Innovations Academy Board Meeting: June 21, 2016 @ 6:00 pm

Meeting location(s)

Innovations Academy	5519 McMillan Street	Public call in number 605-562-
10380 Spring Canyon Road	Oakland, CA 94618	3140*
San Diego, CA 92131		Access code 151642

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

Roard Attendance

Doura Attenu	unce				
Nathan	Stephen	Danielle	Tony		
Cooper	Rosen	Strachman	Spitzberg		
Others in Atte	endance				
Christine	Delano Jones				
Kuglen					

Agei	nda	
	Topic	Minutes
>	Call to order / roll call	
>	Approval of current agenda	Vote:
>	Approval of prior month meeting minutes	Vote:
>	Public comments (3 mins per person)	
>	Reports	
	 Teacher briefing (Tony) 	Discussion:
	o Financial update (Delano)✓ SDUSD site visit	
	 Director update (Christine) 	<u>Item – Director Update</u>
	✓ Full time capacity/enrollment	Discussion:
	✓ Part time capacity/enrollment	
	✓ LCAP implementation	
	✓ School relocation	
>	Action items	
	 Approve the LCAP 	<u>Item – Approve the LCAP</u>
	 Educator Effectiveness Expenditure Plan 	Discussion:
	 Approve Working Budget for next fiscal 	Vote:
	year O Approve EPA resolution	<u>Item – Educator Effectiveness Expenditure Plan</u>
	 Approve El A lesolation Approve Consolidated App Part I-Due 	Discussion:
	June 30, 2014	Vote:
		<u>Item – Approve Working Budget for next fiscal year</u>
		Discussion:
		Vote:
		Item – Approve EPA resolution
		Discussion:
		Vote:

		Торіс	Minutes
			<u>Item – Approve Consolidated App Part I-Due June 30,</u>
			<u>2014</u>
			Discussion:
			Vote:
>	Discuss	sion items	
	0	IA Board recruitment (All)	<u>Item –</u>
	0	Schedule for Board meetings (All)	Discussion:
	0	Assign new action/discussion items	
>	Next bo	pard meeting	
	0	Confirm date of next meeting	
	0	Identify agenda items for next meeting	
			Meeting adjourned at
			The foregoing minutes were approved by the Board
			of Directors of Innovations Academy on

Secretary

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

- 1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
 - At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;
 - All votes taken during a teleconference meeting shall be by roll call;
 - If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
 - All locations where a member of the Board of Directors constituting the quorum participates in a
 meeting via teleconference must be fully accessible to members of the public and shall be listed on
 the agenda;
 - Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
 - The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
 - The Brown Act prohibits requiring members of the public, to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be required to identify themselves.

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ntroduction

LEA: Innovations Academy Contact: Christine Kuglen, Director, Christine@InnovationsAcademy.org, 858-271-1414 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update

expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year. The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and

achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities. For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to

specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs. parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and

subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each 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

submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

pages or attach additional pages as necessary to facilitate completion of the LCAP. considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required

State Priorities

education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school. The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of

A. Conditions of Learning:

teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are

for all pupils, including English learners. (Priority 2) Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board to Education Code section 17002(d). (Priority 1)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10) Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the

B. Pupil Outcomes:

college by the Early Assessment Program. (Priority 4) become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that

applicable. (Priority 8) Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as

C. Engagement:

and special need subgroups. (Priority 3) Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

connectedness. (Priority 6) School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school

Section 1: Stakeholder Engagement

addition, Education Code section 48985 specifies the requirements for translation of documents. 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP

