

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovations Academy

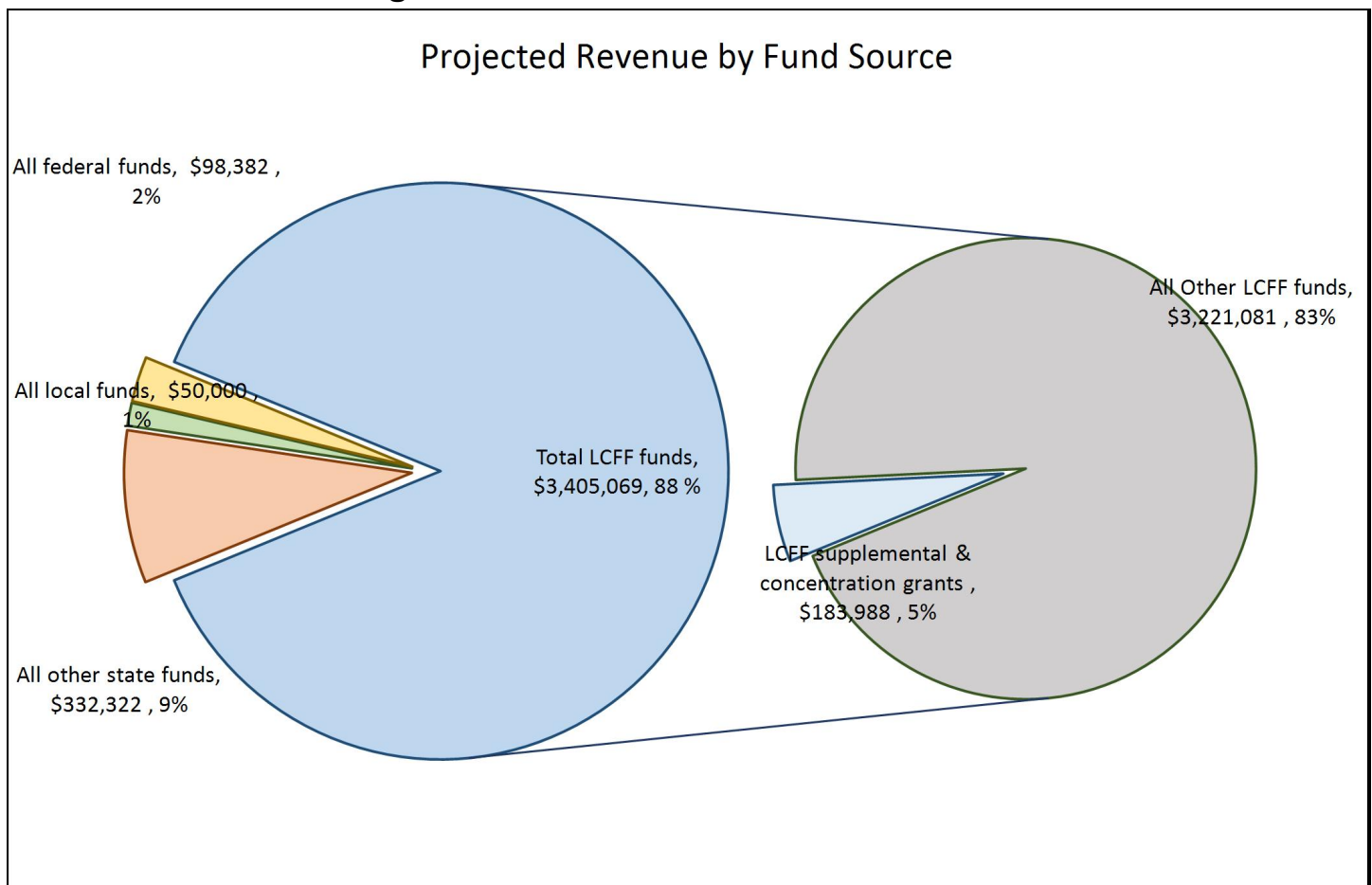
CDS Code: 37683380118083

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

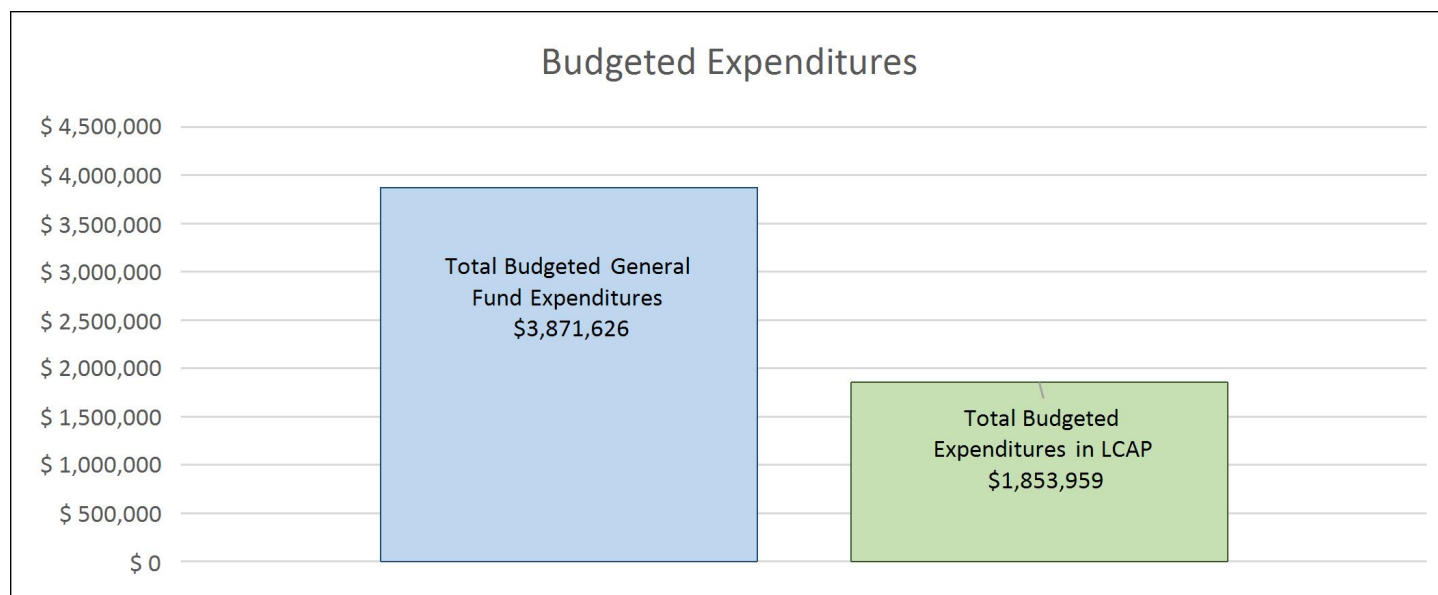


This chart shows the total general purpose revenue Innovations Academy expects to receive in the coming year from all sources.

