is permanent or temporary, including the date upon which a temporary medical exemption will expire. A temporary exemption shall not exceed one year.

(H) An authorization for the department to contact the issuing physician and surgeon for purposes of this section and for the release of records related to the medical exemption to the department, the Medical Board of California, and the Osteopathic Medical Board of California.

(I) A certification by the issuing physician and surgeon, under penalty of perjury, that the statements and information contained in the form are true, accurate, and complete.

(3) An issuing physician and surgeon shall not charge for either of the following:

(A) Filling out a medical exemption form pursuant to this section.

(B) A physical examination related to the renewal of a temporary medical exemption.

(b) Commencing January 1, 2021, if a parent or guardian requests a licensed physician and surgeon to submit a medical exemption for the parent's or guardian's child, the physician and surgeon shall inform the parent or guardian of the requirements of this section. If the parent or guardian consents, the physician and surgeon shall examine the child and submit a completed medical exemption certification form to the department. A medical exemption certification form may be submitted to the department at any time.

(c) (1) By January 1, 2021, the department shall create a standardized system to monitor immunization levels in schools and institutions as specified in Sections 120375 and 120440, and to monitor patterns of unusually high exemption form submissions by a particular physician and surgeon.

(2) If a medical exemption has been authorized pursuant to Section 120370 prior to the adoption of the statewide standardized form, a parent or guardian shall submit, by January 1, 2021, a copy of the medical

exemption to the department for inclusion in a state database in order for the medical exemption to remain valid.

(d) (1) The department, at a minimum, shall annually review immunization reports from all schools and institutions in order to identify medical exemption forms submitted to the department pursuant to Section 120370 and under this section that will be subject to paragraph (2).

(2) A clinically trained immunization department staff member, who is either a physician and surgeon or a registered nurse, shall review all medical exemptions from any of the following:

(A) Schools or institutions subject to Section 120375 with an overall immunization rate of less than 95 percent.

(B) Physicians and surgeons who have submitted five or more medical exemptions in a calendar year.

(C) Schools or institutions subject to Section 120375 that do not provide reports of vaccination rates to the department.

(3) (A) The department shall identify those medical exemption forms that do not meet applicable CDC, ACIP, or AAP criteria for appropriate medical exemptions. The department may contact the primary care physician and surgeon or issuing physician and surgeon to request additional information to support the medical exemption.

(B) Notwithstanding subparagraph (A), the department, based on the medical discretion of the clinically trained immunization staff member, may accept a medical exemption that is based on other contraindications or precautions, including consideration of family medical history, if the issuing physician and surgeon provides written documentation to support the medical exemption that is consistent with the relevant standard of care.

(C) A medical exemption that the reviewing immunization department staff member determines to be inappropriate or otherwise invalid under subparagraphs (A) and (B) shall also be reviewed by the State Public Health Officer or a physician and surgeon from the department's immunization program designated by the State Public Health Officer. Pursuant to this review, the State Public Health Officer or physician and surgeon designee may revoke the medical exemption.

(4) The department shall notify the parent or guardian, issuing physician and surgeon, the school or institution, and the local public health officer with jurisdiction over the school or institution of a denial or revocation under this subdivision.

(5) If a medical exemption is revoked pursuant to this subdivision, the child shall continue in attendance. However, within 30 calendar days of the revocation, the child shall commence the immunization schedule required for conditional admittance under Chapter 4 (commencing with Section 6000) of Division 1 of Title 17 of the California Code of Regulations in order to remain in attendance, unless an appeal is filed pursuant to Section 120372.05 within that 30-day time period, in which case the child shall continue in attendance and shall not be required to otherwise comply with immunization requirements unless and until the revocation is upheld on appeal.

(6) (A) If the department determines that a physician's and surgeon's practice is contributing to a public health risk in one or more communities, the department shall report the physician and surgeon to the Medical Board of California or the Osteopathic Medical Board of California, as appropriate. The department shall not accept a medical exemption form from the physician and surgeon until the physician and surgeon demonstrates to the department that the public health risk no longer exists, but in no event shall the physician and surgeon be barred from submitting these forms for less than two years.

(B) If there is a pending accusation against a physician and surgeon with the Medical Board of California or the Osteopathic Medical Board of California relating to immunization standards of care, the department shall not accept a medical exemption form from the physician and surgeon unless and until the accusation is resolved in favor of the physician and surgeon.

(7) The department shall notify the Medical Board of California or the Osteopathic Medical Board of California, as appropriate, of any physician and surgeon who has five or more medical exemption forms in a calendar year that are revoked pursuant to this subdivision.

(8) Notwithstanding any other provision of this section, a clinically trained immunization program staff member who is a physician and surgeon or a registered nurse may review any exemption in the CAIR or other state database as necessary to protect public health.

(e) The department, the Medical Board of California, and the Osteopathic Medical Board of California shall enter into a memorandum of understanding or similar agreement to ensure compliance with the requirements of this section.

(f) In administering this section, the department and the independent expert review panel created pursuant to Section 120372.05 shall comply with all applicable state and federal privacy and confidentiality laws, and may disclose information submitted in the medical exemption form in accordance with Section 120440.

(g) The department shall establish the process and guidelines for review of medical exemptions pursuant to this section. The department shall communicate the process to providers and post this information on the department's website.

(h) If the department or the California Health and Human Services Agency determines that contracts are required to implement this section, the department may award these contracts on a single-source or sole-source basis. The contracts are not subject to Part 2 (commencing with Section 10100) of Division 2 of the Public Contract Code.

(i) Notwithstanding the rulemaking provisions of the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code), the department may implement and administer this section through provider bulletins, or similar instructions, without taking regulatory action.

(j) For purposes of administering this section, the department and the California Health and Human Services Agency appeals process shall be exempt from the rulemaking and administrative adjudication provisions in the Administrative Procedure Act Chapter 3.5 (commencing with Section 11340), and Chapter 4 (commencing with Section 11370), Chapter 4.5 (commencing with 11400), and Chapter 5 (commencing with Section 11500) of, Part 1 of Division 3 of Title 2 of the Government Code.

SEC. 4.

Section 120372.05 is added to the Health and Safety Code, to read:

120372.05.

(a) A medical exemption revoked pursuant to Section 120372 may be appealed by a parent or guardian to the Secretary of California Health and Human Services. Parents or guardians may provide necessary information for purposes of the appeal.

(b) The secretary shall establish an independent expert review panel, consisting of three licensed physicians and surgeons who have relevant knowledge, training, and experience relating to primary care or immunization to review appeals. The agency shall establish the process and guidelines for the appeals

process pursuant to this section. The agency shall post this information on the agency's internet website. The agency shall also establish requirements, including conflict-of-interest standards, consistent with the purposes of this chapter, that a physician and surgeon shall meet in order to qualify to serve on the panel.

(c) The independent expert review panel shall evaluate appeals consistent with the federal Centers for Disease Control and Prevention, federal Advisory Committee on Immunization Practices, or American Academy of Pediatrics guidelines or the relevant standard of care, as applicable.

(d) The independent expert review panel shall submit its determination to the secretary. The secretary shall adopt the determination of the independent expert review panel and shall promptly issue a written decision to the child's parent or guardian. The decision shall not be subject to further administrative review.

(e) A child whose medical exemption revocation pursuant to subdivision (d) of Section 120372 is appealed under this section shall continue in attendance and shall not be required to commence the immunization required for conditional admittance under Chapter 4 (commencing with Section 6000) of Division 1 of Title 17 of the California Code of Regulations, provided that the appeal is filed within 30 calendar days of revocation of the medical exemption.

(f) For purposes for administering this section, the department and the California Health and Human Services Agency appeals process shall be exempt from the rulemaking and administrative adjudication provisions in the Administrative Procedure Act Chapter 3.5 (commencing with Section 11340), and Chapter 4 (commencing with Section 11370), Chapter 4.5 (commencing with 11400), and Chapter 5 (commencing with Section 11500) of, Part 1 of Division 3 of Title 2 of the Government Code.

SEC. 5.

Section 120375 of the Health and Safety Code is amended to read:

120375.

(a) The governing authority of each school or institution included in Section 120335 shall require documentary proof of each entrant's immunization status. The governing authority shall record the immunizations of each new entrant in the entrant's permanent enrollment and scholarship record on a form provided by the department. The immunization record of each new entrant admitted conditionally shall be reviewed periodically by the governing authority to ensure that within the time periods designated by regulation of the department the entrant has been fully immunized against all of the diseases listed in Section 120335, and immunizations received after entry shall be added to the pupil's immunization record.

(b) The governing authority of each school or institution included in Section 120335 shall prohibit from further attendance any pupil admitted conditionally who failed to obtain the required immunizations within the time limits allowed in the regulations of the department until that pupil has been fully immunized against all of the diseases listed in Section 120335, unless the pupil is exempted under Section 120370 or 120372.

(c) The governing authority shall file a written report, on at least an annual basis, on the immunization status of new entrants to the school or institution under their jurisdiction with the department and the local health department on forms prescribed by the department. As provided in paragraph (4) of subdivision (a) of Section 49076 of the Education Code, the local health department shall have access to the complete health information as it relates to immunization of each student in the schools or other institutions listed in Section 120335 in order to determine immunization deficiencies.

(d) The governing authority shall cooperate with the county health officer in carrying out programs for the immunization of persons applying for admission to any school or institution under its jurisdiction. The governing board of any school district may use funds, property, and personnel of the district for that purpose. The governing authority of any school or other institution may permit any licensed physician or any qualified registered nurse to administer immunizing agents to any person seeking admission to any school or institution under its jurisdiction.

SEC. 6.

Section 120440 of the Health and Safety Code is amended to read:

120440.

(a) For the purposes of this chapter, the following definitions shall apply:

(1) "Health care provider" means any person licensed pursuant to Division 2 (commencing with Section 500) of the Business and Professions Code or a clinic or health facility licensed pursuant to Division 2 (commencing with Section 1200).

(2) "Schools, child care facilities, and family child care homes" means those institutions referred to in subdivision (b) of Section 120335, regardless of whether they directly provide immunizations to patients or clients.

(3) "WIC service provider" means any public or private nonprofit agency contracting with the department to provide services under the California Special Supplemental Food Program for Women, Infants, and Children, as provided for in Article 2 (commencing with Section 123275) of Chapter 1 of Part 2 of Division 106.

(4) "Health care plan" means a health care service plan as defined in subdivision (f) of Section 1345, a government-funded program the purpose of which is paying the costs of health care, or an insurer as described in Sections 10123.5 and 10123.55 of the Insurance Code, regardless of whether the plan directly provides immunizations to patients or clients.

(5) "County welfare department" means a county welfare agency administering the California Work Opportunity and Responsibility to Kids (CalWORKs) program, pursuant to Chapter 2 (commencing with Section 11200.5) of Part 3 of Division 9 of the Welfare and Institutions Code.

(6) "Foster care agency" means any of the county and state social services agencies providing foster care services in California.

(7) "Tuberculosis screening" means an approved intradermal tuberculin test or any other test for tuberculosis infection that is recommended by the federal Centers for Disease Control and Prevention and licensed by the federal Food and Drug Administration.

(b) (1) Local health officers may operate immunization information systems pursuant to their authority under Section 120175, in conjunction with the Immunization Branch of the State Department of Public Health. Local health officers and the State Department of Public Health may operate these systems in either or both of the following manners:

(A) Separately within their individual jurisdictions.

(B) Jointly among more than one jurisdiction.

(2) This subdivision does not preclude local health officers from sharing the information set forth in paragraphs (1) to (11), inclusive, of subdivision (c) with other health officers jointly operating the system.

(c) Notwithstanding Sections 49075 and 49076 of the Education Code, Chapter 5 (commencing with Section 10850) of Part 2 of Division 9 of the Welfare and Institutions Code, or any other provision of law, unless a refusal to permit recordsharing is made pursuant to subdivision (e), health care providers, and other agencies, including, but not limited to, schools, child care facilities, service providers for the California Special Supplemental Food Program for Women, Infants, and Children (WIC), health care plans, foster care agencies, and county welfare departments, may disclose the information set forth in paragraphs (1) to (11), inclusive, from the patient's medical record, or the client's record, to local health departments operating countywide or regional immunization information and reminder systems and the State Department of Public Health. Local health departments and the State Department of Public Health may disclose the information set forth in paragraphs (1) to (11), inclusive, to each other and, upon a request for information pertaining to a specific person, to health care providers taking care of the patient and to the Medical Board of California and the Osteopathic Medical Board of California. Local health departments and the State Department of Public Health may disclose the information in paragraphs (1) to (7), inclusive, and paragraphs (9) to (11), inclusive, to schools, child care facilities, county welfare departments, and family child care homes to which the person is being admitted or in attendance, foster care agencies in assessing and providing medical care for children in foster care, and WIC service providers providing services to the person, health care plans arranging for immunization services for the patient, and county welfare departments assessing immunization histories of dependents of CalWORKs participants, upon request for information pertaining to a specific person. Determination of benefits based upon immunization of a dependent CalWORKs participant shall be made pursuant to Section 11265.8 of the Welfare and Institutions Code. The following information shall be subject to this subdivision:

- (1) The name of the patient or client and names of the parents or guardians of the patient or client.
- (2) Date of birth of the patient or client.
- (3) Types and dates of immunizations received by the patient or client.
- (4) Manufacturer and lot number for each immunization received.
- (5) Adverse reaction to immunizations received.
- (6) Other nonmedical information necessary to establish the patient's or client's unique identity and record.
- (7) Results of tuberculosis screening.
- (8) Current address and telephone number of the patient or client and the parents or guardians of the patient or client.
- (9) Patient's or client's gender.
- (10) Patient's or client's place of birth.
- (11) Patient's or client's information needed to comply with Chapter 1 (commencing with Section 120325), but excluding Section 120380.

(d) (1) Health care providers, local health departments, and the State Department of Public Health shall maintain the confidentiality of information listed in subdivision (c) in the same manner as other medical record information with patient identification that they possess. These providers, departments, and contracting agencies are subject to civil action and criminal penalties for the wrongful disclosure of the information listed in subdivision (c), in accordance with existing law. They shall use the information listed in subdivision (c) only for the following purposes:

(A) To provide immunization services to the patient or client, including issuing reminder notifications to patients or clients or their parents or guardians when immunizations are due.

(B) To provide or facilitate provision of third-party payer payments for immunizations.

(C) To compile and disseminate statistical information of immunization status on groups of patients or clients or populations in California, without identifying information for these patients or clients included in these groups or populations.

(D) In the case of health care providers only, as authorized by Part 2.6 (commencing with Section 56) of Division 1 of the Civil Code.

(2) Schools, child care facilities, family child care homes, WIC service providers, foster care agencies, county welfare departments, and health care plans shall maintain the confidentiality of information listed in subdivision (c) in the same manner as other client, patient, and pupil information that they possess. These institutions and providers are subject to civil action and criminal penalties for the wrongful disclosure of the information listed in subdivision (c), in accordance with existing law. They shall use the information listed in subdivision (c) only for those purposes provided in subparagraphs (A) to (D), inclusive, of paragraph (1) and as follows:

(A) In the case of schools, child care facilities, family child care homes, and county welfare departments, to carry out their responsibilities regarding required immunization for attendance or participation benefits, or both, as described in Chapter 1 (commencing with Section 120325), and in Section 11265.8 of the Welfare and Institutions Code.

(B) In the case of WIC service providers, to perform immunization status assessments of clients and to refer those clients found to be due or overdue for immunizations to health care providers.

(C) In the case of health care plans, to facilitate payments to health care providers, to assess the immunization status of their clients, and to tabulate statistical information on the immunization status of groups of patients, without including patient-identifying information in these tabulations.

(D) In the case of foster care agencies, to perform immunization status assessments of foster children and to assist those foster children found to be due or overdue for immunization in obtaining immunizations from health care providers.

(e) A patient or a patient's parent or guardian may refuse to permit recordsharing. The health care provider administering immunization and any other agency possessing any patient or client information listed in subdivision (c), if planning to provide patient or client information to an immunization system, as described in subdivision (b), shall inform the patient or client, or the parent or guardian of the patient or client, of the following:

(1) The information listed in subdivision (c) may be shared with local health departments and the State Department of Public Health. The health care provider or other agency shall provide the name and address of the State Department of Public Health or of the immunization registry with which the provider or other agency will share the information.

(2) Any of the information shared with local health departments and the State Department of Public Health shall be treated as confidential medical information and shall be used only to share with each other, and, upon request, with health care providers, schools, child care facilities, family child care homes, WIC service providers, county welfare departments, foster care agencies, and health care plans. These providers, agencies, and institutions shall, in turn, treat the shared information as confidential, and shall use it only as described in subdivision (d).

(3) The patient or client, or parent or guardian of the patient or client, has the right to examine any immunization-related information or tuberculosis screening results shared pursuant to this section and to correct any errors in it.

(4) The patient or client, or the parent or guardian of the patient or client, may refuse to allow this information to be shared pursuant to this section or to receive immunization reminder notifications at any time, or both. After refusal, the patient's or client's physician may maintain access to this information for the purposes of patient care or protecting the public health. After refusal, the local health department and the State Department of Public Health may maintain access to this information for the purpose of protecting the public health pursuant to Sections 100325, 120140, and 120175, as well as Sections 2500 to 2643.20, inclusive, of Title 17 of the California Code of Regulations.

(f) (1) The health care provider administering the immunization or tuberculosis screening and any other agency possessing any patient or client information listed in subdivision (c), may inform the patient or client, or the parent or guardian of the patient or client, by ordinary mail, of the information in paragraphs (1) to (4), inclusive, of subdivision (e). The mailing shall include a reasonable means for refusal, such as a return form or contact telephone number.

(2) The information in paragraphs (1) to (4), inclusive, of subdivision (e) may also be presented to the parent or guardian of the patient or client during any hospitalization of the patient or client.

(g) If the patient or client, or parent or guardian of the patient or client, refuses to allow the information to be shared, pursuant to paragraph (4) of subdivision (e), the health care provider or other agency may not share this information in the manner described in subdivision (c), except as provided in subparagraph (D) of paragraph (1) of subdivision (d).