Involvement Process	Impact on LCAP
Innovations Academy Board reviewed and discussed LCAP as a regular agenda item at	The input received from various stakeholders served to:
public board	Inform Innovations Academy administration and staff regarding community percention and peeds
All staff members attended training and discussion regarding LCFF and LCAP. Input received	 Evaluate our LCAP plan and progress to the needs of
1/4/16 & 4/4/16	the community.
Students in grades 3-8 were surveyed by teachers	 Identify actions that Innovations Academy and the
	community can take to work collaboratively to
Three meetings were held for parents (August (1) and September 2014 (2))	implement our LCAP.
Parent access to LCAP was displayed on our website.	Communicate with parents the importance of working as a team to develop and implement the LCAP and all programs and
Parent input survey was conducted (6/16)	assessments on campus.
Parents are invited to open dialogue with director during open office hours. Parents are	
involved in the parent organization, volunteering on campus, on committees, interviewing	
prospective candidates for positions, and as class to home liaisons.	
Annual Update:	Annual Update:
For the 2016-17 school year, Innovations Academy will hold a monthly review at our public	Information was gathered through the variety of method.
board meetings.	Parent, Teacher, Teacher Assistant, Special Ed team and board
	input will continue to inform the administration about our
The LCAP is posted on the website.	progress.
	Our ECAP plan will continue to be informed by our confinitionity
Parents will be informed at Parent Information meetings.	so that the actions are aligned with needs.
LCAP survey will be utilized for parent input	
One staff training per semester will take place to both inform and gather data for LCAP	

Indentified Need: To implement the use of effective assessment tools Cock only; 9 10	\$2800	X ALL	Schoolwide	Continue with MAP and compare scores using skills learned	Continue with MA
Related State and/or Loc Table Table Table	Budgeted Expenditures	Pupils to be served within identified scope of service	Scope of Service	Actions/Services	
Related State and/or Loo Related State and/or Loo 1_2_X 3 X 4_X 5_6 COE only: 9_1 Local : Specify Local :		· progress	back about their d accessible sessments		Expected Annual Measurable Outcomes:
Related State and/or Loo A 2 X 3 4 X 5 6 COE only: 9 1 Sexessment tools for measuring student progress and use them to inform parents All pupils, Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foste LCAP Year 1: 2016-17 Sexessment in all core areas Scope of Service Pupils to be served within identified scope of Service Low Income pupilsEnglish Learners OR:					
Related State and/or Loc 1_2_X 3 X 4_X 5_6 COE only: 9_1 LOCAL: Specify LOCAL: S	30.000	ow Income pup oster Youth ther Subgroups			cvaluate noc
Related State and/or Loc 1_2_X 3	No cost to	XALL	Schoolwide	ate for sharing data with parents. Utilize it and	Create a templat
Related State and/or Loc Related State and/or Loc 1_2_X 3 X 4_X 5_6 COE only: 9_1 COE only: 9_1 Local : Specify Local :	SPED FUNDING 2200-65 \$187,590 SPED FUNDING 2100-65	ow Income pup oster Youth ther Subgroups		ents. ssments given to students. eachers open to all teachers will meet e reviewed by parents and teachers	assess all students CAASSP assessme Committee of teach regularly. Portfolios will be requarterly.
Related State and/or Loc 1_2_X 3	#105,000			ding which is not formative but will help curriculum and adjust assessment needs. If and teacher assistants support teachers to	Math, LA, Readir teachers create of Special Ed staff a
Related State and/or Loc acher/Admin committees and teams developing or selecting formative assessment tools. To implement the use of effective assessment tools for measuring student progress and use them to inform parents Schools: Innovations Academy Applicable Pupil Subgroups: All pupils, Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foste LCAP Year 1: 2016-17 Lall -Tools will be selected for subject assessment in all core areas -Students will experience a variety of assessments -Parents and teachers will receive specific data to help them support students Scope of Service Pupils to be served within identified scope of service	\$2800	X_ALL	Schoolwide	st and receive training in using MAP data for	Utilize MAP test
Related State and/or Local P To implement the use of effective assessment tools for measuring student progress and use them to inform parents Schools: Innovations Academy Applicable Pupil Subgroups: All pupils, Socioeconomically disadvantaged , English Learners, Students with Disabilities, Foster Yo LCAP Year 1: 2016-17 LCAP Year 1: 2016-17 Parents and teachers will receive specific data to help them support students	Budgeted Expenditures	se	Scope of Service	Ac	
Related State and/or Local P Related State and/or Local P 1_2_X 3 X 4_X 5_6_ COE only: 9_10_ To implement the use of effective assessment tools for measuring student progress and use them to inform parents Schools: Innovations Academy Applicable Pupil Subgroups: All pupils, Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Your assessment in all core areas CAP Year 1: 2016-17 LCAP Year 1: 2016-17		nem support students	ic data to help th		Outcomes:
Related State and/or Local P 1_2_X 3 X 4_X 5_6_ COE only: 9_10_ To implement the use of effective assessment tools inform parents Schools: Innovations Academy All pupils, Socioeconomically disadvantaged , English Learners, Students with Disabilities, Foster Your COE only: 9_10_ Local: Specify		areas	ment in all core a		Expected Annual
Related State and/or Local P 1_2_X 3 X 4_X 5_6_ COE only: 9_10_ To implement the use of effective assessment tools for measuring student progress and use them to inform parents Schools: Innovations Academy Applicable Pupil Subgroups: All pupils, Socioeconomically disadvantaged , English Learners, Students with Disabilities, Foster Yo		ear 1: 2016-17	LCAP Y		
Related State and/or Local P ### Related State and/or Local P ### To implement the use of effective assessment tools for measuring student progress and use them to inform parents Related State and/or Local P 1_2 \times 3 \times 4 \times 5 6 6	Foster Youth	, English Learners, Students with Disabilities,	pupils, Socioeco	Applicable Pupil Subgroups:	Goal Applies to:
Related State and/or Local P acher/Admin committees and teams developing or selecting formative assessment tools. COE only: 9 10 To implement the use of effective assessment tools for measuring student progress and use them to inform parents					
Related State and/or Local P 1 2_X 3 X 4_X 5 6 COE only: 9 10 Local : Specify		r measuring student progress and use them to inform parents	ssment tools for		Identified Need:
	r Local Priorities:67X8X10		ing or selecting	Teacher/Admin committees and teams develop	GOAL: #1 Te