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, \$1,853,959 is tied to actions/services in the LCAP and \$2,017,667 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

In 2019-20, Innovations Academy is projecting it will receive \$183,988 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 \$86,235 on actions to meet this requirement.

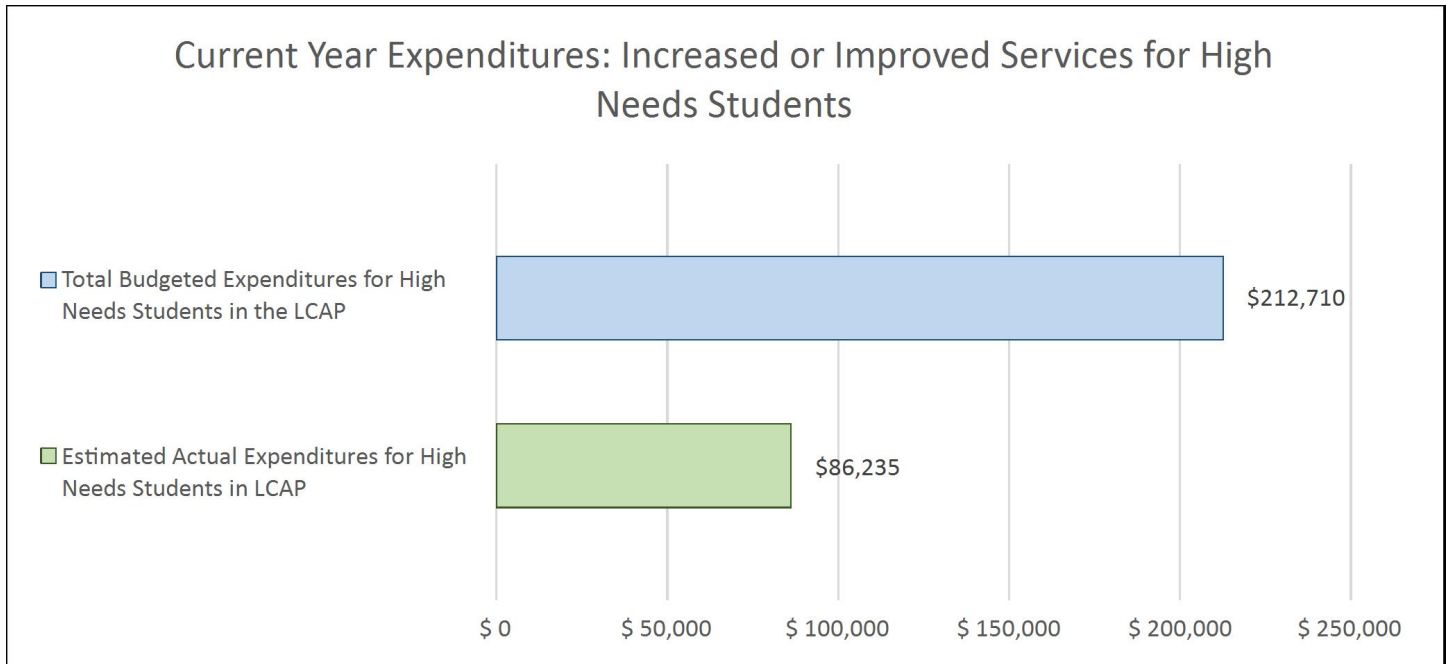
The additional improved services described in the LCAP include the following:

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.



# 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

Innovations Academy

Contact Name and Title

Christine Kuglen  
Director

Email and Phone

christine@innovationsacademy.org  
858.271.1414

## 2017-20 Plan Summary

### The Story

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

Innovations Academy opened our doors in September 2008 and located in four different locations in our first five years. We renewed our charter in 2013 and have been located in the northern part of the city of San Diego since. We renewed our charter again in 2018, acquired a facility for a permanent home and intend to relocate during the 2019-20 school year. This year the students of Innovations Academy came from 106 different neighborhood schools in 5 different school districts of our county. The student population is comprised of approximately 20% special education students, 26% FRL, and many working class families of all races that are facing increasing economic hardship due to the high cost of living in San Diego. Many rely heavily on the support of extended family even when they don't qualify as low income. Following a constructivist philosophy, our community is comprised of families that see value in both interactive learning and a strong social emotional program. The diversity of religions, family cultures and practices, world views and ethnicities creates an environment in which we experience a rich mix of viewpoints daily.

As progressive constructivist educators, we believe that every student brings background, context, skills and knowledge to their education and the learning environment. Additionally, our job is to help students construct their learning by providing learning experiences that provoke thought and invite action for learning. We believe that each person's journey is unique to them and is practically immeasurable. Our goal is to facilitate learning along that journey. The testing and data culture that has been created over the past 25 years has been destructive to both schools and children. Children

are not data points, they are individuals, each with unique variables (such as unique timelines, readiness and life factors) contributing to their learning, their decisions and their educational experiences. What have recently been called 21st century skills, are truly skills for the education of all people, no matter the century, in order to be civic minded, highly functioning learners. The skills of collaboration and teamwork, creativity and imagination, critical thinking and problem solving are deeply rooted in our program. How we teach is profoundly different than the typical public school.