(h) (1) Upon request of the patient or client, or the parent or guardian of the patient or client, in writing or by other means acceptable to the recipient, a local health department or the State Department of Public Health that has received information about a person pursuant to subdivision (c) shall do all of the following:

(A) Provide the name and address of other persons or agencies with whom the recipient has shared the information.

(B) Stop sharing the information in its possession after the date of the receipt of the request.

(2) After refusal, the patient's or client's physician may maintain access to this information for the purposes of patient care or protecting the public health. After refusal, the local health department and the State Department of Public Health may maintain access to this information for the purpose of protecting the public health pursuant to Sections 100325, 120140, and 120175, as well as Sections 2500 to 2643.20, inclusive, of Title 17 of the California Code of Regulations.

(i) Upon notification, in writing or by other means acceptable to the recipient, of an error in the information, a local health department or the State Department of Public Health that has information about a person pursuant to subdivision (c) shall correct the error. If the recipient is aware of a disagreement about whether an error exists, information to that effect may be included.

(j) (1) Any party authorized to make medical decisions for a patient or client, including, but not limited to, those authorized by Section 6922, 6926, or 6927 of, Part 1.5 (commencing with Section 6550), Chapter 2 (commencing with Section 6910) of Part 4, or Chapter 1 (commencing with Section 7000) of Part 6, of Division 11 of, the Family Code, Section 1530.6 of the Health and Safety Code, or Sections 727 and 1755.3 of, and Article 6 (commencing with Section 300) of Chapter 2 of Part 1 of Division 2 of, the

Welfare and Institutions Code, may permit sharing of the patient's or client's record with any of the immunization information systems authorized by this section.

(2) For a patient or client who is a dependent of a juvenile court, the court or a person or agency designated by the court may permit this recordsharing.

(3) For a patient or client receiving foster care, a person or persons licensed to provide residential foster care, or having legal custody, may permit this recordsharing.

(k) For purposes of supporting immunization information systems, the State Department of Public Health shall assist the Immunization Branch of the State Department of Public Health in both of the following:

(1) Providing department records containing information about publicly funded immunizations.

(2) Supporting efforts for the reporting of publicly funded immunizations into immunization information systems by health care providers and health care plans.

(l) Subject to any other provisions of state and federal law or regulation that limit the disclosure of health information and protect the privacy and confidentiality of personal information, local health departments and the State Department of Public Health may share the information listed in subdivision (c) with a state, local health departments, health care providers, immunization information systems, or any representative of an entity designated by federal or state law or regulation to receive this information. The State Department of Public Health may enter into written agreements to exchange confidential immunization information with other states for the purposes of patient care, protecting the public health, entrance into school, child care and other institutions requiring immunization prior to entry, and the other purposes described in subdivision (d). The written agreement shall provide that the state that receives confidential immunization information must maintain its confidentiality and may only use it for purposes of patient care, protecting the public health, entrance into school, child care and other institutions requiring immunization prior to entry, and the other purposes described in subdivision (d). Information may not be shared pursuant to this subdivision if a patient or client, or parent or guardian of a patient or client, refuses to allow the sharing of immunization information pursuant to subdivision (e).

SEC. 7.

No reimbursement is required by this act pursuant to Section 6 of Article XIII B of the California Constitution because the only costs that may be incurred by a local agency or school district will be incurred because this act creates a new crime or infraction, eliminates a crime or infraction, or changes the penalty for a crime or infraction, within the meaning of Section 17556 of the Government Code, or changes the definition of a crime within the meaning of Section 6 of Article XIII B of the California Constitution.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovations Academy

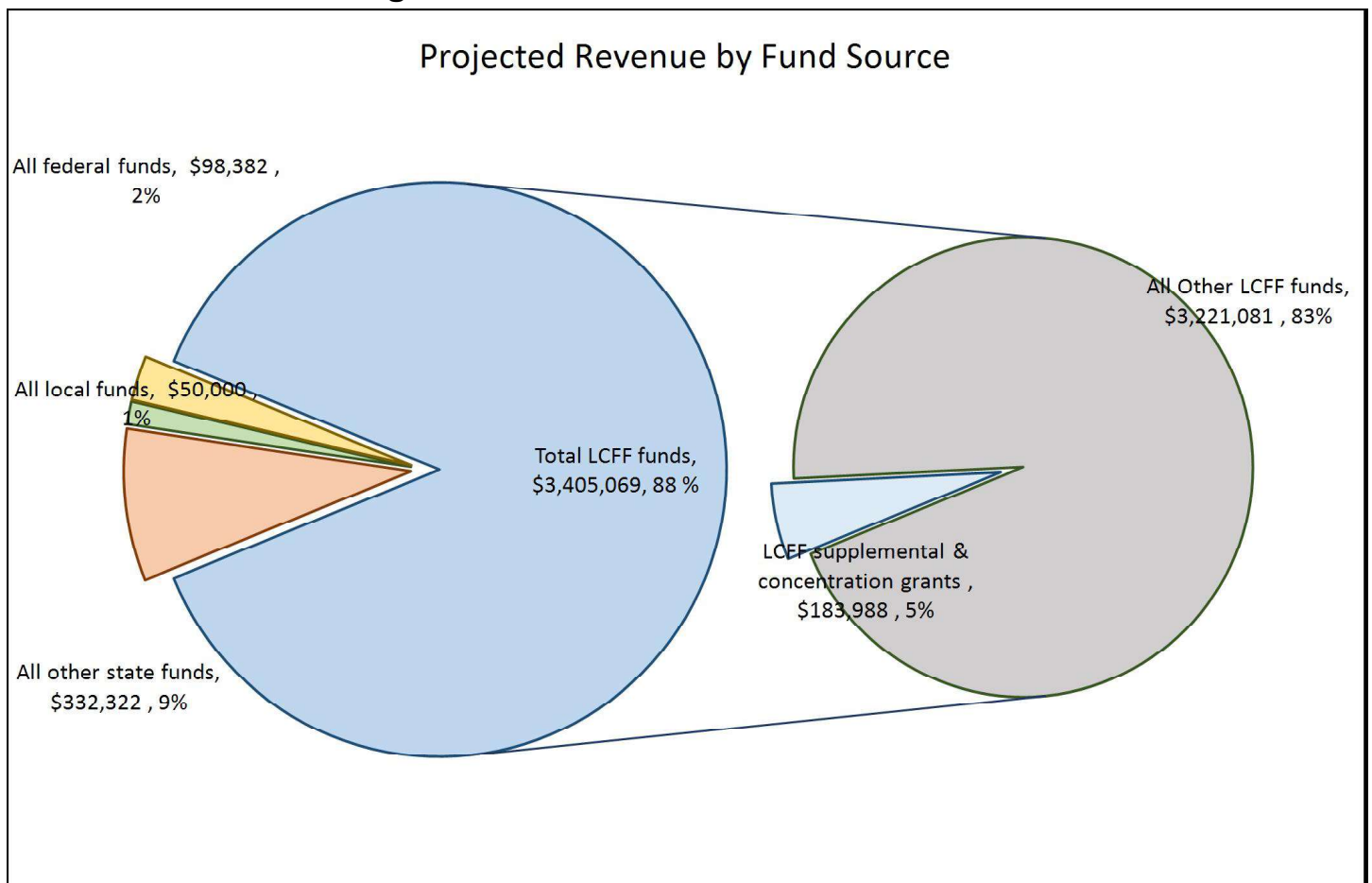
CDS Code: 37683380118083

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

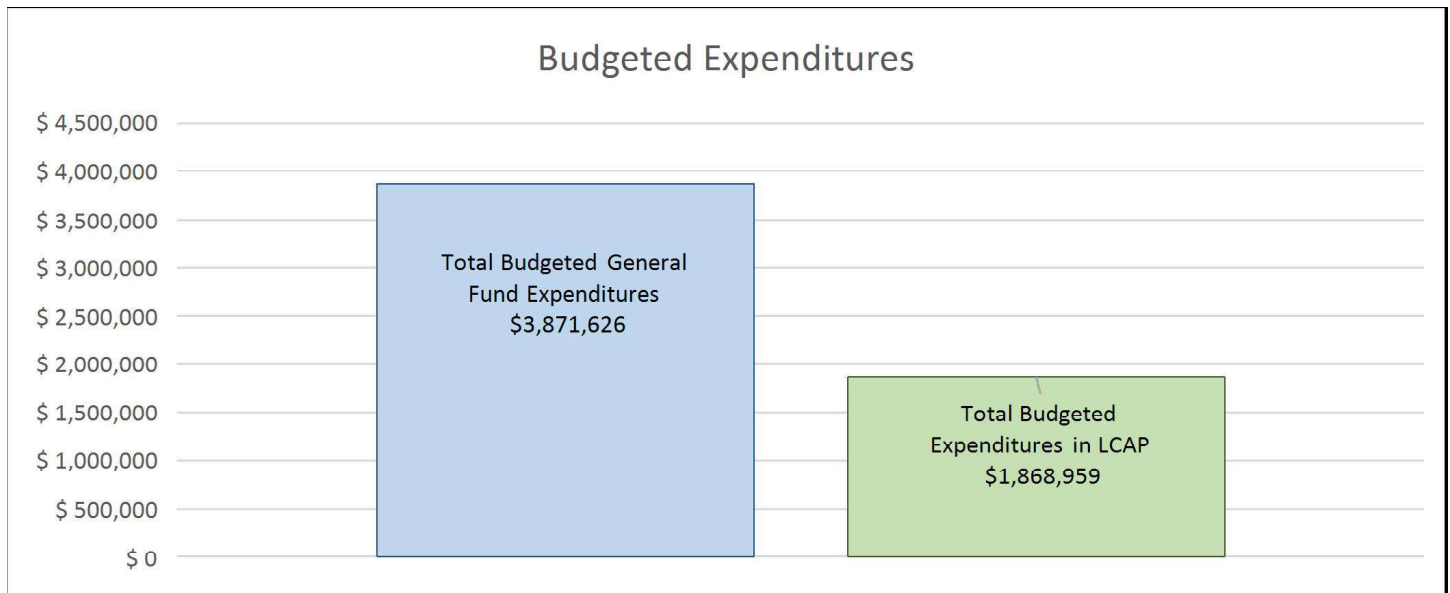


This chart shows the total general purpose revenue Innovations Academy expects to receive in the coming year from all sources.

The total revenue projected for Innovations Academy is \$3,885,773, of which \$3,405,069 is Local Control Funding Formula (LCFF), \$332,322 is other state funds, \$50,000 is local funds, and \$98,382 is federal funds. Of the \$3,405,069 in LCFF Funds, \$183,988 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.



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 \$3,871,626 for the 2019-20 school year. Of that amount, \$1,868,959 is tied to actions/services in the LCAP and \$2,002,667 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 \$1,839,888 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 \$862,350 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 about 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



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 \$212,710 for planned actions to increase or improve services for high needs students. Innovations Academy estimates that it will actually spend \$86,235 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.

2019-20



Local Control Accountability Plan and Annual Update (LCAP)

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

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

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

[California School Dashboard](#): 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% students who qualify for free and reduced meals, 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.

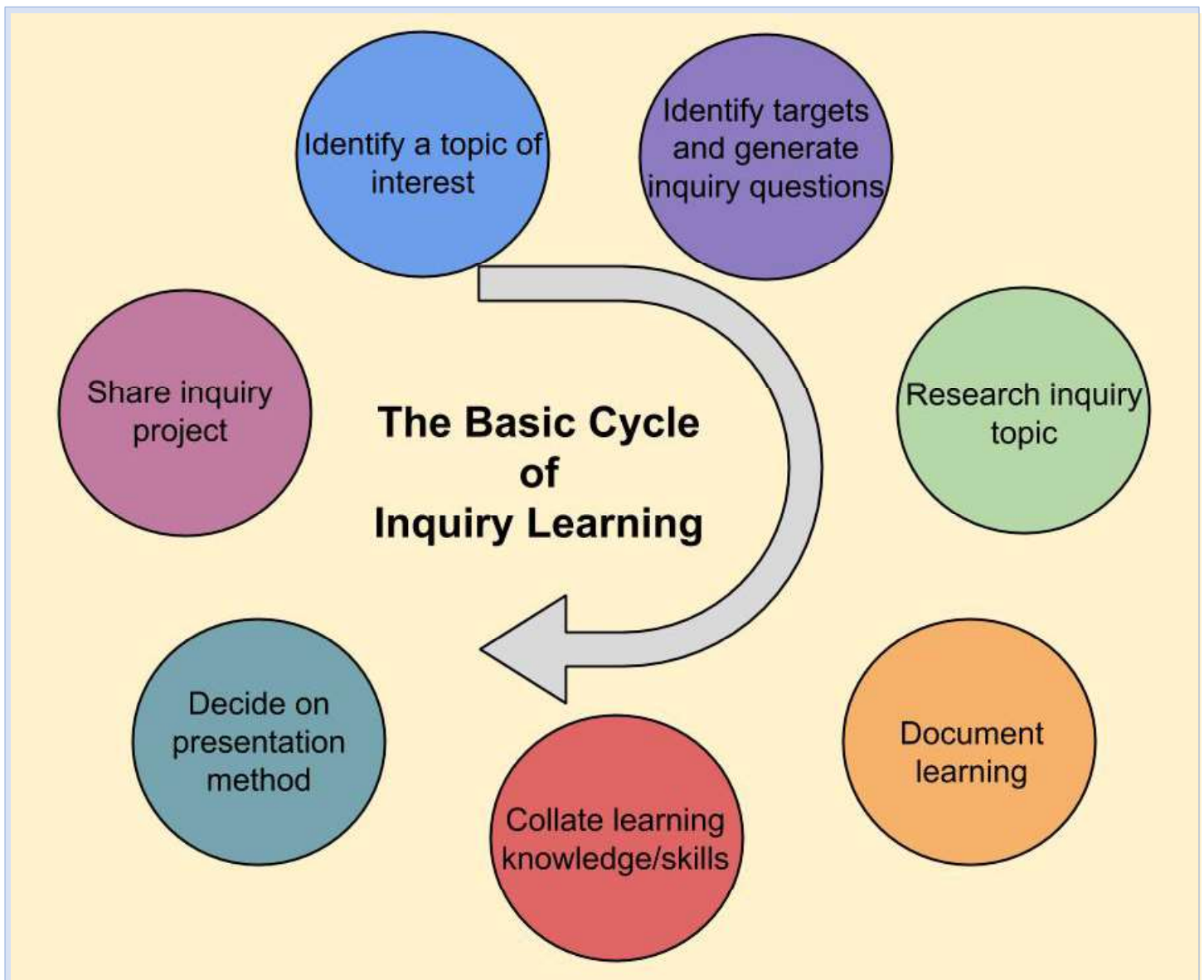
How we interact is also different. Our behavior management is community centered and designed to promote doing the right thing when no one is looking. Our social emotional program is based on Adlerian theory and is the antithesis of what you would find in a traditional school environment, which is typically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



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, which began during the 2017-18 school year and continued 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 have an opportunity 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 awaiting 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 communication 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

Metric/Indicator

- Parents teachers and students are all aware of what assessments are saying about a child.
- Increase the value of the tools that being used to evaluate students.
- Assessments used are varied and adjusted to meet the uniqueness of the students.
- Portfolios demonstrate the progress of a student and allow parents and teachers to understand a child's needs as a learner.
- Growth targets are established by teachers for their students.

Actual

- 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

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

- 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 Assessment Coordinator 2000-2999: Classified Personnel Salaries LCFF \$34,870	Professional Development/Training 5800: Professional/Consulting Services And Operating Expenditures Title II 3000 Professional Development/Training 5000-5999: Services And Other

<p>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</p>	<p>Used the MAP tools to inform growth goals at the start of the year. Defined protocol in teacher expectations Administered state mandated assessments Administered the Physical Fitness Test Administered ELPAC or other state mandated designated EL assessment All students participated in Exhibitions twice per year. All students participated in a student lead conference All students created and presented a Presentation of Learning 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" Designated a staff member responsible for data collection and disbursement</p>	<p>Teacher assistant 2100-65 Special Education \$34,532</p> <p>Cost of Benefits 3000-3999: Employee Benefits LCFF \$17,341</p>	<p>Operating Expenditures Special Education 1500</p> <p>Professional Development/Training 5000-5999: Services And Other Operating Expenditures Other 1000</p> <p>Teacher Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 20000</p> <p>Teacher Assistant 2000-2999: Classified Personnel Salaries Special Education 20000</p> <p>Teacher Assistant - Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4000</p> <p>Teacher Assistant - Benefits 3000-3999: Employee Benefits Special Education 4000</p> <p>DRA Kits 4000-4999: Books And Supplies LCFF Supplemental and Concentration 900</p> <p>Testing/Assessment 4000-4999: Books And Supplies Special Education 1500</p> <p>PD/MAP Assessment/ELPAC/Printing/Supplies 0000: Unrestricted LCFF Base 9180</p>
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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 three 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 utilize 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.

Actual is \$25,843 less than budgeted. This was mainly due to the fact that we anticipated staffing a full time assessment coordinator but chose a part time consultant instead. So, the coordinator and teachers assistant and their benefits were budgeted too high.