		in blended learning curriculum. Transparent sharing of assessment tools Analyze the need for future assessment. Analyze plan created through this goal for establishment of a possible permanent protocol
OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups: (Specify)	OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
		LCFF BASE 4430-000

Budgeted	Pupils to be served within identified scope of service	Scope of	Actions/Services	
				Measurable Outcomes:
school about	heir progress. Parents express satisfaction in communication from school about	eedback about th	Students and parents receive clear feedback about their progress. Parents	Expected Annual
	LCAP Year 2: 2017-18	LCAP Ye		
	roster_routilnedesignated illustric English proficient Other Subgroups:(Specify)		Create a documented resource for teachers of appropriate formative assessment tools. Provide training in formative assessment tools.	Create a documente formative assessme assessment tools.
5800-00	OR: Low Income pupilsEnglish Learners		Make sure this information is included in the parent handbook.	Make sure this informula handbook.
\$500 LCFF BASE	X_ALL	Schoolwide	Create a documented list of ways parents can access information about their child's academic progress.	Create a documente information about the
Budgeted Expenditures	Pupils to be served within identified scope of service	Scope of Service	Actions/Services	
	7.00			Measurable Outcomes:
	CAP Year 1: 2016-17	LCAP Ye eedhack about th	CAP year 1: 2016-1 Students and parents receive clear feedback about their progress	Expected Annual
		י בויים ביי		
		5	Schools: Innovations Academy	Goal Applies to:
	To implement the use of effective assessment tools for measuring student progress and use to inform parents	ssment tools for	To implement the use of effective asso	Identified Need:
	Local : Specify			
10	COE only: 9_		Sake aloogiliilaaloit or illioilliaaloit gaaree	
6 7 8_X	arents and staff $1 = 2 \times 3 \times 4 \times 5 = 6 = 7 = 8 \times 3 \times 4 \times 3 \times 4 \times 5 = 6 = 7 = 8 \times 3 \times 4 \times 3 \times 4 \times 4 \times 4 \times 3 \times 4 \times 4 \times 4$	I from tools to par	#9 Effective dissemination of information gathered from tools to parents and staff	GOAL: #3 Effect
ocal Priorities:	Related State and/or Local Priorities:			

	Make any changes to communication methods and continue to education parents about its use. Parent Education scheduled 1x per semester Review management of data systems in place. Review of communications systems in place.	
	Schoolwide	Service
ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	X ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	
	\$500 LCFF BASE 5800-00 4300-00	Expenditures