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

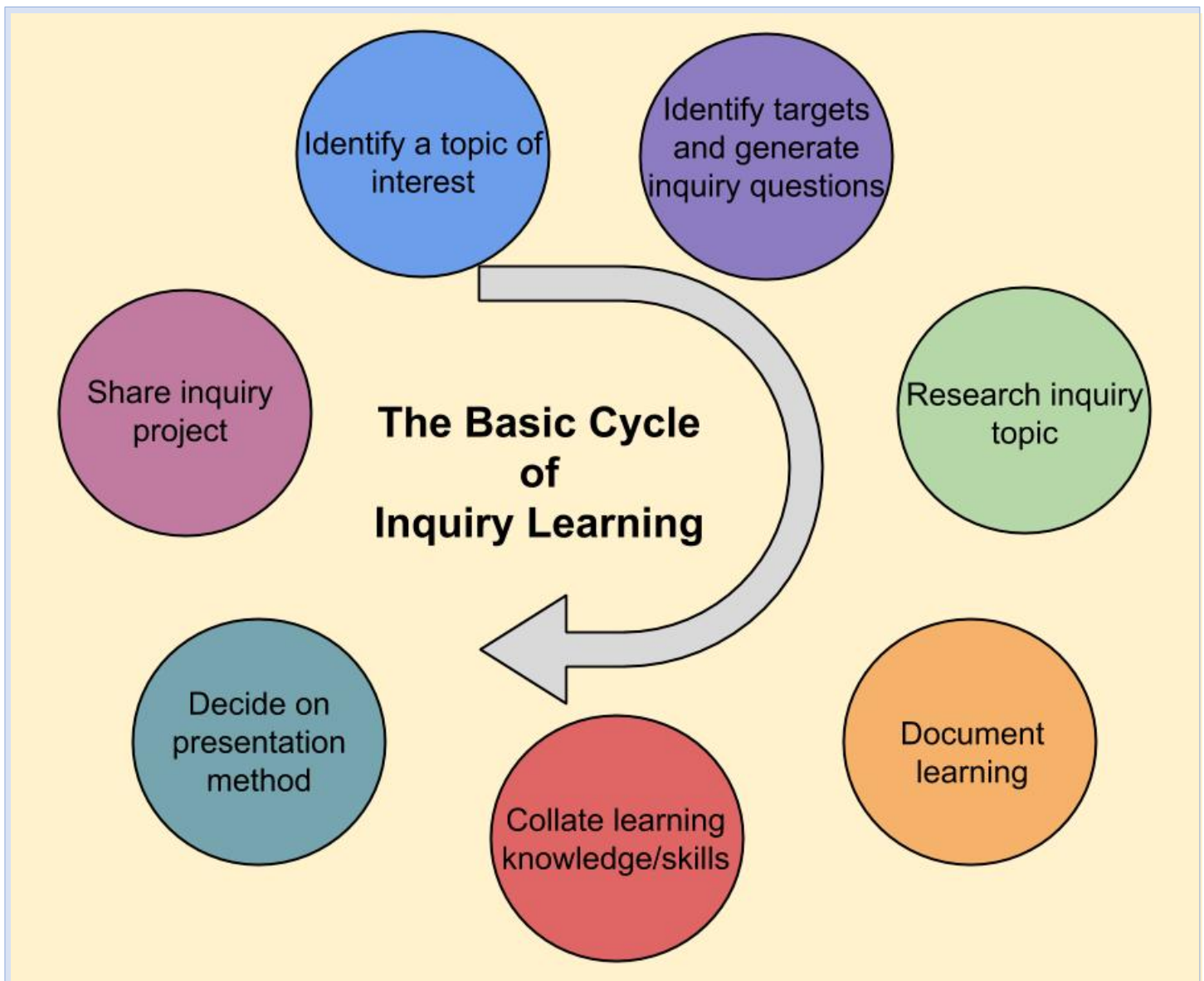
How we assess whether or not our school has achieved its goals is crucial to determining the overall effectiveness of our program components and structure. Frequent and varied assessments, both summative and formative, provide insight to teachers when planning instruction and serve as relevant data for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

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

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

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





## LCAP Highlights

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

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

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

Goal 2: Teachers will use effective pedagogical strategies to engage students in high quality, vigorous inquiry based learning including the use of firm classroom management and behavioral interventions and supports (pedagogy/instruction).

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

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

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

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

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

## **Review of Performance**

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

## **Greatest Progress**

We are proud of creating an academic culture of critical thinking and problem solving in which persistence and determination are sought after skills. We are also proud of creating a social-emotional culture in which students are acquiring high level skills in the area of communication and personal responsibility, feeling self-expressed and loved at school and self-regulation. Our greatest academic progress is the success of the changes to our assessment, lesson design and implementation in mathematics during the 2017-18 school year and continuing in the 2018-19 school year. We focused on this subject area since that is where we were seeing the lowest scores. Based on newly arrived CAASPP data, our math scores increased for "standard exceeded" and "standard met" for ALL grade levels in 2018. Our MAP scores and DRA scores also showed increases. We applied what we learned to ELA during the 2018-19 school year.

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



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

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

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

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

Our greatest need is in the area of standardized state test score improvement. In the 2017-18 school year, our math intervention strategies were successful in raising test scores so we turned our focus to ELA in 2018-19. We are still waiting results of this focus but upon preliminary review we still need to make more progress in this area. Specific teachers experienced more success than others which gives us groundwork and "expert" advice from within our school. Our goal for the 2019-20 year is to find a way to help our students understand the complexity of the assessment and types of questions asked without making that our complete curriculum. Our ultimate goal is to be able to have high test scores without sacrificing the quality and process in the learning experience. Once again, pressure on our educational institutions to perform is causing environments in school where benchmarking and single focused instruction is beginning to resurface. Repeating the mistakes of NCLB is not our intention. As an inquiry based school with a constructivist philosophy, it is urgent that we solve the puzzle, if possible, of enacting process based learning and be able to have our students test well without the pressure and single focus expense of large quantities of time spent practicing for the state tests. We will address this issue by leveraging the actions taken by our top performing teachers and sharing those best practices. We are also dropping the DRA as an assessment tool for middle school because we need more precise data for ELA. We are creating activities that are constructivist in nature but that will help our students practice skills needed to do well on the test. Another continuing area of need for us is with absences and tardies. We need a more consistent structure, on a quarterly basis, for 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.	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.	map testing, PD, CCSA conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4180	Professional Development/Training 5800: Professional/Consulting Services And Operating Expenditures Title II 3000
Administer the MAP for grades 2-8 at the beginning and end of the year.	Administered the MAP for grades 2-8 at the beginning and end of the year.	Assessment Coordinator 2000-2999: Classified Personnel Salaries LCFF \$34,870	Professional Development/Training 5000-5999: Services And Other



Use the MAP tools to inform growth goals at the start of the year. 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	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		Operating Expenditures Special Education 1500
		Teacher assistant 2100-65 Special Education \$34,532	Professional Development/Training 5000-5999: Services And Other Operating Expenditures Other 1000
		Cost of Benefits 3000-3999: Employee Benefits LCFF \$17,341	Teacher Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 20000
			Teacher Assistant 2000-2999: Classified Personnel Salaries Special Education 20000
			Teacher Assistant - Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4000
			Teacher Assistant - Benefits 3000-3999: Employee Benefits Special Education 4000
			DRA Kits 4000-4999: Books And Supplies LCFF Supplemental and Concentration 900
			Testing/Assessment 4000-4999: Books And Supplies Special Education 1500
			PD/MAP Assessment/ELPAC/Printing/Supplies 0000: Unrestricted LCFF Base 9180

# Analysis

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

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

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

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

We hired an assessment coordinator who attended trainings and managed the ELPAC and the Physical Fitness assessments as well as the launch of the CAASPP.