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

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

Actual

- 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
<ul style="list-style-type: none"> • 100% of teachers will receive professional development on the following topics: <p>Positive Discipline</p> <p>Effective use of academic language</p> <p>Classroom management</p>	<p>Teachers received professional development on the following topics:</p> <ul style="list-style-type: none"> • Positive Discipline • Effective use of academic language • Classroom management • Inquiry Learning • CCSS math • CCSS writing • NGSS 	<p>Positive Discipline</p> <p>Effective use of academic language</p> <p>Classroom management</p> <p>Project Based Learning</p> <p>CCSS Math</p> <p>CCSS writing</p> <p>NGSS</p> <p>Differentiating for Special Education students</p> <p>ELA and ELD instruction</p> <p>Student achievement data</p>	<p>Teachers/Assistant Director (50%)/Counselor 1000-1999: Certificated Personnel Salaries LCFF Base 1087500</p>

<p>Inquiry Learning</p> <p>CCSS Math</p> <p>CCSS writing</p> <p>NGSS</p> <p>Differentiating for Special Education students</p> <p>ELA and ELD instruction</p> <p>Student achievement data analysis</p> <ul style="list-style-type: none"> Two weeks of summer professional development and two full non instructional days of professional development Weekly Monday staff development Access to weekly meetings with the director Collaborative opportunities with a partner teacher Observations by an instructional coach and peer teachers Opportunities for PLC on formative assessment strategies Student behavior data tracked Access to an intervention flow chart aligned with school philosophy New teachers will be provided the Responsive Classroom training 	<ul style="list-style-type: none"> Differentiating for special education students ELA and ELD instruction Student achievement data analysis <p>Innovations Academy provided:</p> <ul style="list-style-type: none"> Two weeks of summer professional development and two full non instructional days of professional development Weekly Monday staff development Access to weekly meetings with the director Collaborative opportunities with a partner teacher Observations by an instructional coach and peer teachers Opportunities for PLC on formative assessment strategies Access to an intervention flow chart aligned with school philosophy <p>In addition:</p> <ul style="list-style-type: none"> 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 	<p>analysis 5210-00 Supplemental and Concentration \$51,800</p> <p>.50% AD salary 1000-1999: Certificated Personnel Salaries LCFF \$35,020</p> <p>Jenifer Kubler 2000-2999: Classified Personnel Salaries Special Education \$18,025</p> <p>Teachers salary to support program 1000-1999: Certificated Personnel Salaries LCFF \$1,152,982</p> <p>Cost of benefits 3000-3999: Employee Benefits LCFF \$301,506</p>	<p>Benefits 3000-3999: Employee Benefits LCFF Base 415500</p> <p>Incident Tracker & Books 4000-4999: Books And Supplies LCFF Base 2100</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Title II 3595</p> <p>LEA Math and Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3000</p> <p>Books 4000-4999: Books And Supplies Special Education 750</p> <p>Books 4000-4999: Books And Supplies Other 750</p> <p>Professional Development 5210-00 LCFF Base 29000</p>
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| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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). |
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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.

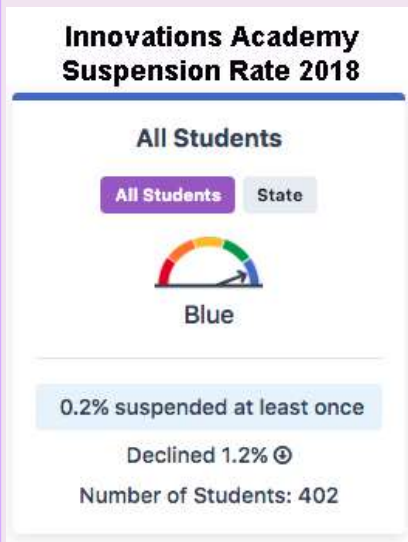
Innovations provided professional development on effective strategies and skills, particularly in the area of classroom and behavior management at every weekly staff meeting. 100% of staff members were provided "The Classroom Management Secret," that was read independently and discussed together. The 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 Assistant 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 judgment but as a support.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2: Actual is \$12,138 less than what was budgeted. The reason for this is that our decision to focus on ELA for this school year decreased the need for a larger amount of professional development.

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

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

Actual

- 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

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 order

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
<ul style="list-style-type: none"> Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: <p>Zingy Science</p> <p>Mystery Science</p> <p>ST MATH</p> <p>Brain Pop</p> <p>Raz Kids</p> <p>Reflex Math</p> <p>Activated Reader</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: <p>Mystery Science</p> <p>ST MATH</p> <p>Brain Pop</p> <p>Raz Kids</p> <p>STMATH for Fluency</p> <p>Activated Reader</p> <ul style="list-style-type: none"> 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 	<p>Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment</p> <ul style="list-style-type: none"> Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as: <p>Zingy Science</p> <p>Mystery Science</p> <p>ST MATH</p> <p>Brain Pop</p> <p>Raz Kids</p> <p>Reflex Math</p> <p>Lexia Learning</p> <p>IXL</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$60,142</p> <p>Provide materials for hands on instruction: math manipulatives, FOSS kits,</p> <ul style="list-style-type: none"> Provide curricular supports for mathematics. 	<p>Software/Science/Materials/Journals/Misc. 4000-4999: Books And Supplies LCFF Base 14200</p> <p>Field Trips/Bus Expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 11000</p>

<p>(performing arts, media arts, fine arts, pottery, music)</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Performing 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
			Performing Art Instructor 5000-5999: Services And Other Operating Expenditures LCFF Base 30000
	Other Misc: Credentialing/Record Keeping 5000-5999: Services		

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 will be reviewed and evaluated. We will continue to modify instruction until we see results.

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 offenders.

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						
Subgroup	Date		3rd grade	Date		
Sajida Aqsood	Nov. 27	FORCES: Dinosaur	Amber Schaefer	Friday, September 26	FORCES - International Space Station and Sally Ride	
Rachel DEB	Nov. 28	Animal Empathy: Domestic Animals	Tina Adams Carter	September	Published Author	
Sajida Aqsood	Dec.	MUSIC: Sing, Play, Dance	Sajida Aqsood expert - SAGE	Friday, November 23	Native American dramatist	
Leah Kramer	1/10/2019	ROBOTS: gears and simple machines	Sajida Aqsood/ Native American expert - Alex Wajsbard	12/4/2018	FORCES: past and present	
Walker Ribler	1/14/2019	ROBOTS: Theatre: Japanese Folktale	Mary Schaefer	12/7/2018	FORCES: BOOKS activities	
David Lepp	1/17/2019	SACT: CARS: gears and simple machines	Baldev Weaving Expert	12/7/2018	Art of basket weaving	
Kristen Schaefer	2/12/2019	Lunar New Year demo	Spencer Crawford & Haley Schaefer	Week Feb. 6th	Weather in Spain & San Diego	
Barbel DEB	2/13/2019	Animal Empathy: Butterflies	Megan Perry - Channel 10 Local News	March 7th	FORCES: In San Diego	
Nat Tandy	2/22/2019	NOVA: Weather Concepts	Jeff King - Fitness Quest 30 Director	March 7th	FORCES: Spoken words, teamwork and fitness	
Leah Frank	2/26/2019	Shape of Enrichment: Animal Welfare	ICF Consulting Engineers - LAO Quack, and Engineering Team	Week of 3/11-14/2019	FORCES: Structural integrity of blueprints and designs, review of structures	
Kristen Schaefer	2/27/2019	Taiwan Culture	Geoff Spencer Dog Trainer expert - Kim Mizuo	Spring 2019	FORCES: Science experiments throughout the year	
Becky Schaefer	28-Feb	German Culture	Michael Boyd - engineer	March 24	FORCES: Dog training building climate specific houses	
SD County Fair Association	29-Apr	Animals				
Leah Schaefer	16-May	An Enriched Tail Opera				
Two Dental Assistants	19-Mar	Dental	Dani and Alma from Brain Gym	Week of 3/11-14/2019	FORCES: Structural integrity of blueprints and designs, review of structures	
Leah Schaefer	5-Jun	Egyptian Culture	Belinda Yising	2/1/2019	FORCES: Neurofeedback: expert	
Carl Simon, Grayhound expert and volunteer from Grayhound Adoption Center	5-Dec	Grayhound anatomy, history, and how we can help them	Elan Stone	28-Feb	Tiny Home Expert	
Rachel DEB, M. Ed.	12/6/2018	Animal Empathy	Red Reagan	22-Feb	Architect	
Walker Ribler, Professional Storyteller	11-Jan	storytelling	Dave Marie Mallory	4/10/2018	Gold Rush Stories	
Natalie Schaefer, UCSO, MFA Acting	3/1/2019	acting and performing	Sajida Aqsood		Landscape Architect	
Dr. Eric Jackson DVM San Diego Fair Animal Showcase	3/14/2019	Veterinary Orthopedics	Sarah Lepp	4/23/2019	Area Manager for SD Parks and Recreation	
	4/23/2019	Animal Empathy	Dani and Alma from Brain Gym	10/1/2018	brain science and movement	
Project Swell	5/3/2019	Water Conservation and watershed	Sandy Berber - SJ Park Foundation	11-Oct-18	neurofeedback	
2nd grade	Date		UCSD Neuro Outreach Department	1/11/2019	the brain	
Raptor Presentation - Denny Schaefer	11/2/2018		Loretta Elsworth, published author	8-Mar	research and writing	
Walker Ribler, Japanese performer	1/15/2019	Japanese theater	Researchful Talks for A Changing World	16-Apr	Gold Rush	
Jim Carvart - Pokey Fire Chief	11/08/2018	Wildfires	Sarah Lepp	4/23/2019	Area Manager for SD Parks and Recreation	
Kevin Quinn - City of Rosar Public Works	28-Nov	How to create a defensible space	Jacqueline Kim	5/1/2019	Reviewer	
Austin Parker - SD Habitat Expert	12/12/2018	How SD habitats are affected by fire				
Scott Peterson - FBI agent	1/24/2019	How FBI enhanced last	Dennis Schaefer	Dec.	Space and Astronomy	
Andrea Peterson, classroom parent from Canada	1/28/2019	Canada	IGIST	12-Apr	Author of a book	
Matt Goppa, classroom parent from Romania	1/29/2019	Romania				
Megan Harty, classroom parent that lived in China	1/30/2019	China				
Scott Peterson, parent that lived in the Baltics	1/31/2019	Baltics, Russia				
Mel D, parent from Egypt	2/1/2019	Egypt				
Kat Schaefer, parent from the Philippines	2/5/2019	Philippines				
Mark Schaefer, classroom parent with family from Iran	2/7/2019	Iran				
Margaret, Almad, classroom parent from Afghanistan	2/12/2019	Iraq				
Niki Schaefer, classroom parent that lived in Spain	2/13/2019	Spain				
Rita Schaefer, classroom grandmother from Indonesia	2/20/2019	Indonesia				
Shari Lynn, author	2/19/2019	realistic fiction genres				
Loretta Elsworth, author	3/5/2019	editing and revising				
Ohio Schaefer, parent from the Netherlands	1/28/2019	Netherlands				
Gerardo Isamat, classroom parent from Mexico	1/31/2019	Mexico				
Luis Goldstein, classroom parent that lived in Turkey	3/11/2019	Turkey				
Andrea Peterson	1/29/2019	Canada				
Matt Goppa	1/29/2019	Romania				
Megan Harty	1/30/2019	China				
Scott Peterson	2/1/2019	Baltics, Russia				
Mel D	2/5/2019	Philippines				
Kat Schaefer	2/7/2019	Iran				
Margaret, Almad, parent from Afghanistan	2/12/2019	Iraq				
Niki Schaefer, classroom parent that lived in Spain	2/13/2019	Spain				
Luis Goldstein, classroom parent that lived in Turkey	3/11/2019	Turkey				
Andy Foley, Marketing/Advertising	4/26/2019	Marketing/Advertising				
Dr. Alex Wajsbard	Nov	Native American Expert				
2nd grade	DATE					
William's Grandma	20-Dec	Life in Modern Egypt/Water Engineering strong structure/National Engineers Week				
Mark Conroy, Ruby	22-Feb					
2nd grade	Date					
Em Schaefer, Founder of The Freedom Writers Foundation, Teacher, Author	27-Nov	Freedom Writers/ tolerance				
Mark Lovett, Organizer TED X San Diego, Founder Storytelling with Impact	December	Ted Talk				
San Eli, Original Freedom Writer	Freedom	Writer				
2nd grade	Date					
Jeff Crines	November	Star gazing expert				
Cyke Schaefer	November	Sage Observatory				
Theresa Schaefer, III	November	Tar of the Night Sky				
Lisa Macneil	December	Chemical Elements				
Dan Schaefer	Jan	Early Human eating habits, plant talk				
Rick Davis	Feb	Physics as applied to art				
Danielle Schaefer	April	Patent and copyright IP				
Nathan Macneil	April	Small Business Owner				
Kathryn Johnson	April	Brand Strategist				
Arlo Bray	April	Patent and copyright IP				
David Gibbons	April	Patent and copyright IP				
Marvin Schaefer	April	Promotional Products				
Bryan Mendez (while at Nor CA High)	May	Real LC Berkeley teacher/ tour the astrophysics lab				
3-7 grade California Seed Survivor	7-Nov	seeds, plant growth, needs, farming, virtual reality				
International Conservation Corp	Dec.	parrots - adaptations, nesting, conservation				
International 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 and will be reviewing the results when they are in.

Mathematics Indicator - 2018

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

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.

Actual is \$6,310 less than budgeted which is a very close estimate. The difference is mainly due to the purchase of a curricular support for science that was less expensive than the FOSS kits.

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

Metric/Indicator

- Absences/tardies will be recorded in a unique document that allows for yearly comparisons.
- Cumulative absences will decrease each year.
- Parents of chronic absence/tardy students will have scheduled meetings.
- Independent study contracts will be selected by more families when they are out.

Actual

- 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 three whole school email/text/voice communications during the 2018-19 school year.
- More families requested independent study contracts when students had planned absences

Expected

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.

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 cost associated with Goal 3, action 1 0.00 Telephone cost 5900: Communications LCFF \$4,875 cost associated with Goal 3, action 1 \$0.00	Low Performing Grant Plan: Powerschool/Director Salary (%) Other 3750 Enrollment and Attendance Coordinator 2000-2999: Classified Personnel Salaries LCFF Base 18000 Benefits 3000-3999: Employee Benefits LCFF Base 11000 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.

Innovations Academy does not demonstrate a chronic absentee issue however we do have some students who are chronically absent and/or tardy and their situations warrant attention. This year we made more time to contact families. The actions helped us to see that it is difficult to identify any policy changes or strategy patterns to take because each family with this issue has a different situation that needs to be addressed. The actions taken this year provided more information to us about specific family issues so that we can begin to intervene earlier next year with the families that are continuing with us (we finished the year with a few of this type of meeting).

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 Absenteeism 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.

Goal 4: Actual is \$23,875 more than budgeted. This was due to the fact that we decided to place more classified personnel time tracking absences and implementation of student work completion for independent study work when students needed to be absent.

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
<p>Metric/Indicator Parents know exactly how to access their child's academic standing.</p> <p>Parents have several options for parent education during the school year.</p> <ul style="list-style-type: none"> • There will be school based activities that exhibit student work, engage parents in experiencing their child's work and participate in the process. • All parents will attend a student lead conference, one exhibition and a portfolio review each year. • 80% or more of parents will respond to a survey. • Parents will approach their child's mistakes with understanding based on the child's stage of development. 	<p>100% of parents received specific information pertaining to their child's academic and social emotional learning.</p> <p>100% of parents were given parent education regarding ways to extend academic learning at home.</p> <p>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.</p> <p>100% of parents participated in at least one school event based on sign in sheets provided at events and participation in surveys about events.</p> <p>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.</p> <p>Parents were provided parent educational opportunities and information about supporting their child's needs via three Parent Education Zoom webinars provided. Parents could attend in real time or view the video after the webinar.</p>

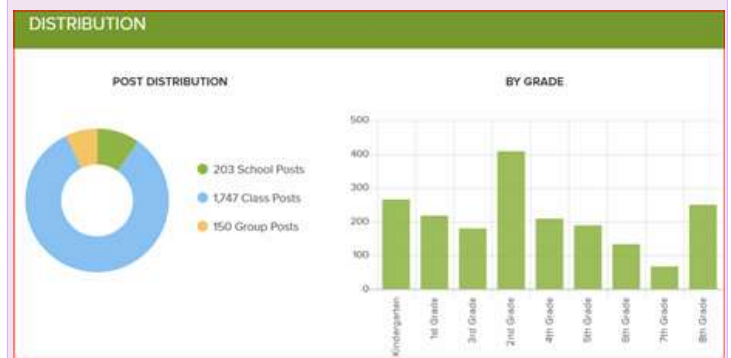
Expected

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.

Actual



Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Weekly Parent communication through a multi media approach Students will write in the school to home journal weekly 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 Student materials 4315-00 Lottery \$3,850	Low Preforming Student Grant Funds Plan Other 1200 Survey Monkey & Materials 4000-4999: Books And Supplies Special Education 200

<p>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.</p>	<p>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.</p>	<p>Blackboard connect 5900: Communications \$2850</p>	<p>Events Special Education 250</p>
		<p>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</p>	<p>Parent Square/Printing/Misc. 4000-4999: Books And Supplies LCFF Base 5650</p>
		<p>Volunteer Coordinator on staff \$0</p>	
		<p>Coffee Connections held monthly for parents. Recognize parent volunteers at an appreciation ceremony 4300-00 Supplemental and Concentration \$1500</p>	

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.

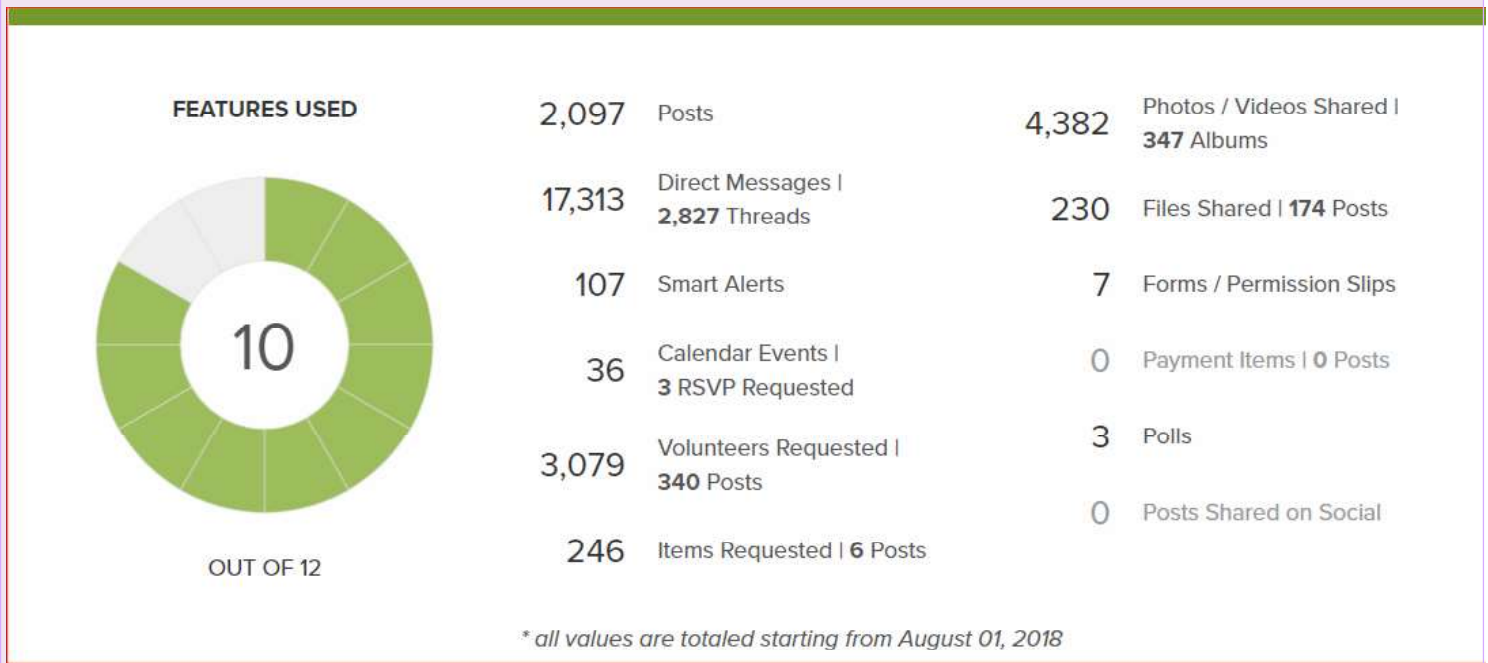
Three parent surveys were administered and at least one change was made in our second exhibition based on the feedback.

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.



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.

Goal 5: Actual is \$6,880 less than budgeted. We ended up being able to save money in two ways. We canceled two of our parent communication tools (Kaymbu and Blackboard) and got one that could do what each of the two others could do. We also ended up spending no money on parent coffee connections by not having food available and sending information online instead of on paper.

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 quarterly. 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
<ul style="list-style-type: none"> • Parents teachers and students are all aware of what assessments are saying about a child. • Increase the value of the tools that being used to evaluate students. • Assessments used are varied and adjusted to meet the uniqueness of the students. • Portfolios demonstrate the progress of a student and allow parents and teachers to understand a child's needs as a learner. • Growth targets are established by teachers for their students. 	<ul style="list-style-type: none"> • Students participate in a number of assessments. Feedback is currently at report card times, student lead conferences, exhibitions, portfolio review and presentations of learning. The question remains if the progress is understood. • We are unsure if the tools are transparent. • Students experience a variety of assessments. • All students have a portfolio. We would like portfolios to make clear the progress a students is making, 	<ul style="list-style-type: none"> • Students and parents receive clear feedback about their progress • Tools being used will be transparent and accessible • Students will experience a variety of assessments • All students will have a portfolio of student work with monthly samples. • Establish growth targets at the beginning of the school year and evaluate at end of year. 	<ul style="list-style-type: none"> • Students and parents receive clear feedback about their progress • Tools being used will be transparent and accessible • Students will experience a variety of assessments • All students will have a portfolio of student work with monthly samples. • Establish growth targets at the beginning of the school year and evaluate at end of year. 	<ul style="list-style-type: none"> • Students and parents receive clear feedback about their progress • Tools being used will be transparent and accessible • Students will experience a variety of assessments • All students will have a portfolio of student work with monthly samples 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
	<ul style="list-style-type: none"> We have not established our own growth targets. 			during their POL. <ul style="list-style-type: none"> 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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

		<p>Effective methods of formative assessment will be shared with teachers.</p> <p>Hire a new team member to be responsible for data collection and disbursement as well as targeted professional development</p> <ul style="list-style-type: none"> 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)
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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
<ul style="list-style-type: none"> Teachers will participate in a variety of professional development that aligns with charter, CCSS, NGSS, constructivist philosophy. Parent survey responses show a sense of awareness of their child's progress. There is accurate data on student behavior that is used by staff to determine next steps and interventions. Suspensions will only take place after other significant interventions have taken place. There will be a designated instructional coach available 	<ul style="list-style-type: none"> Currently parents receive 2 report cards yearly and participate in student lead conferences, exhibitions, portfolio weeks and presentations of learning, but we don't know if they feel informed or how best to communicate with them or help them evaluate their own child. Student behavior is tracked and accessible on paper but is not quickly accessed. All teachers receive professional development on a variety of academic and social 	<ul style="list-style-type: none"> Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school Student behavior is tracked and analyzed to inform decision making 100% of teachers receive professional development on multiple academic and social emotional strategies New teachers report feeling supported in an annual survey Maintain low suspension rates 100% of teachers will have access to 	<ul style="list-style-type: none"> Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school Student behavior is tracked and analyzed to inform decision making 100% of teachers receive professional development on multiple academic and social emotional strategies New teachers report feeling supported Maintain low suspension rates 100% of teachers will have access to 	<ul style="list-style-type: none"> Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school Student behavior is tracked and analyzed to inform decision making 100% of teachers receive professional development on multiple academic and social emotional strategies New teachers report feeling supported Maintain low suspension rates 100% of teachers will have access to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>to teachers on staff.</p> <ul style="list-style-type: none"> • Students will take fine arts, performing arts and media arts during the year. • Teachers have student assistants if their class is 20 students or more. 	<p>emotional areas.</p> <ul style="list-style-type: none"> • New teachers are provided a variety of support, but we need to know that they feel supported. • Suspension is an important tool when absolutely necessary. We will maintain our low suspension rate. • Students receive arts instruction. • Teachers currently have peer and admin support. • Teachers have teacher assistants in their class if they have 20 students or more. 	<p>instructional coaching</p> <ul style="list-style-type: none"> • 100% of students will have access to a variety of arts instruction • Teachers are given support in the classroom 	<p>instructional coaching</p> <ul style="list-style-type: none"> • 100% of students will have access to a variety of arts instruction • Teachers are given support in the classroom • 100% of students will have access to a variety of arts instruction 	<p>instructional coaching</p> <ul style="list-style-type: none"> • Teachers are given support in the classroom • 100% of students will have access to a variety of arts instruction

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

New Action
Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

Positive Discipline

2018-19 Actions/Services

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

Positive Discipline

2019-20 Actions/Services

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

Positive Discipline

Effective use of academic language

Classroom management

Project Based Learning

CCSS Math

CCSS writing

NGSS

Differentiating for Special Education students

ELA and ELD instruction

Student achievement data analysis

- Two weeks of summer professional development and two full non instructional days of professional development
- Weekly Monday staff development
- Access to weekly meetings with the director
- Collaborative opportunities with a partner teacher
- Observations by an instructional coach and peer teachers
- Opportunities for PLC on formative assessment strategies
- Student behavior data tracked
- Access to an intervention flow chart aligned with school philosophy
- New teachers will be provided the Responsive Classroom training

Effective use of academic language

Classroom management

Inquiry Learning

CCSS Math

CCSS writing

NGSS

Differentiating for Special Education students

ELA and ELD instruction

Student achievement data analysis

- Two weeks of summer professional development and two full non instructional days of professional development
- Weekly Monday staff development
- Access to weekly meetings with the director
- Collaborative opportunities with a partner teacher
- Observations by an instructional coach and peer teachers
- Opportunities for PLC on formative assessment strategies
- Student behavior data tracked
- Access to an intervention flow chart aligned with school philosophy
- New teachers will be provided the Responsive Classroom training

Effective use of academic language

Classroom management

Project Based Learning

CCSS Math

CCSS writing

NGSS

Differentiating for Special Education students

ELA and ELD instruction

Student achievement data analysis

- Two weeks of summer professional development and two full non instructional days of professional development
- Weekly Monday staff development
- Access to weekly meetings with the director
- Collaborative opportunities with a partner teacher
- Observations by an instructional coach and peer teachers
- Opportunities for PLC on formative assessment strategies
- Student behavior data tracked
- Access to an intervention flow chart aligned with school philosophy
- New teachers will be provided the Responsive Classroom training

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

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

- 100% of students will be provided opportunities to work with experts in a variety of arts instruction
- Classes fully enrolled with be given instructional aide support
- Teachers supported by a 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	5210-00 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 Performing Student Block Grant
Amount			15000
Source			LCFF Base
Budget Reference			5210-00 Professional Development

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
<p>High level of inquiry, cognitive demand and academic language being used by students as evidences by regular classroom observation and walk-throughs.</p> <ul style="list-style-type: none"> • Students present their learning using a variety of artistic expression. • Materials and resources reflect Common Core skills and knowledge. • Students will be using technology throughout their learning as evidenced by observations. • Records demonstrate that teachers are credentialed in their area of instruction. 	<ul style="list-style-type: none"> • observations are at times documenting inquiry, cognitive demand and academic language. • Students receive arts instruction throughout the year. • Materials and resources are often aligned with common core. • 3rd-8th graders have 1:1 chromebooks. • Teachers are appropriately assigned. • Facilities are clean 80% of the time and broken things are repaired several times a year. 	<ul style="list-style-type: none"> • Increased inquiry, cognitive demand and academic language in instruction and quality of student work <p>100% of students will have access to instruction in a variety of arts</p> <p>100% of students will have access to Common Core aligned instructional materials</p> <p>100% of students will have access to technology that enhances their learning</p> <p>100% of classroom teachers will be appropriately credentialed and assigned.</p> <p>Ensure facilities are in good repair</p> <p>100% of students will attend multiple field trips</p>	<ul style="list-style-type: none"> • Increased inquiry, cognitive demand and academic language in instruction and quality of student work <p>100% of students will have access to instruction in a variety of arts</p> <p>100% of students will have access to Common Core aligned instructional materials</p> <p>100% of students will have access to technology that enhances their learning</p> <p>100% of classroom teachers will be appropriately credentialed and assigned.</p> <p>100% of students will attend multiple field trips and guest experts related to academic</p>	<ul style="list-style-type: none"> • Increased inquiry, cognitive demand and academic language in instruction and quality of student work <p>100% of students will have access to instruction in a variety of arts</p> <p>100% of students will have access to Common Core aligned instructional materials</p> <p>100% of students will have access to technology that enhances their learning</p> <p>100% of classroom teachers will be appropriately credentialed and assigned.</p> <p>100% of students will attend multiple field trips and guest experts related to academic</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> Facilities are in clean and safe state. A variety of field trips are taken in each class and guest experts brought in that pertain to the academic subject matter. 		and guest experts related to academic work during each school year.	work during each school year. Ensure facilities are in good repair	work during each school year. Ensure facilities are in good repair 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)

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

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

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

LEA-wide
 [Add Scope of Services selection here]

All Schools
 [Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

- Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment
- Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as:

Zingy Science
 Mystery Science
 ST MATH
 Brain Pop
 Raz Kids
 Reflex Math
 Lexia Learning
 IXL
 Activated Reader

2018-19 Actions/Services

- Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment
- Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as:

Zingy Science
 Mystery Science
 ST MATH
 Brain Pop
 Raz Kids
 Reflex Math
 Activated Reader

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

2019-20 Actions/Services

- Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment
- Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as:

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

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, <ul style="list-style-type: none">• Provide curricular supports for mathematics.	4000-4999: Books And Supplies Provide materials for hands on instruction: math manipulatives, FOSS kits, <ul style="list-style-type: none">• Provide curricular supports for mathematics.	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 Performing 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 Performing 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
<ul style="list-style-type: none"> Absences/tardies will be recorded in a unique 	Absences and tardies are kept in Powerschool. <ul style="list-style-type: none"> Students have less than 15 	Set a baseline for absences over the past year and tardies.	Set a baseline for absences over the past year and tardies.	Set a baseline for absences over the past year and tardies.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>document that allows for yearly comparisons.</p> <ul style="list-style-type: none"> Cumulative absences will decrease each year. Parents of chronic absence/tardy students will have scheduled meetings. Independent study contracts will be selected by more families when they are out. 	<p>absences per school year.</p> <ul style="list-style-type: none"> Repeat offenders are called infrequently. Some students complete independent study short term when absent. 	<p>Decreased number of absences. Increased intervention throughout the year. Decreased number of tardies Decreased number of students who are absent or tardy repeatedly. Increased work while home for absent students.</p>	<p>Decreased number of absences. Increased intervention throughout the year. Decreased number of tardies Decreased number of students who are absent or tardy repeatedly. Increased work while home for absent students.</p>	<p>Decreased number of absences. Increased intervention throughout the year. Decreased number of tardies Decreased number of students who are absent or tardy repeatedly. Increased work while home for absent students.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

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

Location(s):

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

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

Scope of Services:

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

LEA-wide
 [Add Scope of Services selection here]

Location(s):

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

All Schools
 [Add Location(s) selection here]

Actions/Services

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

New Action
 Unchanged Action

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

Modified Action

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Use the baseline to gauge status on absences or tardies.
 Maintain 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 Performing 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
<p>Parents have several options for parent education during the school year.</p> <ul style="list-style-type: none"> • There will be school based activities that exhibit student work, engage parents in experiencing their child's work and participate in the process. • All parents will attend a student lead conference, one exhibition and a portfolio review each year. • 80% or more of parents will respond to a survey. • Parents will approach their child's mistakes with understanding based on the child's stage of development. 	<ul style="list-style-type: none"> • Parent educational resources are offered to parents. • 100% Parents receive a phone invitation to our school events. • 100% of parents will sign in at any parent event. • Less than 30% of parents typically respond to our surveys. • Parents will grow in their understanding about why we do not punish or reward/bribe children. 	<p>and social emotional learning.</p> <p>100% of parents will be given parent education regarding ways to extend academic learning at home.</p> <p>100% of parents will be provided multiple opportunities to participate in school based activities.</p> <p>100% of parents will participate in at least one school event.</p> <p>Parents will respond to a parent survey.</p> <p>Parents will be provided parent educational opportunities and information about child developmental needs.</p>	<p>and social emotional learning.</p> <p>100% of parents will be given parent education regarding ways to extend academic learning at home.</p> <p>100% of parents will be provided multiple opportunities to participate in school based activities.</p> <p>100% of parents will participate in at least one school event.</p> <p>Parents will respond to a parent survey.</p> <p>Parents will be provided parent educational opportunities and information about child developmental needs.</p>	<p>and social emotional learning.</p> <p>100% of parents will be given parent education regarding ways to extend academic learning at home.</p> <p>100% of parents will be provided multiple opportunities to participate in school based activities.</p> <p>100% of parents will participate in at least one school event.</p> <p>Parents will respond to a parent survey.</p> <p>Parents will be provided parent educational opportunities and information about child developmental needs.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

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

Location(s):

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Weekly Parent communication through a multi media approach
Students will write in the school to home journal weekly.
Weekly school emails will include parent education materials.
Open House will provide information about project based learning, school policies and our social emotional program.

2018-19 Actions/Services

Weekly Parent communication through a multi media approach
Students will write in the school to home journal weekly and 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

2019-20 Actions/Services

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 Performing 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

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$183988

Percentage to Increase or Improve Services

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.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$164,467

Percentage to Increase or Improve Services

5.79%

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

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

All English Language Learner students were provided English language instruction by a specifically designated ELL coordinator, independent of and in addition to the support they received in class.
Socioeconomically disadvantaged students had all school events and field trips paid as needed.
Socioeconomically disadvantaged students have access to after school program at a 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

\$121,724

Percentage to Increase or Improve Services

4.15%

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

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

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

Socioeconomically disadvantaged students had all school events and field trips paid as needed.

Socioeconomically disadvantaged students have access to after school program at a different to no cost than other students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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?

Prepared by the California Department of Education, January 2019

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	1,806,365.00	1,389,855.00	1,838,661.00	468,959.00	3,697,475.00
	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	1,690,180.00	0.00	0.00	352,774.00	352,774.00
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	1,806,365.00	1,389,855.00	1,838,661.00	468,959.00	3,697,475.00
	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	81,800.00	167,456.00
5210-00	51,800.00	29,000.00	47,091.00	51,800.00	18,595.00	117,486.00
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	1,806,365.00	1,389,855.00	1,838,661.00	468,959.00	3,697,475.00
		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

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
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	3,000.00	3,000.00

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	LCFF Base	0.00	29,000.00	0.00	0.00	15,000.00	15,000.00
5210-00	Supplemental and Concentration	51,800.00	0.00	47,091.00	51,800.00	0.00	98,891.00
5210-00	Title II	0.00	0.00	0.00	0.00	3,595.00	3,595.00
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	1,542,195.00	1,217,991.00	1,559,333.00	128,195.00	2,905,519.00
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					

Innovations Academy Progress on LCAP Goals December 2019 Board Report

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.

Summary:

Ali has been hired this year and is monitoring all assessment. We are utilizing the same schoolwide assessments and Ali is analyzing data and trends.

Progress on 2018-19 Next Steps

- *Strengthen the work that goes into portfolios by setting growth targets and analyzing student work for evidence for approximation of goals and clues about how to move students forward.*

We acquired a platform called SeeSaw that keeps digital portfolios and allows teachers to share work with parents ongoing.

- Find ways to help our students achieve higher on summative assessments without sacrificing time from interactive project work.

Ali has been working on this with teachers prior to the commencement of school and during staff meetings as well as through observations, coaching and suggestions.

- Continue to seek valuable formative assessment tools to share with teachers.

Teachers share ideas at every staff meeting. Christine, Tony and Ali are creating professional development opportunities in staff meetings to learn and practice formative assessment tools.

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.

Progress on 2018-19 Next Steps

- *Continue to seek out professional development that supports our program.*

We are providing opportunities for teachers to teach teachers in staff meetings. Our teachers have also observed at other schools and brought back ideas that they share at staff meetings.

- *Continue to find ways that documentation will support our teachers with continuous improvement.*

Our new digital portfolio platform is currently being tried out as a way to document student work. It allows teachers to document with images, video and uploading documents.

- *Find ways to grow our Spanish language program. Re-establish our media arts and ceramics (we lost our great teacher last year and our facility is in transition)*

We will begin this “next step” after our move.

Goal 3: Provide high quality standards aligned materials and resources to teachers and students within facilities maintained for optimal learning.