We reviewed our participation rates for the CAASPP and made sure all tests were administered as needed.

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

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

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

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

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"> <li>• 100% of teachers will receive professional development on the following topics:</li> </ul> <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"> <li>• Positive Discipline</li> <li>• Effective use of academic language</li> <li>• Classroom management</li> <li>• Inquiry Learning</li> <li>• CCSS Math</li> <li>• CCSS writing</li> <li>• NGSS</li> </ul>	<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</p> <p>LCFF Base 1087500</p>



Inquiry Learning			
CCSS Math		analysis 5210-00 Supplemental and Concentration \$51,800	
CCSS writing			
NGSS		.50% AD salary 1000-1999: Certificated Personnel Salaries LCFF \$35,020	Benefits 3000-3999: Employee Benefits LCFF Base 415500
Differentiating for Special Education students	Innovations Academy provided:	Jenifer Kubler 2000-2999: Classified Personnel Salaries Special Education \$18,025	Incident Tracker & Books 4000-4999: Books And Supplies LCFF Base 2100
ELA and ELD instruction		Teachers salary to support program 1000-1999: Certificated Personnel Salaries LCFF \$1,152,982	Professional Development 5000-5999: Services And Other Operating Expenditures Title II 3595
Student achievement data analysis	<ul style="list-style-type: none"> <li>Two weeks of summer professional development and two full non instructional days of professional development</li> <li>Weekly Monday staff development</li> <li>Access to weekly meetings with the director</li> <li>Collaborative opportunities with a partner teacher</li> <li>Observations by an instructional coach and peer teachers</li> <li>Opportunities for PLC on formative assessment strategies</li> <li>Access to an intervention flow chart aligned with school philosophy</li> </ul>	Cost of benefits 3000-3999: Employee Benefits LCFF \$301,506	LEA Math and Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3000
			Books 4000-4999: Books And Supplies Special Education 750
			Books 4000-4999: Books And Supplies Other 750
	In addition:		
	<ul style="list-style-type: none"> <li>New teachers and enrichment teachers were provided the Responsive Classroom training</li> <li>100% of students had opportunities to work with experts in a variety of arts instruction</li> </ul>		

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

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

## Analysis

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

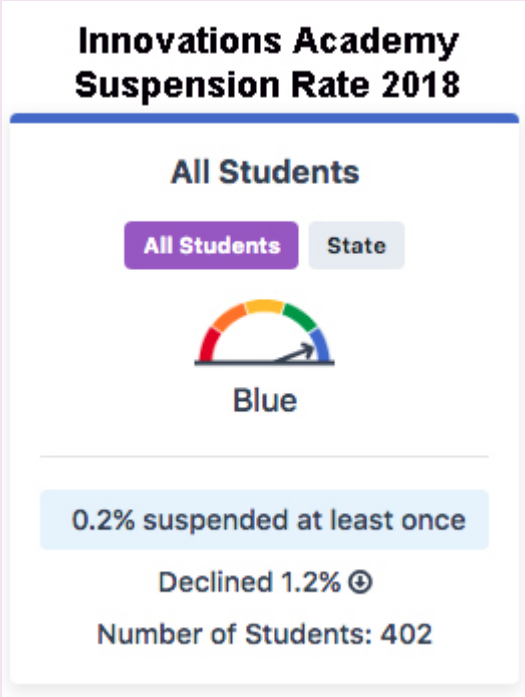
Describe the overall implementation of the actions/services to achieve the articulated goal.

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

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

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

Professional development was given on classroom management, self-regulation strategies and mindfulness practice with students. The Licensed MFT assisted students, parents and teachers throughout the year. With the help of coaching by the Asst. Director, interventions, strategies and policies were more aligned across the school and across the grade levels. Teachers felt supported in their practice and received regular feedback, not as a judgement but as a support.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 3

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

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 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"><li>Students present their learning using a variety of artistic expression.</li><li>Materials and resources reflect Common Core skills and knowledge.</li><li>Students will be using technology throughout their learning as evidenced by observations.</li><li>Records demonstrate that teachers are credentialed in their area of instruction.</li><li>Facilities are in clean and safe state.</li><li>A variety of field trips are taken in each class and guest experts brought in that pertain to the academic subject matter.</li></ul> <p><b>18-19</b></p> <ul style="list-style-type: none"><li>Increased inquiry, cognitive demand and academic language in instruction and quality of student work</li></ul> <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 work during each school year.</p> <p>Ensure facilities are in good repair</p>	<ul style="list-style-type: none"><li>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.</li></ul> <p>Math scores increased after math program changes.</p> <p>100% of students had access to instruction in a variety of arts</p> <p>100% of students had access to Common Core aligned instructional materials</p> <p>100% of students had access to technology that enhances their learning</p> <p>100% of classroom teachers were appropriately credentialed and assigned.</p> <p>100% of students attended multiple field trips and were exposed to guest experts related to academic work</p> <p>Facilities are in good repair</p>