Progress on 2018-19 Next Steps

- *Continue to work on our new facility.*

It is in progress

- Evaluate the use of software. We want to make sure that computer learning does not take away too much time from interactive learning.

Ex: We continue to eliminate software that doesn't work for us and pilot/evaluate new software. We have eliminated the use of Blackboard for parent communication and now use ParentSquare and we are piloting SeeSaw for sharing work with parents.

Ex: We have ended the use of Prodigy Math, Reflex Math and BigBrainz and are staying with STMATH.

Ex: We are trying MosaMack for middle school science. We used the free version of Mystery Science last year for K-5 and have now purchased the full version.

- Support teachers to get their credentials cleared in a timely manner.

We are working with 2 different intern teachers in the credentialing program. We have one experienced teacher who is working on staff at a teacher assistant and who could possibly teach with us once he gets his California credential.

Goal 4: Develop a structure for ongoing analysis and intervention of student absences and tardies

This goal has to do with making sure students are at school and making sure students can keep informed when they are not at school.

Progress on 2018-19 Next Steps

- Ali is now monitoring absences and she gives Christine reports. Christine follows up with phone calls to parents.

Goal 5: Develop stronger parent partnerships through effective communication tools, increased means of input and parent education

Next Steps

Getting more of the challenged families to participate is very difficult. We need to continue to

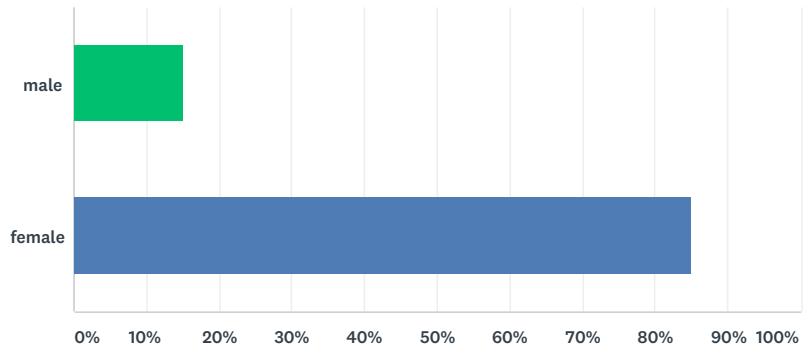
brainstorm how we can get families involved that have heightened life challenges so that their children are supported as best as we can.

Progress on 2018-19 **Next Steps**

- We have been reaching out to parents more frequently when their children show signs of stress.
- Jennifer, our school MFT, is working with siblings and families on a regular basis.

Q1 Are you male or female?

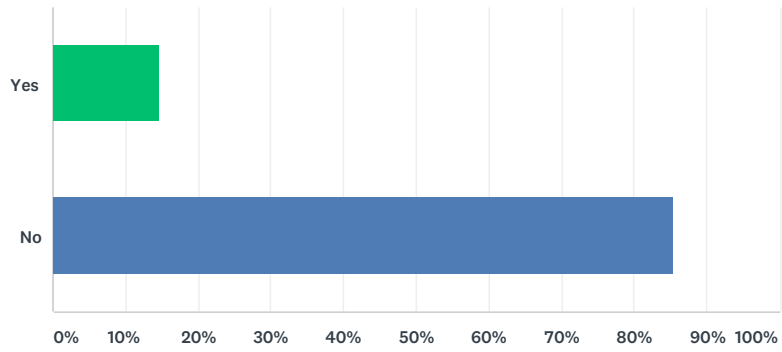
Answered: 185 Skipped: 1



ANSWER CHOICES	RESPONSES	
male	15.14%	28
female	84.86%	157
TOTAL		185

Q2 Are you of Hispanic or Latino origen? Mark one response.

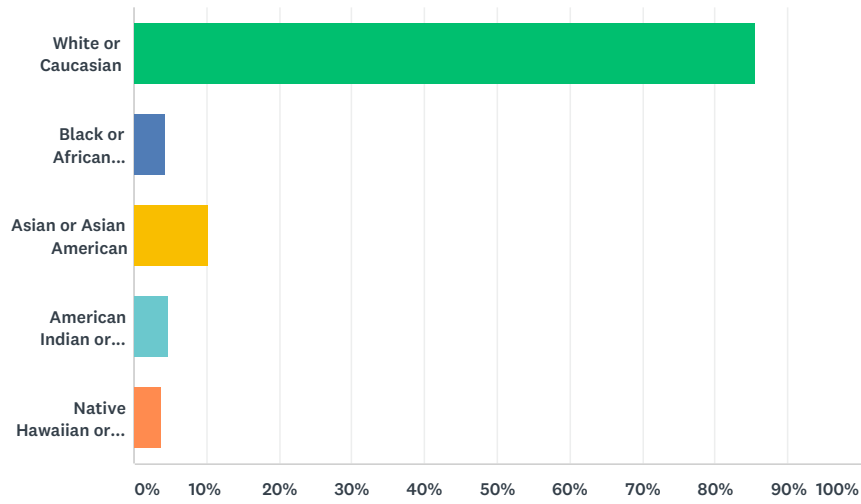
Answered: 185 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	14.59%	27
No	85.41%	158
TOTAL		185

Q3 What is your race? You may mark one or more races.

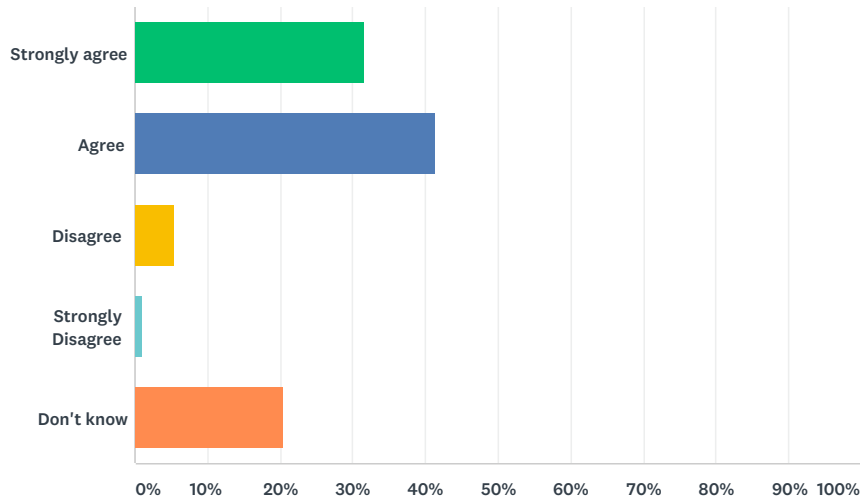
Answered: 186 Skipped: 0



ANSWER CHOICES	RESPONSES	
White or Caucasian	85.48%	159
Black or African American	4.30%	8
Asian or Asian American	10.22%	19
American Indian or Alaska Native	4.84%	9
Native Hawaiian or other Pacific Islander	3.76%	7
Total Respondents: 186		

Q4 This school provides instructional materials that reflect students' cultural background, ethnicity and identity.

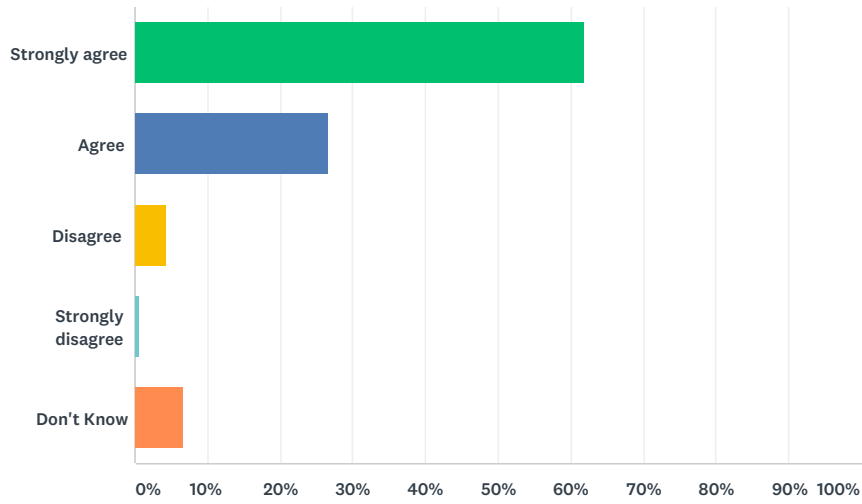
Answered: 181 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	31.49%	57
Agree	41.44%	75
Disagree	5.52%	10
Strongly Disagree	1.10%	2
Don't know	20.44%	37
TOTAL		181

Q5 This school communicates how important it is to respect the practices of all cultures.

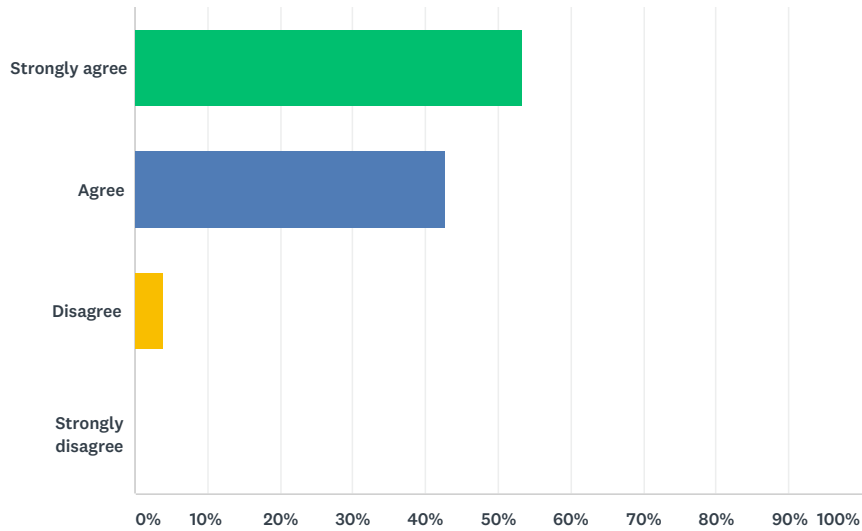
Answered: 181 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	61.88%	112
Agree	26.52%	48
Disagree	4.42%	8
Strongly disagree	0.55%	1
Don't Know	6.63%	12
TOTAL		181

Q6 This school communicates how important it is to respect students of all sexual orientations.

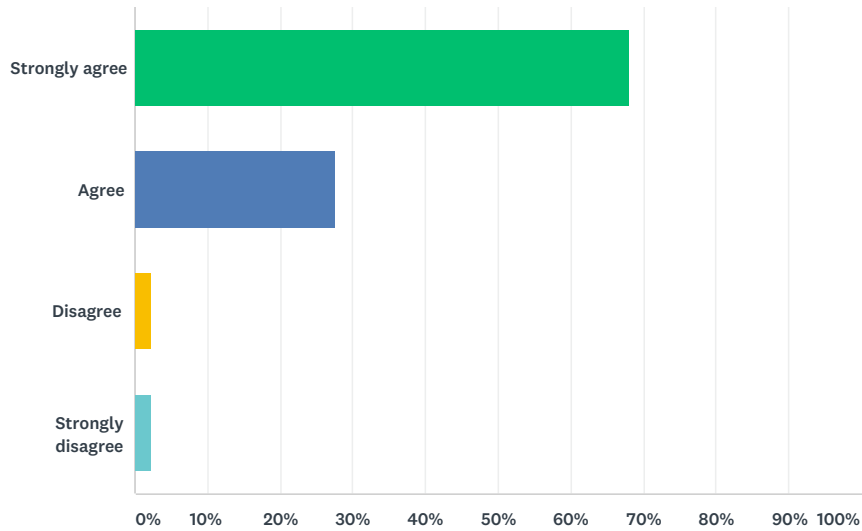
Answered: 180 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly agree	53.33%	96
Agree	42.78%	77
Disagree	3.89%	7
Strongly disagree	0.00%	0
TOTAL		180

Q7 This school helps me figure out what social emotional skills my child needs to develop (e.g., self-control, problem solving, social skills...).

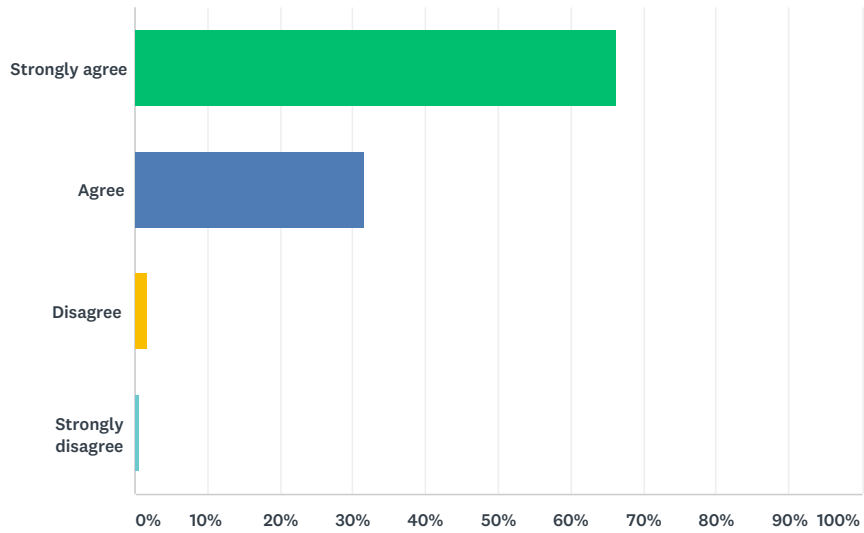
Answered: 181 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	67.96%	123
Agree	27.62%	50
Disagree	2.21%	4
Strongly disagree	2.21%	4
TOTAL		181

Q8 At this school, my child feels s/he belongs.

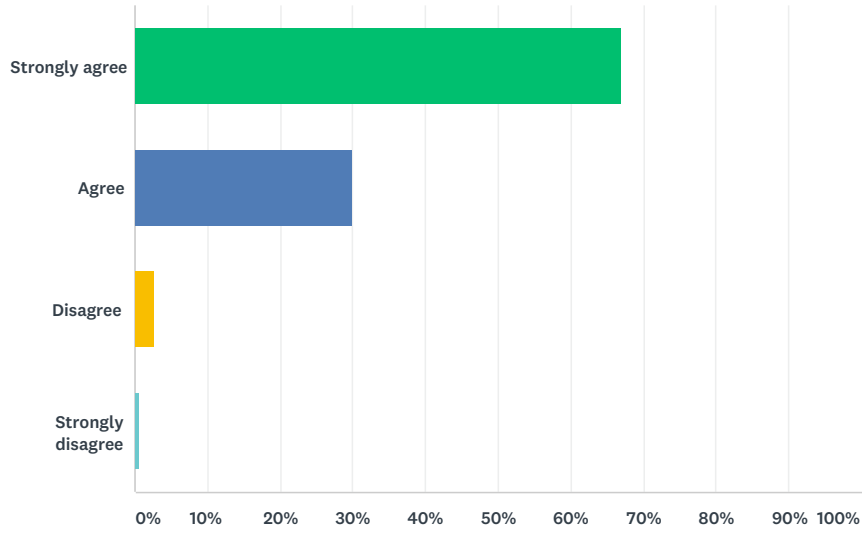
Answered: 181 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	66.30%	120
Agree	31.49%	57
Disagree	1.66%	3
Strongly disagree	0.55%	1
TOTAL		181

Q9 I feel welcomed at this school.

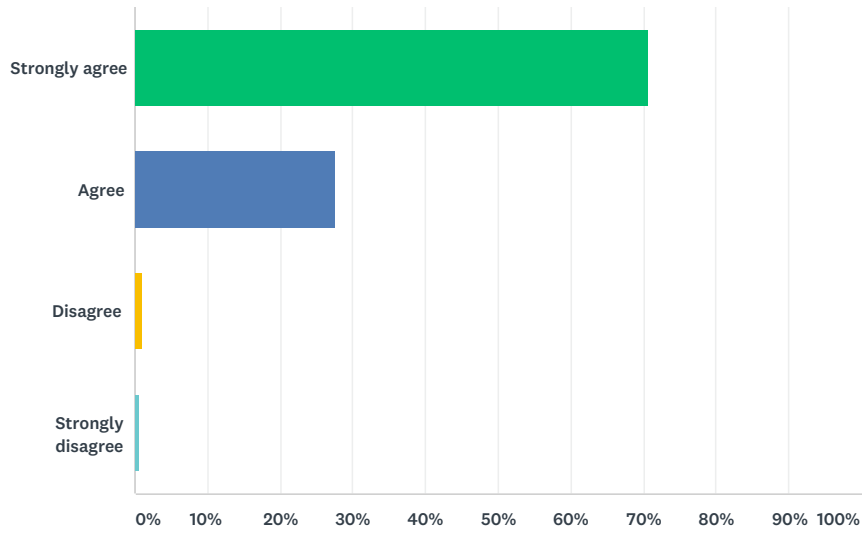
Answered: 181 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	66.85%	121
Agree	29.83%	54
Disagree	2.76%	5
Strongly disagree	0.55%	1
TOTAL		181

Q10 This school encourages me to be an active partner in educating my child.

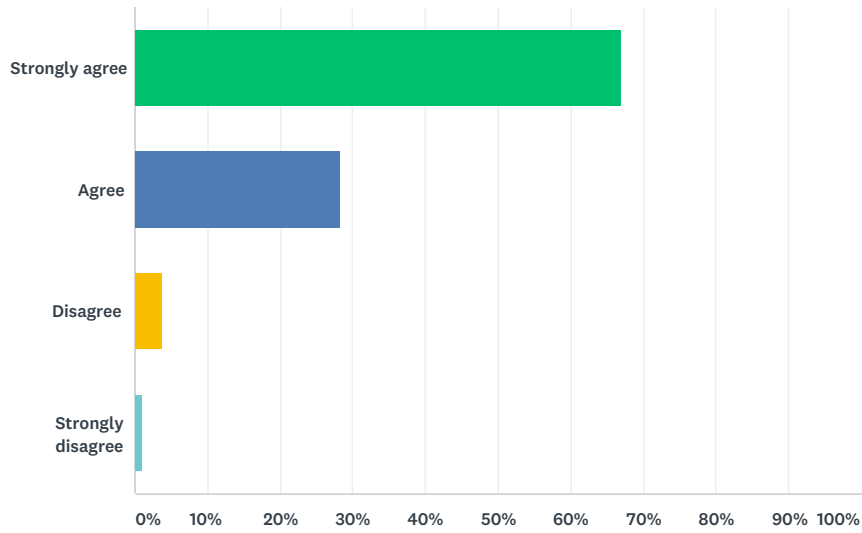
Answered: 181 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	70.72%	128
Agree	27.62%	50
Disagree	1.10%	2
Strongly disagree	0.55%	1
TOTAL		181

Q11 I feel comfortable talking to someone at this school about my child's behavior.

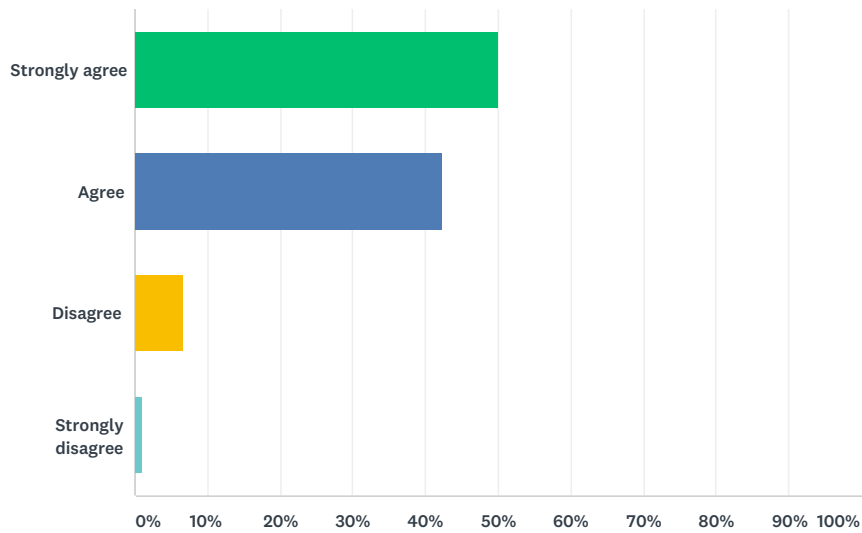
Answered: 181 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	66.85%	121
Agree	28.18%	51
Disagree	3.87%	7
Strongly disagree	1.10%	2
TOTAL		181

Q12 This school has quality programs for my child's talents, gifts or special needs.

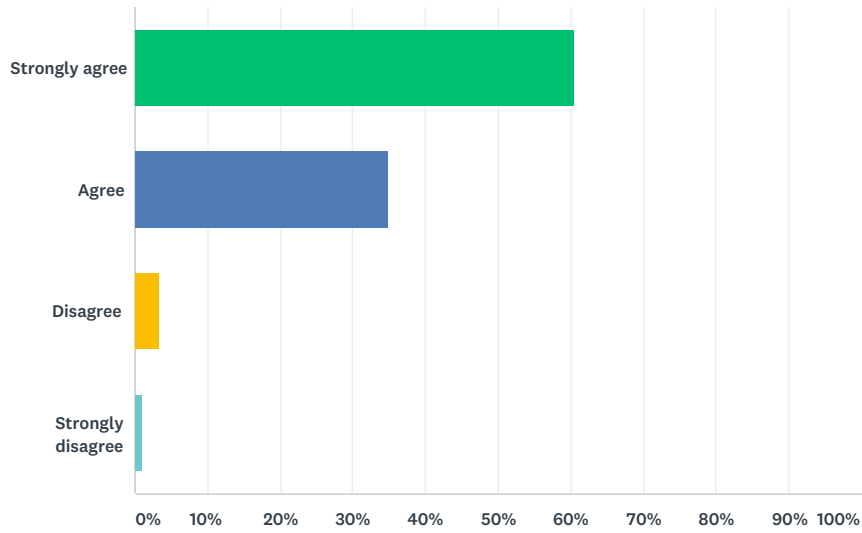
Answered: 180 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	90
Agree	42.22%	76
Disagree	6.67%	12
Strongly disagree	1.11%	2
TOTAL		180

Q13 This school promptly responds to my phone calls, messages or emails.

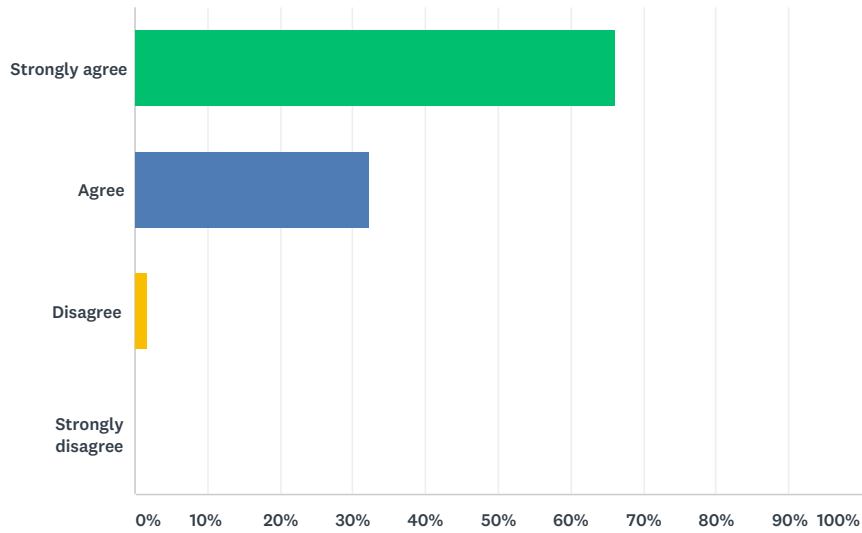
Answered: 180 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly agree	60.56%	109
Agree	35.00%	63
Disagree	3.33%	6
Strongly disagree	1.11%	2
TOTAL		180

Q14 At this school, the staff really cares about my child.

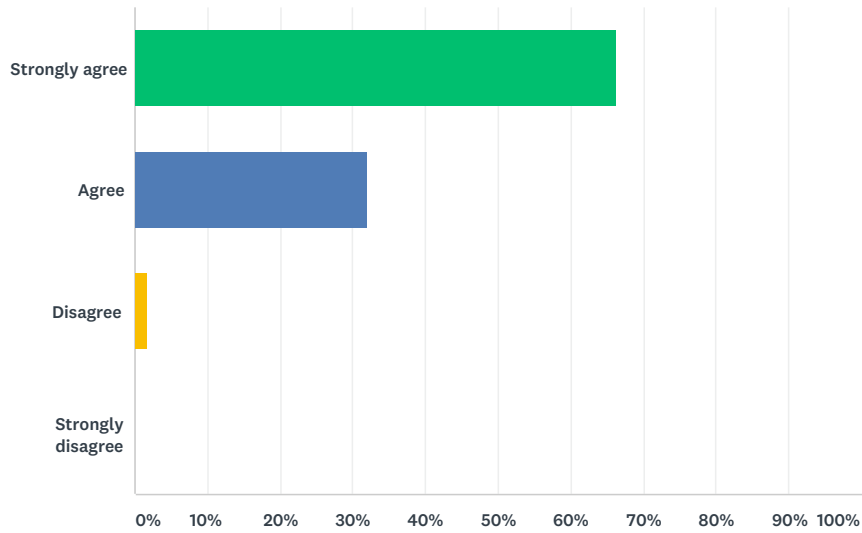
Answered: 180 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly agree	66.11%	119
Agree	32.22%	58
Disagree	1.67%	3
Strongly disagree	0.00%	0
TOTAL		180

Q15 This school is a friendly place overall.

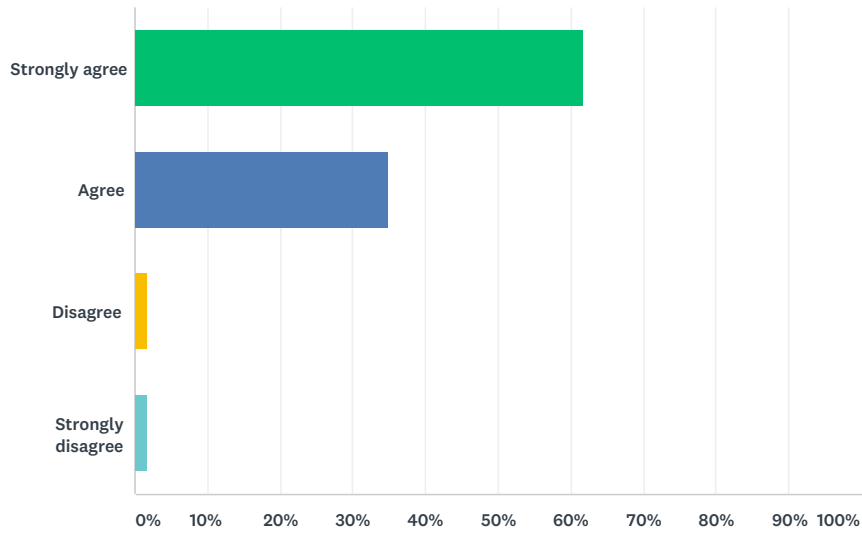
Answered: 181 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	66.30%	120
Agree	32.04%	58
Disagree	1.66%	3
Strongly disagree	0.00%	0
TOTAL		181

Q16 Staff at this school care about what families think.

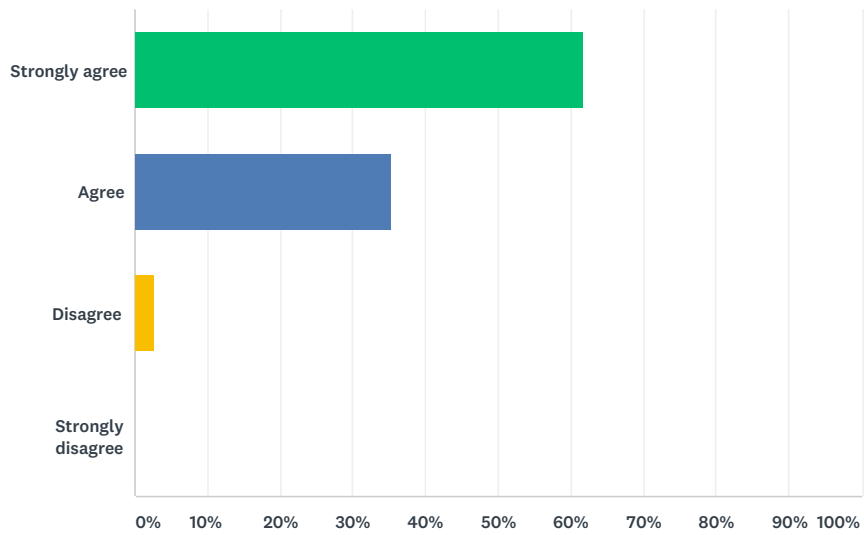
Answered: 180 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly agree	61.67%	111
Agree	35.00%	63
Disagree	1.67%	3
Strongly disagree	1.67%	3
TOTAL		180

Q17 My child is safe at this school.

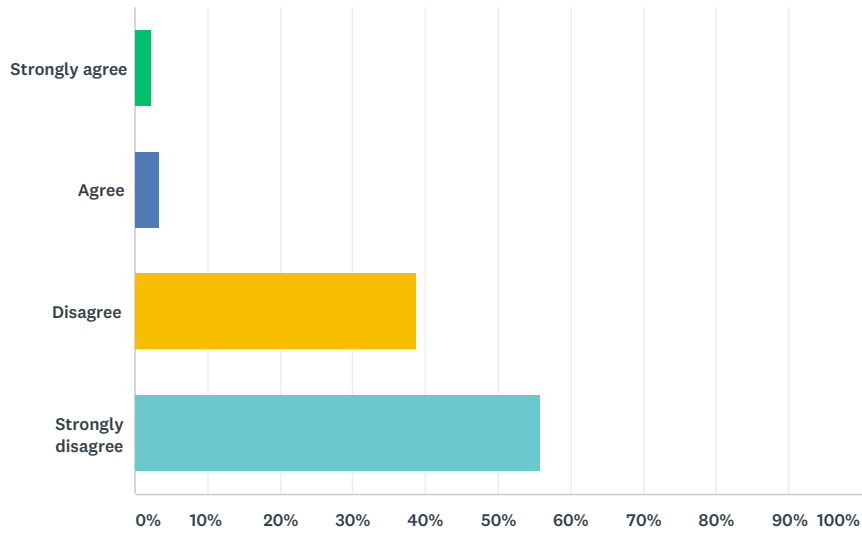
Answered: 178 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	61.80%	110
Agree	35.39%	63
Disagree	2.81%	5
Strongly disagree	0.00%	0
TOTAL		178

Q18 Racial/ethnic conflict among students is a problem at this school.

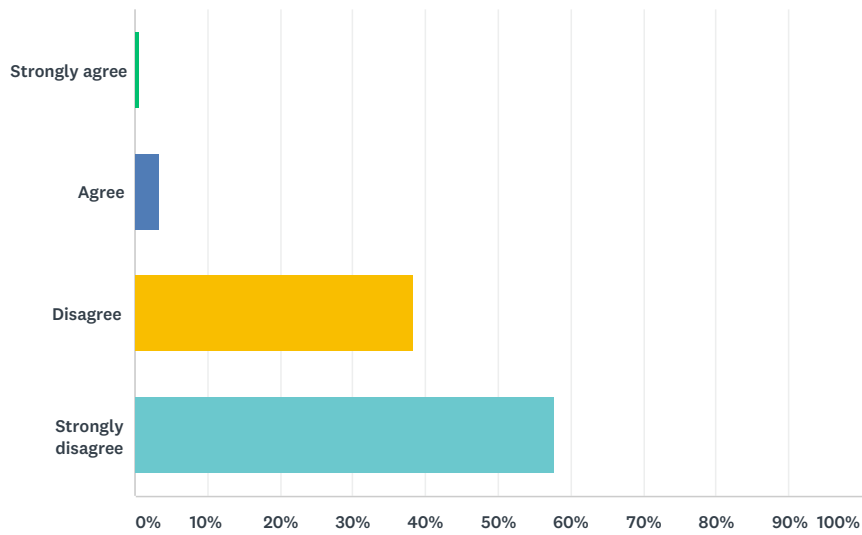
Answered: 181 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	2.21%	4
Agree	3.31%	6
Disagree	38.67%	70
Strongly disagree	55.80%	101
TOTAL		181

Q19 Physical fighting between students is a problem at this school.

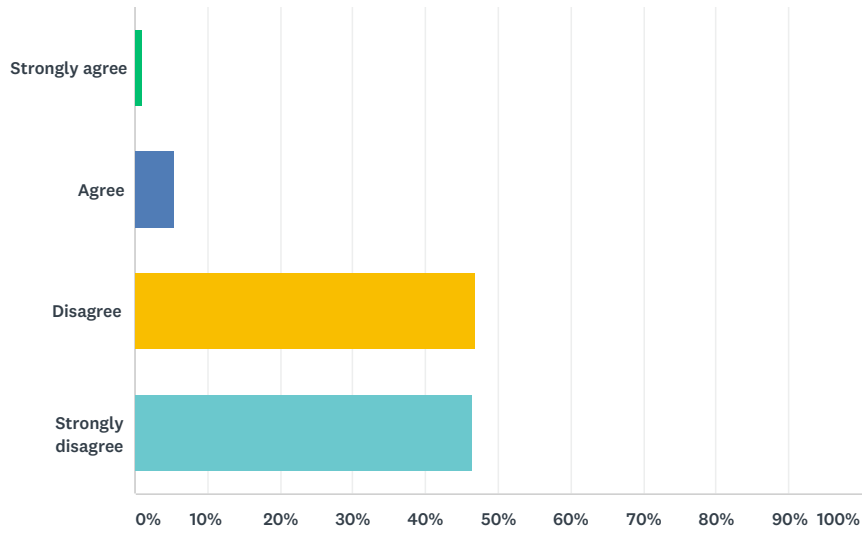
Answered: 180 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly agree	0.56%	1
Agree	3.33%	6
Disagree	38.33%	69
Strongly disagree	57.78%	104
TOTAL		180

Q20 Bullying of students at school or school activities is a problem at this school.

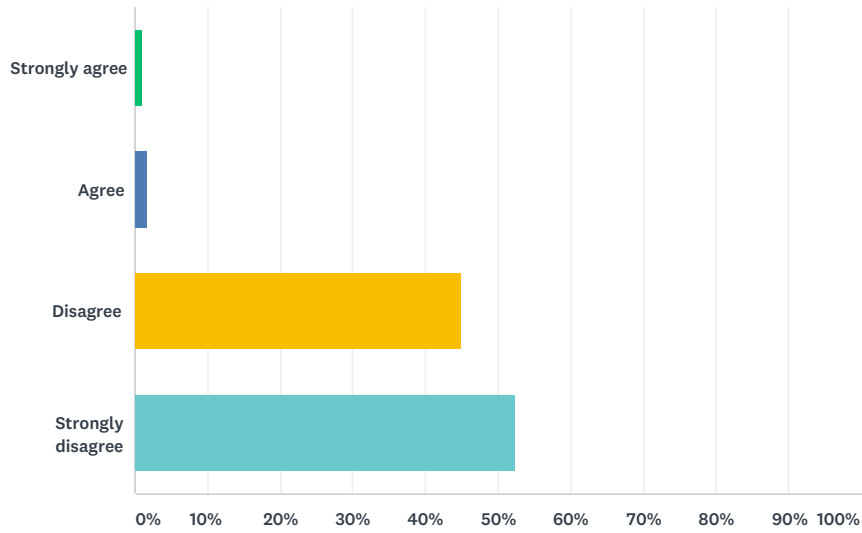
Answered: 181 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly agree	1.10%	2
Agree	5.52%	10
Disagree	46.96%	85
Strongly disagree	46.41%	84
TOTAL		181

Q21 Bullying of students via electronic means or devices is a problem at this school (cyberbullying).