## 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.

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>CURRENT STATUS - Average distance from Standard</u>	<u>CHANGE - Difference between current status and prior status</u>
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"> <li>• Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment</li> <li>• Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as:</li> </ul> <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"> <li>• Provide materials for hands on instruction: math manipulatives, FOSS kits,</li> <li>• Provide math instructional design to teachers</li> <li>• Provide ELA instructional design to teachers</li> <li>• Provide staff member that tracks teacher credentialing documents.</li> <li>• Provide experts to work with students in multiple areas of art expression</li> </ul>	<ul style="list-style-type: none"> <li>• Purchased and replaced chromebooks, ipads, doc cams, projectors and audio equipment as needed</li> <li>• Purchased licenses for Common Core and NGSS aligned web based and app based learning supports such as:</li> </ul> <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"> <li>• Provided materials for hands on instruction: math manipulatives, FOSS kits</li> <li>• Provided math instructional design to teachers</li> <li>• Provided ELA instructional design to teachers</li> <li>• Staff member monitored teacher credentialing documents.</li> <li>• Provided experts to work with students in multiple areas of art expression</li> </ul>	<p>Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment</p> <ul style="list-style-type: none"> <li>• Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as:</li> </ul> <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"> <li>• Provide curricular supports for mathematics.</li> </ul>	<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"> <li>• Maintain internet access for teacher and student use of web and app based learning supports</li> <li>• Provide app based application for behavior tracking and interventions</li> <li>• Provide application for portfolio building</li> <li>• Maintain school facility in clean and optimal conditions</li> <li>• Provide field trip funds and guest expert experiences for students</li> </ul>	<ul style="list-style-type: none"> <li>• Maintained internet access for teacher and student use of web and app based learning supports</li> <li>• Provided "Incident Tracker" app based application for behavior tracking and interventions</li> <li>• Maintained school facility in clean and optimal conditions</li> <li>• Provided field trip transportation, funds and guest expert experiences for students.</li> </ul>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$14,332</p> <p>-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</p> <p>-Provide field trip funds and guest expert experiences for students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000</p>	<p></p> <p>All Items on Goal and Action covered by Low Performing Student Grant Other 29800</p> <p>Materials and Software 4000-4999: Books And Supplies Special Education 2000</p> <p>Chromebooks/Robotics Program 4000-4999: Books And Supplies Title IV 5160</p> <p>MISC LCFF Supplemental and Concentration 9830</p> <p>Art Teacher 1000-1999: Certificated Personnel Salaries LCFF Base 12000</p> <p>Art Teacher Benefits 3000-3999: Employee Benefits LCFF Base 5000</p> <p>Performing Art Instructor 5000-5999: Services And Other Operating Expenditures LCFF Base 30000</p> <p>Other Misc: Credentialing/Record Keeping 5000-5999: Services</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.

100% of students in grades 2-8 had 1:1 access to a chromebook. When damaged, chromebooks were replaced/substituted in the classroom within 24 hours.

Common Core aligned curriculum was purchased/renewed. This included the use of Mystery Science (K-5), ST MATH (K-8), Brain Pop, Raz Kids, STMATH Fact Fluency, Activated Reader, Motion Math.

The school provided materials for hands on instruction for teachers upon request including math manipulatives, FOSS kits, art materials, PE equipment.

Math instructional design to teachers and ELA instructional design support provided to teachers via a consultant (Tom Donahue). Test scores increased in math from 16/17-17/18. ELA implementation during the 2018/19 year.

A staff member monitored teacher credentialing documents and reminded teachers to renew their documents on time.

100% of students worked with a guest professional expert from outside of the school in the course of their study during the school year.

Internet access was consistent and dependable throughout the year.

"Incident Tracker" as used at every weekly staff meeting to track continuous 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					
Kindergarten	Date		3rd grade	Date	
Selena Sanchez	Nov. 27	FORCES: Zoology/Anatomy	Amber Scholte	Friday, September 28	Capitola - International Space Station and Sally Ride
Rachel Elia	Nov. 28	Animal Empathy: Domestic Animals	Tina Adams Carter	September	Published Author
Christine Sanchez	Dec.	MUSIC: Sing, Play, Dance	Christine Sanchez expert - ELA	Friday, November 23	Native American dreamcatcher
David Kramer	1/10/2019	ROBOTS: gears and simple machines	Christine Sanchez/Native American expert - ELA	12/4/2018	Native American past and present
Walter Ritter	1/14/2019	ROBOTS: Theatrical Japanese Folklore	Mary Sanchez	12/7/2018	Native American folklore activities
David Lopez	1/17/2019	RACE CARS: gears and simple machines	Basket Weaving Expert	12/7/2018	Art of basket weaving
Kristine Sanchez	2/12/2019	Lunar New Year demo	Spencer Crawford & Haley Sanchez	Week Feb. 4th	Weather in Spain & San Francisco
Rachel Elia	2/13/2019	Animal Empathy: Butterflies	Megan Parry - Channel 10 Local News	March 1st	Weather and microclimates in San Diego's microclimates
Alex Tardy	2/22/2019	NOAA: Weather Concepts	Jeff King - Fitness Quest 10 Director	March 7th	Sportsmanship, teamwork and fitness
Haley Ilana	2/26/2019	Shape of Enrichment: Animal Welfare	KPFF Consulting Engineers - LAO Quinlan and Engineering Team	Week of 3/11-14/2019	Structural integrity of blueprints and designs, review of structures
Kristine Sanchez	2/27/2019	Taiwan Culture	Gregory Spencer	Spring 2019	Science experiments throughout the year
Becky Lopez	28-Feb	German Culture	Dog Trainer expert - Kim Moore	4/1/2018	Dog training building climate specific houses
SD County Fair Association	23-Apr	Animals	Michael Boyd - engineer	March 1st	Structural integrity of blueprints and designs, review of structures
Linda Lopez	16-May	An Enchanted Tail Opera	4th grade	Date	Neurofeedback expert
Two Dental Assistants	19-Mar	Dental	Dani and Alma from Brain Gym	Week of 3/11-14/2019	College Soccer Player
Laura Gouda	6-Jun	Egyptian Culture	Belinda Young	2/1/2019	
1st grade	Date		Alexa Wilde		
Carol Simon, Greyhound expert and volunteer from Greyhound Adoption Center	5-Dec	Greyhound anatomy, history, and how we can help them	Ellen Stone	28-Feb	Tiny Home Expert
Rachel Elia, M. Ed.	12/6/2018	Animal Empathy	Red Reagan	22-Feb	Architect
Walter Ritter, Professional Storyteller	11-Jan	storytelling	Celine Marie Mallory	4/16/2019	Gold Rush Stories
Natalie Sanchez, UCSD MFA Acting	3/1/2019	acting and performing	Haley Ilana		Landscape Architect
Dr. Eric Jackson DVM	3/14/2019	Veterinary Orthopedics	Sarah Lopez	4/23/2019	Area Manager for SD Parks and Recreation
San Diego Fair Animal Showcase	4/23/2019	Animal Empathy	Dani and Alma from Brain Gym	10/11/2018	brain science and movement
Project Swell	5/3/2019	Water Conservation and watersheds	Sandy Rietra - SLP and Neurofeedback Practitioner	11-Oct-18	neurofeedback
2nd grade	Date		UCSD Neuro Outreach Department	1/11/2019	the brain
Raptor Presentation - Danny Sanchez	11/2/2018		Loretta Elsworth, published author	8-Mar	research and writing
Walter Ritter, Japanese performer	1/15/2019	Japanese theater	Resourceful Tales for A Changing World	16-Apr	Gold Rush
Jon Canavan - Poway Fire Chief	11/28/2018	Wildfires	Sarah Lopez	4/23/2019	Area Manager for SD Parks and Recreation
Kevin Quinn - City of Poway Public Works	28-Nov	how to create a defensible space	Jacquelyn Kerr	5/1/2019	Dept. of Health Park Reviewer
Austin Parker- SD Habitat Expert	12/12/2018	How SD habitats are affected by fires	5th grade	Date	
Scott Peterson - FBI agent	1/24/2019	How FBI enforces laws	Dennis Sanchez	Dec.	Space and Astrology
Andrea Peterson, classroom parent from Canada	1/28/2019	Canada	IGIST	12-Apr	Author of a book