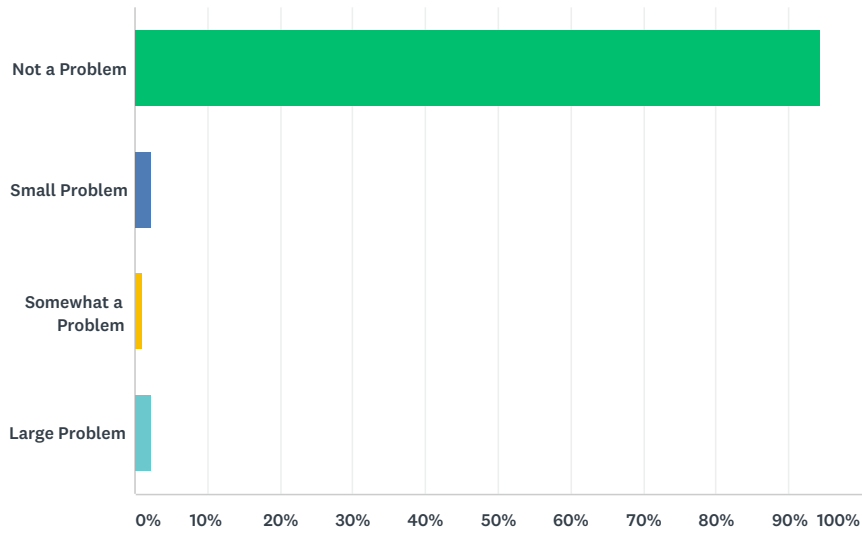
Answered: 180 Skipped: 6



ANSWER CHOICES	RESPONSES	
Strongly agree	1.11%	2
Agree	1.67%	3
Disagree	45.00%	81
Strongly disagree	52.22%	94
TOTAL		180

Q22 At school, how much of a problem is student drug use?

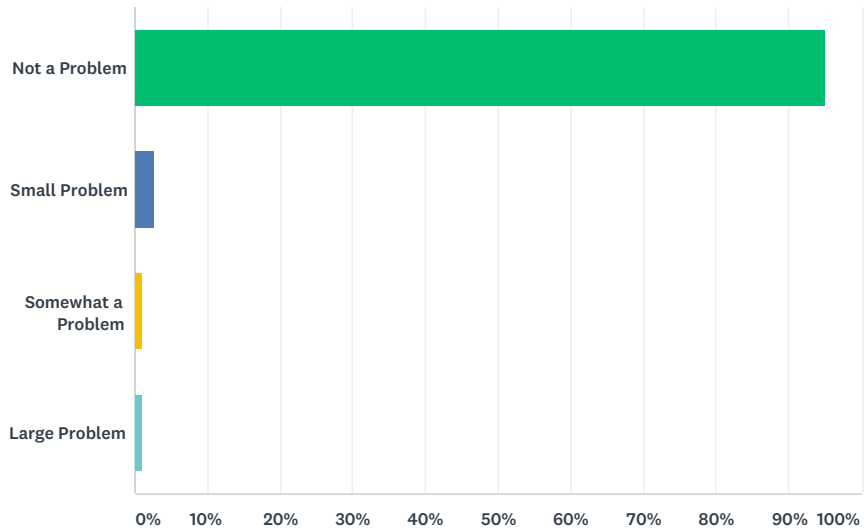
Answered: 180 Skipped: 6



ANSWER CHOICES	RESPONSES	
Not a Problem	94.44%	170
Small Problem	2.22%	4
Somewhat a Problem	1.11%	2
Large Problem	2.22%	4
TOTAL		180

Q23 At this school, how much of a problem is student use of electronic cigarettes?

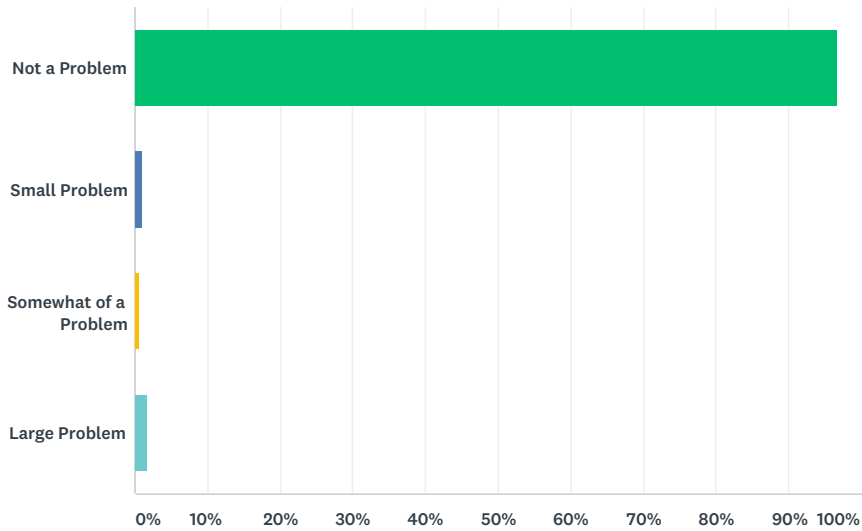
Answered: 181 Skipped: 5



ANSWER CHOICES	RESPONSES	
Not a Problem	95.03%	172
Small Problem	2.76%	5
Somewhat a Problem	1.10%	2
Large Problem	1.10%	2
TOTAL		181

Q24 At this school, how much of a problem is student use of tobacco (cigarettes, chew, cigars)?

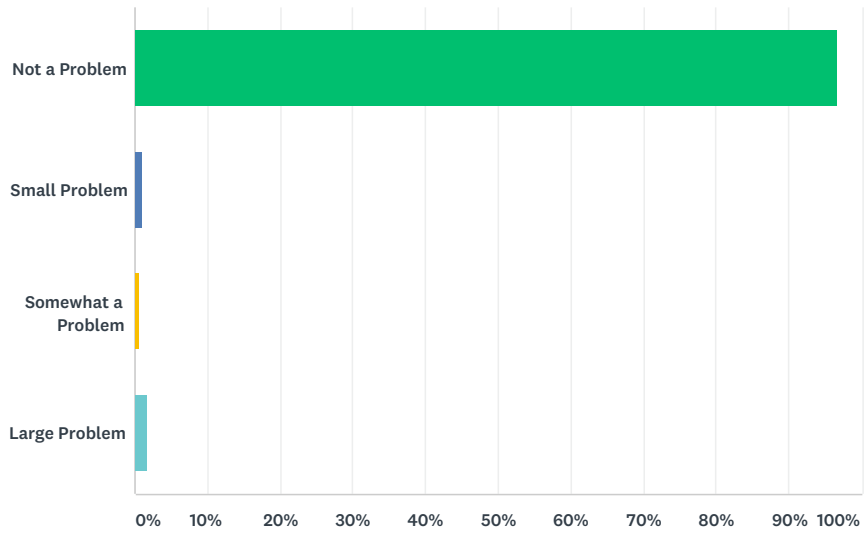
Answered: 179 Skipped: 7



ANSWER CHOICES	RESPONSES	
Not a Problem	96.65%	173
Small Problem	1.12%	2
Somewhat of a Problem	0.56%	1
Large Problem	1.68%	3
TOTAL		179

Q25 At this school, how much of a problem is student alcohol use?

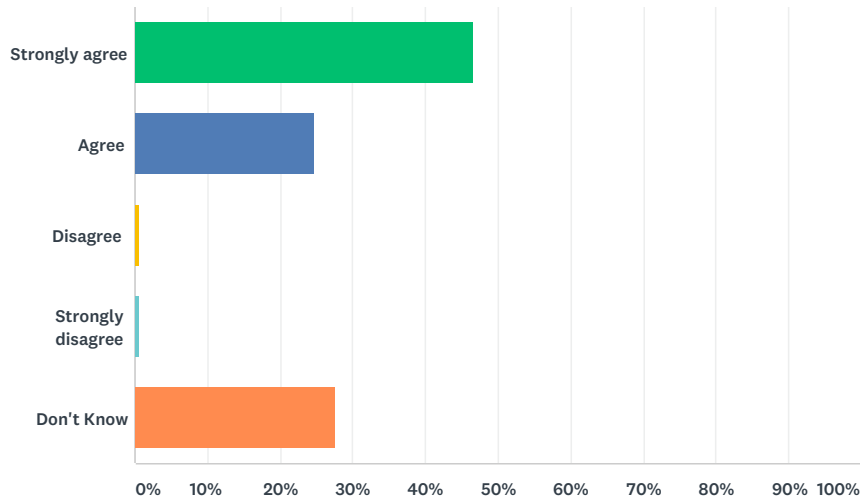
Answered: 180 Skipped: 6



ANSWER CHOICES	RESPONSES	
Not a Problem	96.67%	174
Small Problem	1.11%	2
Somewhat a Problem	0.56%	1
Large Problem	1.67%	3
TOTAL		180

Q26 This school notifies parents or guardians effectively in the case of a school-wide emergency.

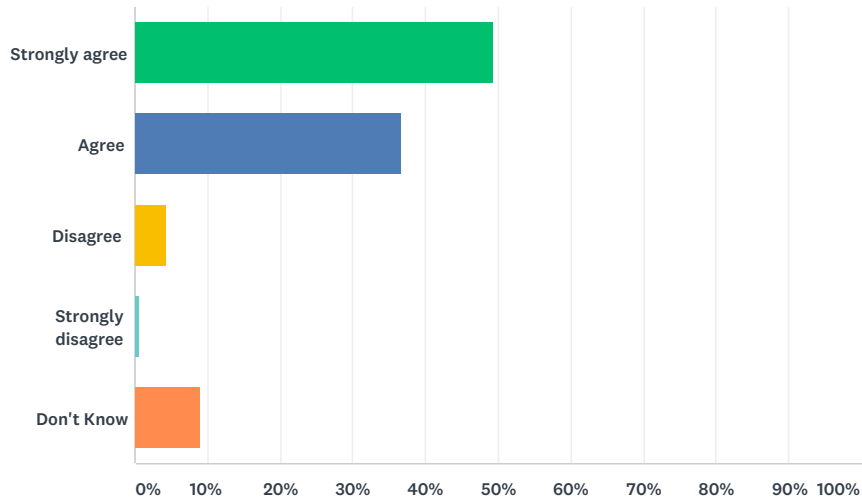
Answered: 178 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	46.63%	83
Agree	24.72%	44
Disagree	0.56%	1
Strongly disagree	0.56%	1
Don't Know	27.53%	49
TOTAL		178

Q27 This school takes effective measures to ensure the safety of students.

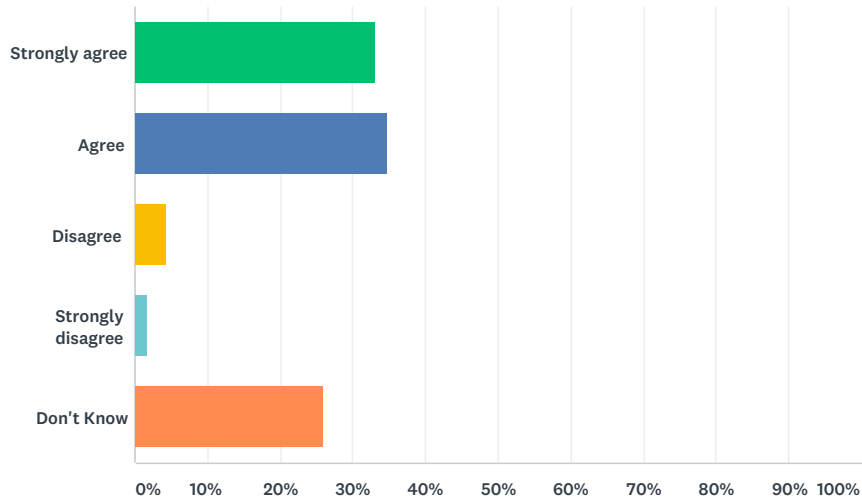
Answered: 178 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	49.44%	88
Agree	36.52%	65
Disagree	4.49%	8
Strongly disagree	0.56%	1
Don't Know	8.99%	16
TOTAL		178

Q28 This school has made it clear to my child what s/he should do if there is an emergency, natural disaster (flood, fire) or a dangerous situation (violent person on campus) during the school day.

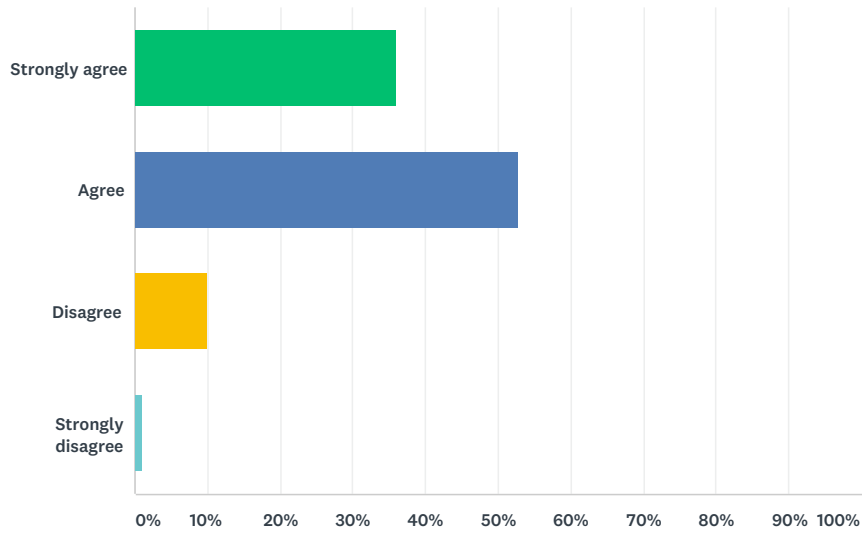
Answered: 178 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	33.15%	59
Agree	34.83%	62
Disagree	4.49%	8
Strongly disagree	1.69%	3
Don't Know	25.84%	46
TOTAL		178

Q29 This school looks clean and pleasant.

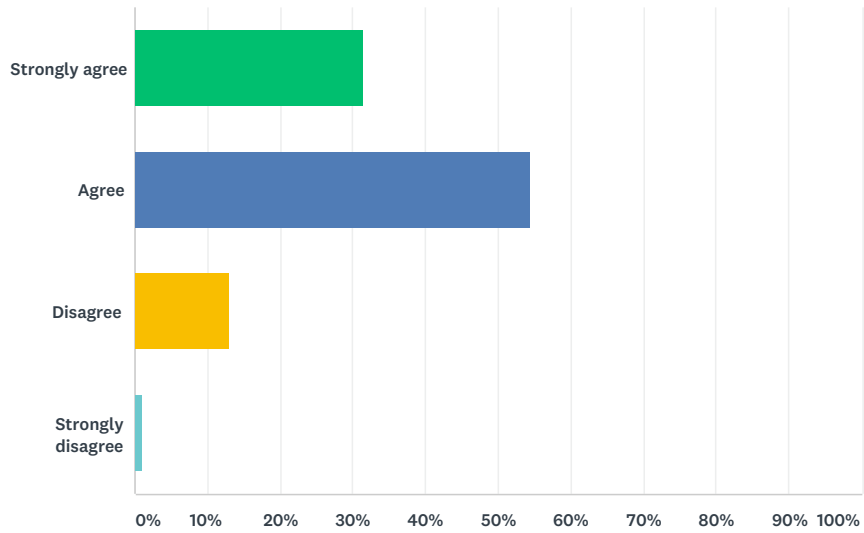
Answered: 178 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	35.96%	64
Agree	52.81%	94
Disagree	10.11%	18
Strongly disagree	1.12%	2
TOTAL		178

Q30 The school buildings are clean and well maintained.

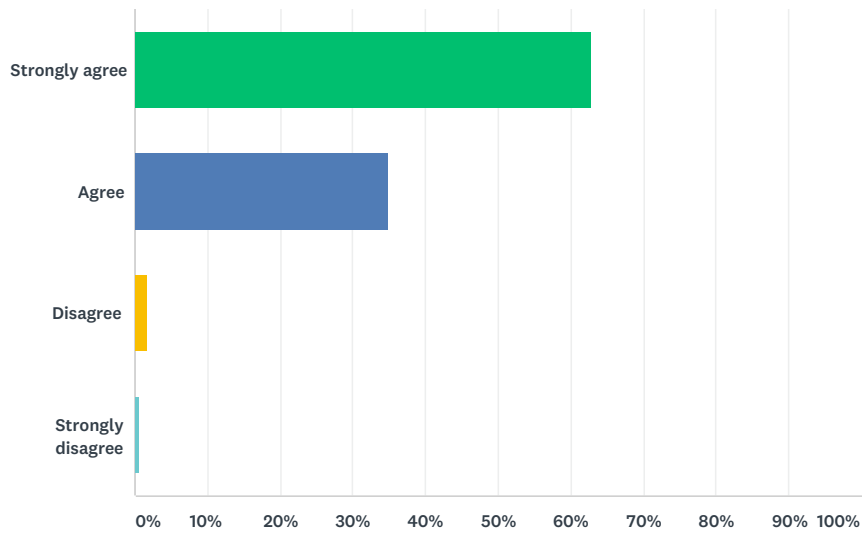
Answered: 178 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	31.46%	56
Agree	54.49%	97
Disagree	12.92%	23
Strongly disagree	1.12%	2
TOTAL		178

Q31 Attending school every day is important for my child to do well in her/his classes.

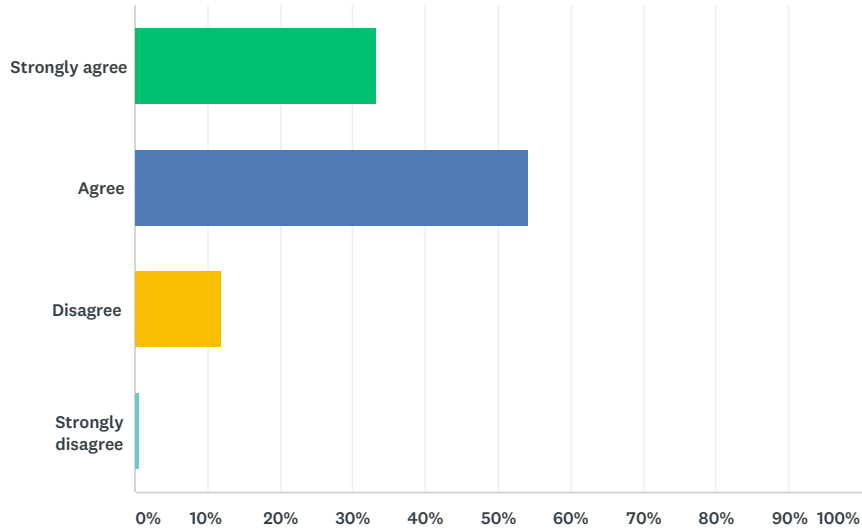
Answered: 177 Skipped: 9



ANSWER CHOICES	RESPONSES	
Strongly agree	62.71%	111
Agree	35.03%	62
Disagree	1.69%	3
Strongly disagree	0.56%	1
TOTAL		177

Q32 This school has high expectations for students.

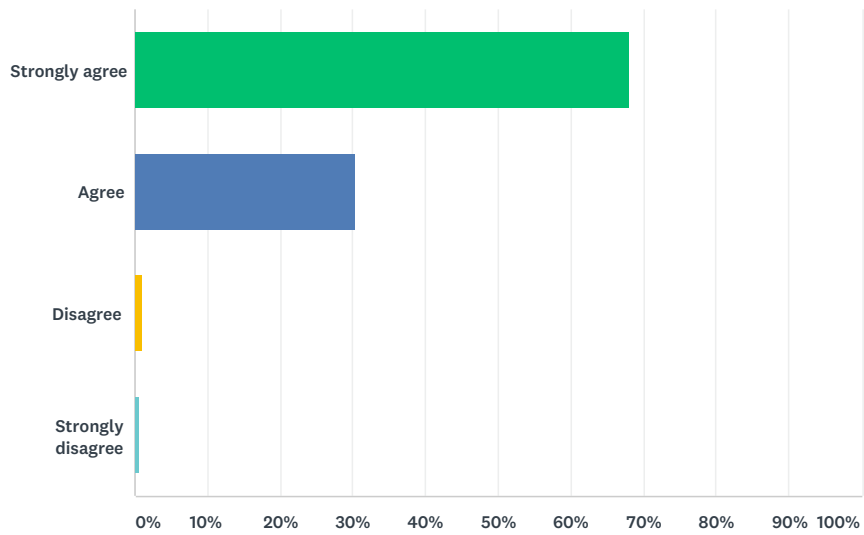
Answered: 177 Skipped: 9



ANSWER CHOICES	RESPONSES	
Strongly agree	33.33%	59
Agree	54.24%	96
Disagree	11.86%	21
Strongly disagree	0.56%	1
TOTAL		177

Q33 This school sees me as a partner in my child(ren)'s education.

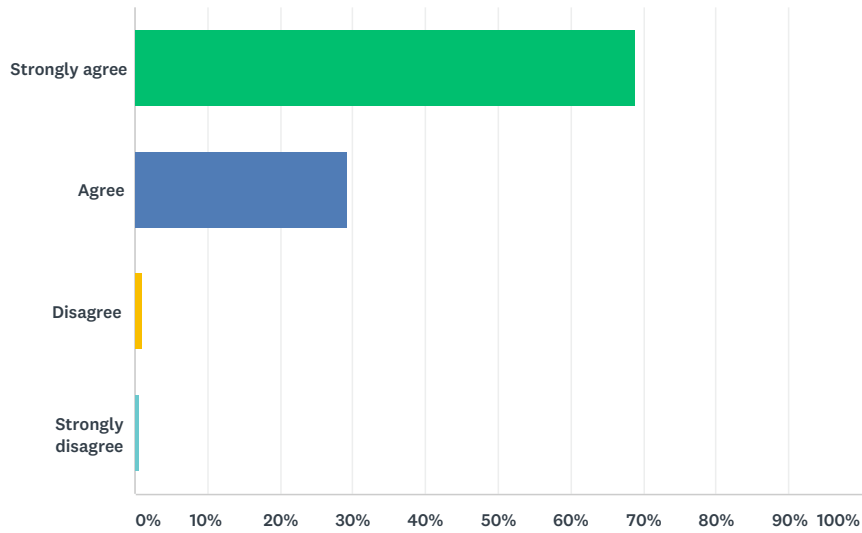
Answered: 178 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	67.98%	121
Agree	30.34%	54
Disagree	1.12%	2
Strongly disagree	0.56%	1
TOTAL		178

Q34 My child(ren)'s teachers make themselves available to me.

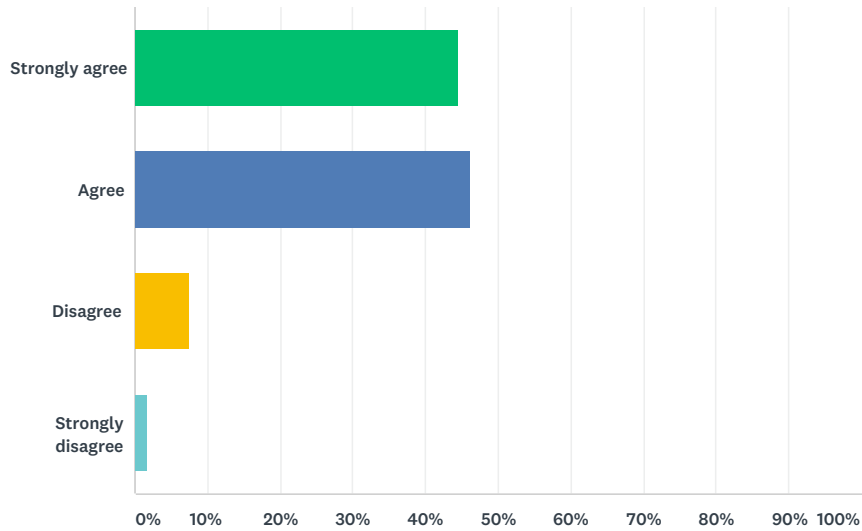
Answered: 177 Skipped: 9



ANSWER CHOICES	RESPONSES	
Strongly agree	68.93%	122
Agree	29.38%	52
Disagree	1.13%	2
Strongly disagree	0.56%	1
TOTAL		177

Q35 The programs and resources at this school are adequate to support students with special needs or disabilities.

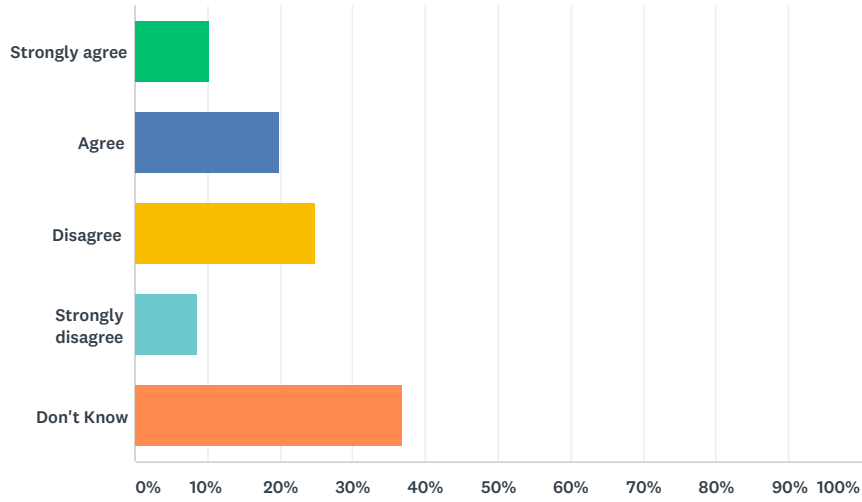
Answered: 175 Skipped: 11



ANSWER CHOICES	RESPONSES	
Strongly agree	44.57%	78
Agree	46.29%	81
Disagree	7.43%	13
Strongly disagree	1.71%	3
TOTAL		175

Q36 Students have enough healthy food choices at this school.

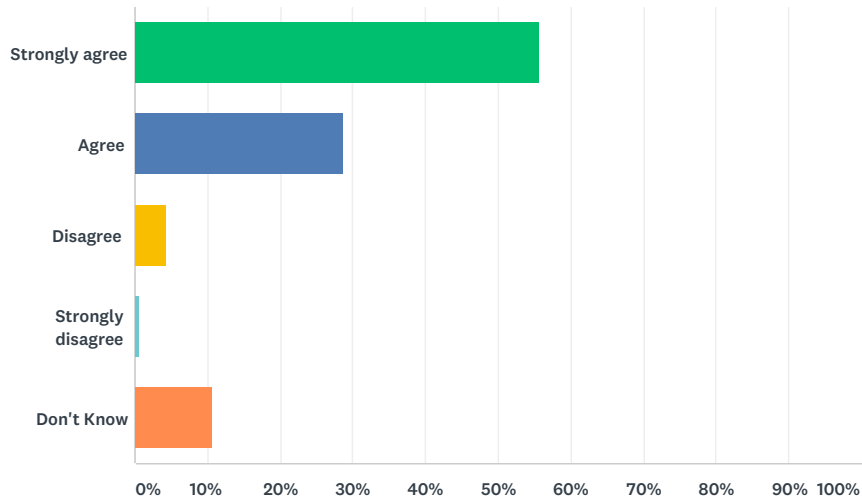
Answered: 177 Skipped: 9



ANSWER CHOICES	RESPONSES	
Strongly agree	10.17%	18
Agree	19.77%	35
Disagree	24.86%	44
Strongly disagree	8.47%	15
Don't Know	36.72%	65
TOTAL		177

Q37 This school provides high quality services to help students with social or emotional needs.

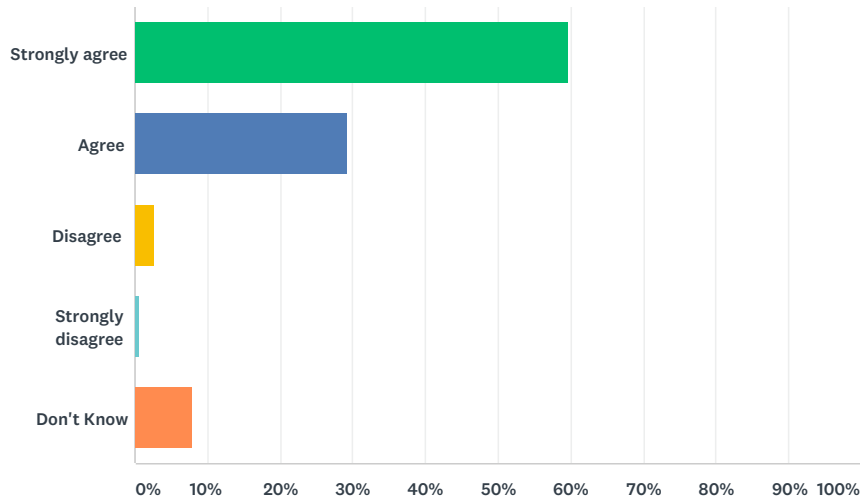
Answered: 178 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	55.62%	99
Agree	28.65%	51
Disagree	4.49%	8
Strongly disagree	0.56%	1
Don't Know	10.67%	19
TOTAL		178

Q38 This school has enough programs that develop students' social and emotional skills (e.g. self-control, problem solving, social skills...).

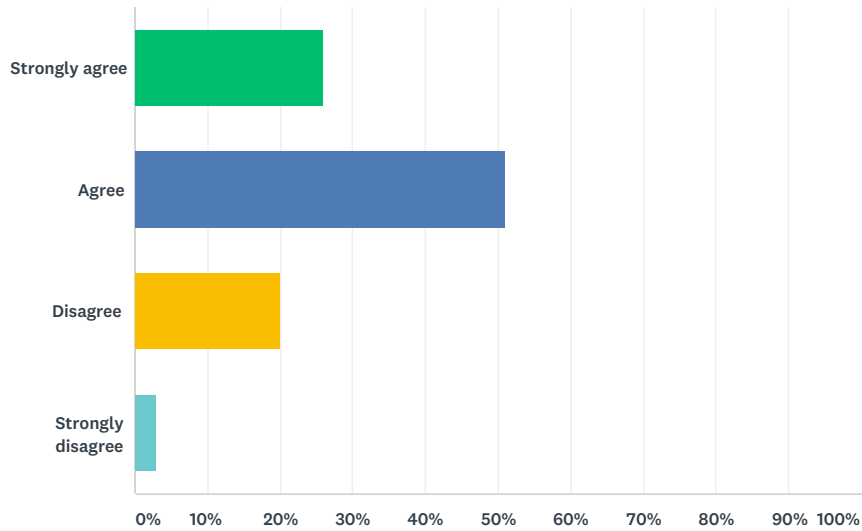
Answered: 178 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	59.55%	106
Agree	29.21%	52
Disagree	2.81%	5
Strongly disagree	0.56%	1
Don't Know	7.87%	14
TOTAL		178

Q39 When my child does something good at school, I usually hear about it from the school.

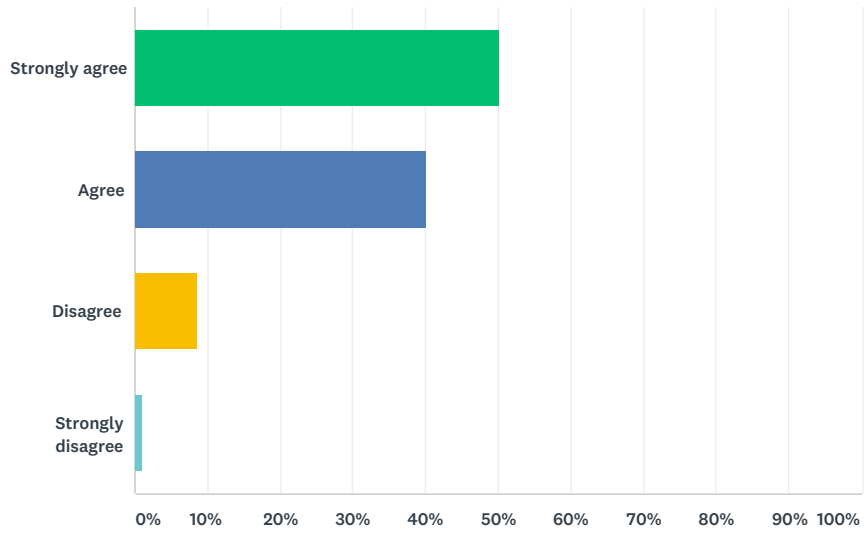
Answered: 174 Skipped: 12



ANSWER CHOICES	RESPONSES	
Strongly agree	25.86%	45
Agree	51.15%	89
Disagree	20.11%	35
Strongly disagree	2.87%	5
TOTAL		174

Q40 The school communicates school policies and procedures clearly to parents or guardians.

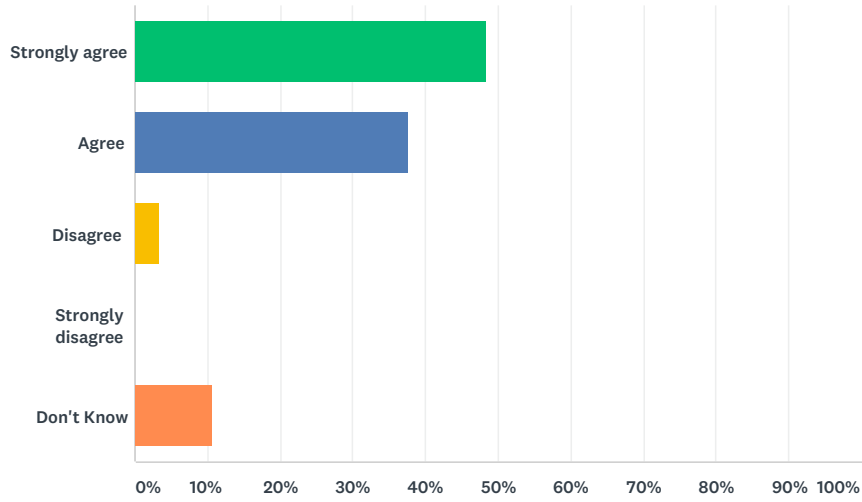
Answered: 177 Skipped: 9



ANSWER CHOICES	RESPONSES	
Strongly agree	50.28%	89
Agree	40.11%	71
Disagree	8.47%	15
Strongly disagree	1.13%	2
TOTAL		177

Q41 School rules are applied equally to all students.

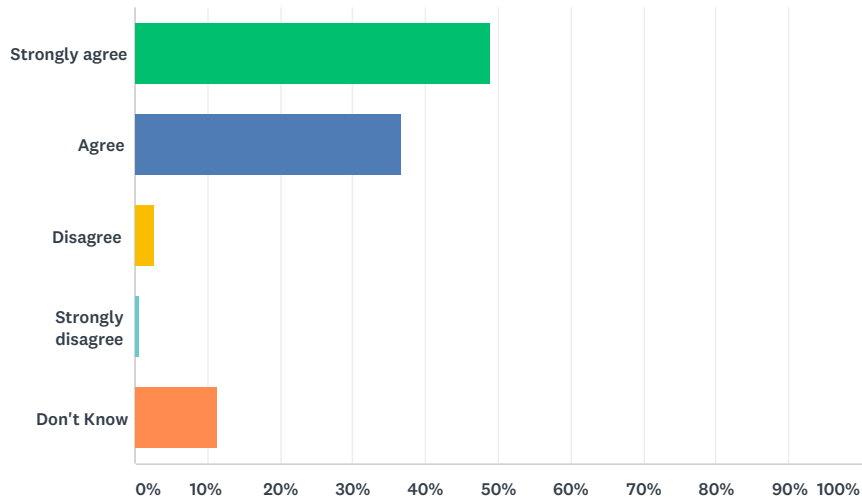
Answered: 178 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	48.31%	86
Agree	37.64%	67
Disagree	3.37%	6
Strongly disagree	0.00%	0
Don't Know	10.67%	19
TOTAL		178

Q42 Discipline is fair.

Answered: 178 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly agree	48.88%	87
Agree	36.52%	65
Disagree	2.81%	5
Strongly disagree	0.56%	1
Don't Know	11.24%	20
TOTAL		178