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

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

## Mathematics Indicator - 2018

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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



# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected

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

## Expected

### 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 Preforming 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.

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.

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

### Metric/Indicator

Parents know exactly how to access their child's academic standing.

Parents have several options for parent education during the school year.

- There will be school based activities that exhibit student work, engage parents in experiencing their child's work and participate in the process.
- All parents will attend a student lead conference, one exhibition and a portfolio review each year.
- 80% or more of parents will respond to a survey.
- Parents will approach their child's mistakes with understanding based on the child's stage of development.

Actual

100% of parents received specific information pertaining to their child's academic and social emotional learning.

100% of parents were given parent education regarding ways to extend academic learning at home.

100% of parents were provided multiple opportunities to participate in school based activities. These included, performing arts presentations, exhibitions (2), student lead conferences, portfolio reviews, presentation of learning (end of year), family night, back-to-school night, field trips.

100% of parents participated in at least one school event based on sign in sheets provided at events and participation in surveys about events.

126 responses were received on an input survey about starting the 2018-19 year. 87 responses were received giving feedback about the December Exhibition and 60 responses were received on the April LCAP survey.

Parents were provided parent educational opportunities and information about supporting their child's needs via 3 Parent Education Zoom webinars provided. Parents could attend in real time or view the video after the webinar.

## Expected

### 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.

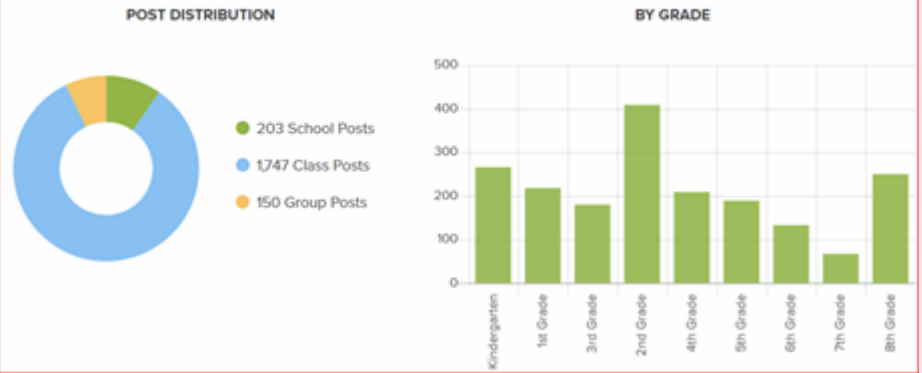
### Baseline

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

### DISTRIBUTION



## 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.

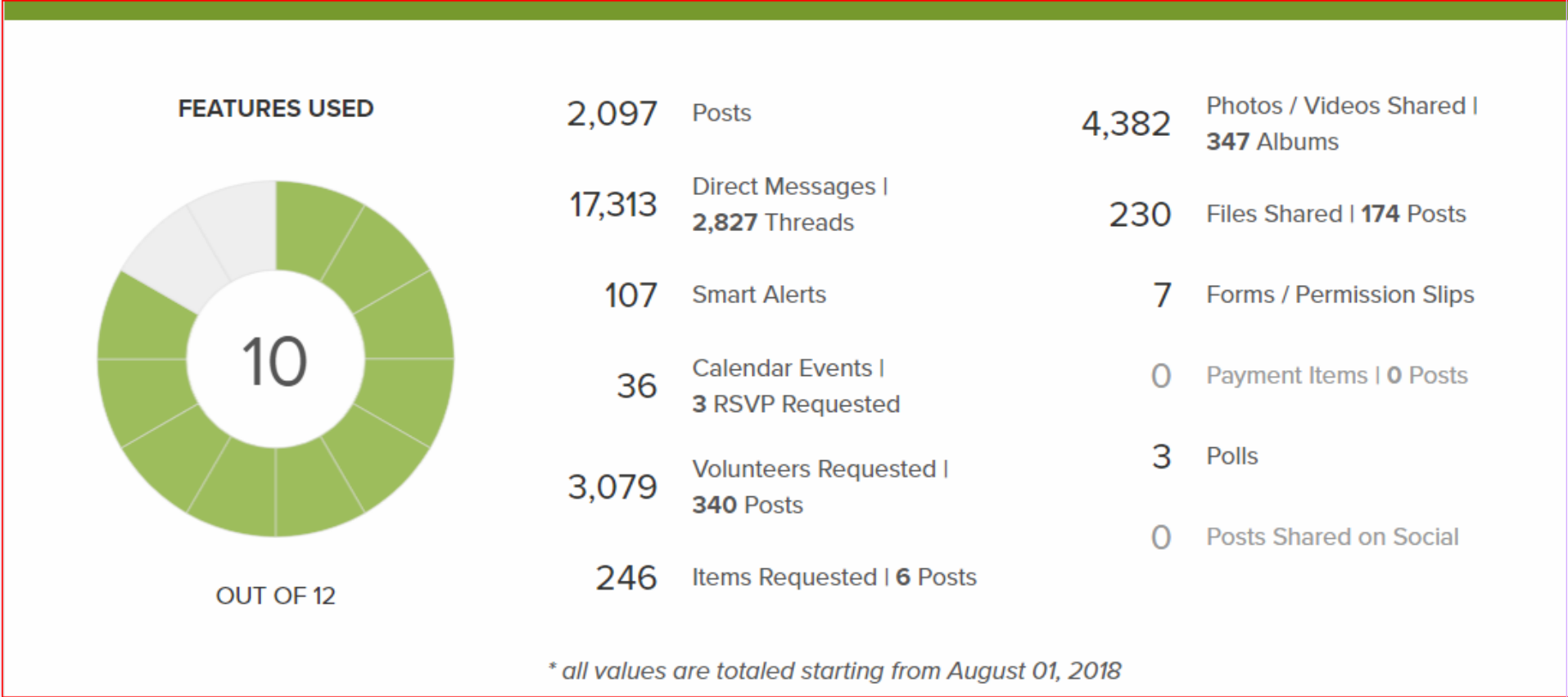
Three parent surveys were administered and at least one change was made in our second exhibition based on the feedback.

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.

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"> <li>• Parents teachers and students are all aware of what assessments are saying about a child.</li> <li>• Increase the value of the tools that being used to evaluate students.</li> <li>• Assessments used are varied and adjusted to meet the uniqueness of the students.</li> <li>• Portfolios demonstrate the progress of a student and allow parents and teachers to understand a child's needs as a learner.</li> <li>• Growth targets are established by teachers for their students.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• We are unsure if the tools are transparent.</li> <li>• Students experience a variety of assessments.</li> <li>• All students have a portfolio. We would like portfolios to make clear the progress a students is making,</li> </ul>	<ul style="list-style-type: none"> <li>• Students and parents receive clear feedback about their progress</li> <li>• Tools being used will be transparent and accessible</li> <li>• Students will experience a variety of assessments</li> <li>• All students will have a portfolio of student work with monthly samples.</li> <li>• Establish growth targets at the beginning of the school year and evaluate at end of year.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and parents receive clear feedback about their progress</li> <li>• Tools being used will be transparent and accessible</li> <li>• Students will experience a variety of assessments</li> <li>• All students will have a portfolio of student work with monthly samples.</li> <li>• Establish growth targets at the beginning of the school year and evaluate at end of year.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and parents receive clear feedback about their progress</li> <li>• Tools being used will be transparent and accessible</li> <li>• Students will experience a variety of assessments</li> <li>• All students will have a portfolio of student work with monthly samples that show a student's academic progress in each subject area.</li> <li>• 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</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> <li>We have not established our own growth targets.</li> </ul>			during their POL. <ul style="list-style-type: none"> <li>Teachers will access data on a monthly basis and collaborate on student work review with other teachers.</li> </ul>

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

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

#### Location(s):

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

All Schools  
[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

LEA-wide  
[Add Scope of Services selection here]

#### Location(s):

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

All Schools  
[Add Location(s) selection here]

### Actions/Services



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

Modified Action

#### 2017-18 Actions/Services

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

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

Modified Action

#### 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

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

Modified Action

#### 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"> <li>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)</li> </ul>
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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"> <li>Teachers will participate in a variety of professional development that aligns with charter, CCSS, NGSS, constructivist philosophy.</li> <li>Parent survey responses show a sense of awareness of their child's progress.</li> <li>There is accurate data on student behavior that is used by staff to determine next steps and interventions.</li> <li>Suspensions will only take place after other significant interventions have taken place.</li> <li>There will be a designated instructional coach available</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Student behavior is tracked and accessible on paper but is not quickly accessed.</li> <li>All teachers receive professional development on a variety of academic and social</li> </ul>	<ul style="list-style-type: none"> <li>Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school</li> <li>Student behavior is tracked and analyzed to inform decision making</li> <li>100% of teachers receive professional development on multiple academic and social emotional strategies</li> <li>New teachers report feeling supported in an annual survey</li> <li>Maintain low suspension rates</li> <li>100% of teachers will have access to</li> </ul>	<ul style="list-style-type: none"> <li>Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school</li> <li>Student behavior is tracked and analyzed to inform decision making</li> <li>100% of teachers receive professional development on multiple academic and social emotional strategies</li> <li>New teachers report feeling supported</li> <li>Maintain low suspension rates</li> <li>100% of teachers will have access to</li> </ul>	<ul style="list-style-type: none"> <li>Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school</li> <li>Student behavior is tracked and analyzed to inform decision making</li> <li>100% of teachers receive professional development on multiple academic and social emotional strategies</li> <li>New teachers report feeling supported</li> <li>Maintain low suspension rates</li> <li>100% of teachers will have access to</li> </ul>

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

# 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	5000-5999: Services And Other Operating Expenditures Professional Development
Amount		\$301,506	3000
Source		LCFF	LCFF Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Cost of benefits	4000-4999: Books And Supplies LEA Math and Books
Amount			750
Source			Special Education
Budget Reference			4000-4999: Books And Supplies Books
Amount			750
Source			Other
Budget Reference			4000-4999: Books And Supplies Books - Low Performing Student Block Grant

# Goals, Actions, & Services

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

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

Unchanged Goal

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

High quality resources and materials  
Student course access  
Variety of learning access points  
Technology access for learning  
(NOTE: modified of 2017-18 #16 goal)

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<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"> <li>Students present their learning using a variety of artistic expression.</li> <li>Materials and resources reflect Common Core skills and knowledge.</li> <li>Students will be using technology throughout their learning as evidenced by observations.</li> <li>Records demonstrate that teachers are credentialed in their area of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>observations are at times documenting inquiry, cognitive demand and academic language.</li> <li>Students receive arts instruction throughout the year.</li> <li>Materials and resources are often aligned with common core.</li> <li>3rd-8th graders have 1:1 chromebooks.</li> <li>Teachers are appropriately assigned.</li> <li>Facilities are clean 80% of the time and broken things are repaired several times a year.</li> </ul>	<ul style="list-style-type: none"> <li>Increased inquiry, cognitive demand and academic language in instruction and quality of student work</li> </ul> <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"> <li>Increased inquiry, cognitive demand and academic language in instruction and quality of student work</li> </ul> <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"> <li>Increased inquiry, cognitive demand and academic language in instruction and quality of student work</li> </ul> <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"> <li>Facilities are in clean and safe state.</li> <li>A variety of field trips are taken in each class and guest experts brought in that pertain to the academic subject matter.</li> </ul>		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"> <li>Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as:</li> </ul> <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"> <li>Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as:</li> </ul> <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"><li>• Provide curricular supports for mathematics.</li></ul>	4000-4999: Books And Supplies Provide materials for hands on instruction: math manipulatives, FOSS kits, <ul style="list-style-type: none"><li>• Provide curricular supports for mathematics.</li></ul>	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"><li>Absences/tardies will be recorded in a unique</li></ul>	Absences and tardies are kept in Powerschool. <ul style="list-style-type: none"><li>Students have less than 15</li></ul>	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"> <li>Cumulative absences will decrease each year.</li> <li>Parents of chronic absence/tardy students will have scheduled meetings.</li> <li>Independent study contracts will be selected by more families when they are out.</li> </ul>	<p>absences per school year.</p> <ul style="list-style-type: none"> <li>Repeat offenders are called infrequently.</li> <li>Some students complete independent study short term when absent.</li> </ul>	<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"> <li>• There will be school based activities that exhibit student work, engage parents in experiencing their child's work and participate in the process.</li> <li>• All parents will attend a student lead conference, one exhibition and a portfolio review each year.</li> <li>• 80% or more of parents will respond to a survey.</li> <li>• Parents will approach their child's mistakes with understanding based on the child's stage of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent educational resources are offered to parents.</li> <li>• 100% Parents receive a phone invitation to our school events.</li> <li>• 100% of parents will sign in at any parent event.</li> <li>• Less than 30% of parents typically respond to our surveys.</li> <li>• Parents will grow in their understanding about why we do not punish or reward/bribe children.</li> </ul>	<p>and social emotional learning. 100% of parents will be given parent education regarding ways to extend academic learning at home. 100% of parents will be provided multiple opportunities to participate in school based activities. 100% of parents will participate in at least one school event. Parents will respond to a parent survey. Parents will be provided parent educational opportunities and information about child developmental needs.</p>	<p>and social emotional learning. 100% of parents will be given parent education regarding ways to extend academic learning at home. 100% of parents will be provided multiple opportunities to participate in school based activities. 100% of parents will participate in at least one school event. Parents will respond to a parent survey. Parents will be provided parent educational opportunities and information about child developmental needs.</p>	<p>and social emotional learning. 100% of parents will be given parent education regarding ways to extend academic learning at home. 100% of parents will be provided multiple opportunities to participate in school based activities. 100% of parents will participate in at least one school event. Parents will respond to a parent survey. Parents will be provided parent educational opportunities and information about child developmental needs.</p>

# Planned Actions / Services

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

## Action 1

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

### Students to be Served:

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

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

### Location(s):

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

All Schools  
[Add Location(s) selection here]

OR

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

### Students to be Served:

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

Low Income  
[Add Students to be Served selection here]

### Scope of Services:

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

LEA-wide  
[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

Weekly Parent communication through a multi media approach  
Students will write in the school to home journal weekly and 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	Percentage to Increase or Improve Services
\$121,724	4.15%

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

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

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

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

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



# Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto: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	1,777,365.00	1,389,855.00	1,838,661.00	453,959.00	3,682,475.00
	2,850.00	0.00	0.00	2,850.00	0.00	2,850.00
LCFF	1,566,694.00	0.00	1,225,634.00	1,566,694.00	0.00	2,792,328.00
LCFF Base	0.00	1,661,180.00	0.00	0.00	337,774.00	337,774.00
LCFF Supplemental and Concentration	0.00	37,730.00	0.00	0.00	37,730.00	37,730.00
Lottery	3,850.00	0.00	3,500.00	3,850.00	0.00	7,350.00
Other	0.00	36,500.00	0.00	0.00	36,500.00	36,500.00
Special Education	52,557.00	30,200.00	51,355.00	52,557.00	30,200.00	134,112.00
Supplemental and Concentration	212,710.00	0.00	109,366.00	212,710.00	0.00	322,076.00
Title II	0.00	6,595.00	0.00	0.00	6,595.00	6,595.00
Title IV	0.00	5,160.00	0.00	0.00	0.00	0.00
Title VI	0.00	0.00	0.00	0.00	5,160.00	5,160.00

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



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

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,838,661.00	1,777,365.00	1,389,855.00	1,838,661.00	453,959.00	3,682,475.00
		0.00	0.00	0.00	0.00	0.00	0.00
	LCFF Supplemental and Concentration	0.00	9,830.00	0.00	0.00	9,830.00	9,830.00
	Other	0.00	34,750.00	0.00	0.00	34,750.00	34,750.00
	Special Education	0.00	250.00	0.00	0.00	0.00	0.00
0000: Unrestricted	LCFF Base	0.00	9,180.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	1,188,002.00	0.00	1,153,400.00	1,188,002.00	0.00	2,341,402.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	1,104,500.00	0.00	0.00	180,274.00	180,274.00
2000-2999: Classified Personnel Salaries	LCFF	34,870.00	0.00	36,355.00	34,870.00	0.00	71,225.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	18,000.00	0.00	0.00	18,000.00	18,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	20,000.00	0.00	0.00	20,000.00	20,000.00
2000-2999: Classified Personnel Salaries	Special Education	18,025.00	20,000.00	17,500.00	18,025.00	20,000.00	55,525.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
2100-65	Special Education	34,532.00	0.00	33,855.00	34,532.00	0.00	68,387.00
3000-3999: Employee Benefits	LCFF	318,847.00	0.00	0.00	318,847.00	0.00	318,847.00
3000-3999: Employee Benefits	LCFF Base	0.00	431,500.00	0.00	0.00	41,500.00	41,500.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	4,000.00	0.00	0.00	4,000.00	4,000.00
3000-3999: Employee Benefits	Special Education	0.00	4,000.00	0.00	0.00	4,000.00	4,000.00
4000-4999: Books And Supplies	LCFF	2,900.00	0.00	14,929.00	2,900.00	0.00	17,829.00

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	6,595.00	6,595.00

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

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	90,923.00	65,080.00	71,510.00	90,923.00	141,674.00	304,107.00
Goal 2	1,559,333.00	1,513,195.00	1,217,991.00	1,559,333.00	113,195.00	2,890,519.00
Goal 3	152,150.00	145,840.00	67,704.00	152,150.00	145,840.00	365,694.00
Goal 4	22,075.00	45,950.00	19,100.00	22,075.00	45,950.00	87,125.00
Goal 5	14,180.00	7,300.00	13,550.00	14,180.00	7,300.00	35,030.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00

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

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

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