				Related State and/or Local Priorities:	ocal Priorities:
GOAL:	#3 Teachers will receive professional development from experts to inform their practice and materials that support implementation of CCSS and NGSS	from experts to	inform their practice and materials	1_X 2X 3 4_X 5 6 7_X 8_X COE only: 9 10	6 7_ <u>X8_X</u>
				Local : Specify	
Identified Need:	leed : Provide resources and support to align instruction with the CCSS and NGSS	nstruction with	the CCSS and NGSS		
Goal Applies to:	Schools: Innovations Academy				
Ocal Ap	Applicable Pupil Subgroups: All				
		LCAP Y	LCAP Year 1: 2016-17		
Expecte	Expected Annual -Increased inquiry, cognitive demand and	academic langu	-Increased inquiry, cognitive demand and academic language in instruction and quality of student work	rk	
Meas	Measurable -Continued lab science instruction for all students Outcomes: -continued middle school math curriculum	students			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	ed scope of service	Budgeted Expenditures
Profession	Professional Development for integrating content in PBL	Schoolwide	X_ALL		\$10,000
Profession	Professional Development about improving common core				LCFF BASE
FOSS kit in	FOSS kit implementation across the school		OR:		\$6947
profession	reachers will be provided furids to select their own professional development aligned to standards.		Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient	ers t English proficient	LCFF BASE
language a	leacher evaluations alighed with increasing academic language and cognitive demand. Togohor montors in science will be trained and will support		Other Subgroups:(Specify)		1105-00
other teachers	lers.				
Project Su	Project Support aligned with increasing academic				

CAP Year 2: 2017-18 CAP Year 2: 2017-18

Teachers will utilize specific observation form to standardize conversations and create common language of observation. Administration will schedule time for reflection and sharing among teachers about observations Observations will include checklists of charter related goals	Teacher teams will change on a monthly basis and last all	Actions/Services	Expected Annual Measurable Outcomes: -Increased quality of instruction -Student portfolios showing gro		Goal Applies to: Applicable Pupil Subgroups:	Schools:	Identified Need: Provide resource	GOAL: #4 Teacher teams will be developed for observation and feedback
form to standardize age of observation. sction and sharing larter related goals	basis and last all		-Increased quality of instruction -Student portfolios showing growth			Innovations Academy	Provide resources and support to align instruction with the CCSS and NGSS	veloped for observation
	Schoolwide	Scope of Service		LCAP Ye	All pupils		nstruction with t	n and feedback
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	X_ALL	Pupils to be served within identified scope of service		LCAP Year 1: 2016-17			he CCSS and NGSS	
ners nt English proficient		ed scope of service						Related State and/or Local Priorities: 1_X 2_X 3 4 5 6_X 7 8_X COE only: 9 10 Local : Specify
school	No cost to	Budgeted Expenditures						_ocal Priorities: _ 6_X_ 7 8_X _ 10

	Teachers will take on pidevelopment in a variet strategies and mentorin and portfolios	Teachers will continue peer observations	Þ	Expected Annual Measurable Outcomes:
	Teachers will take on providing staff professional development in a variety of CCSS aligned teaching strategies and mentoring new teachers about observations and portfolios	peer observations	Actions/Services	-Increased quality of instruction -Student portfolios showing growth
		Schoolwide	Scope of Service	
OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups: (Specify)_	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	X ALL	Pupils to be served within identified scope of service	
	SCIOCI	No cost to	Budgeted Expenditures	

Continues to Teacher ar (Language Software fo	Quality sof		Expecte Meas Outco		Goal Applies to:	Identified Need:	GOAL:
nd Admin te Arts softwa or home po	tware that v		Expected Annual Measurable Outcomes:		olies to:	leed:	#5 Select : increase s
continues to be utilized. (ST Math, IXL, BigBrainz, Zingy) Teacher and Admin team decide if more is needed (Language Arts software will be sought) Software for home possibly changed to create novelty.	Quality software that was selected in previous year	Actions/Services	 -Increased variety and quantity of access to digital resources -Increased home access to digital learning -Small group instruction time increased 		Applicable Pupil Subgroups: All r		#5 Select and integrate digital resources into the curriculum to utilize aspects of blended increase student and parent engagement.
	Schoolwide	Scope of Service	ess to digital ren ning d	LCAP Ye	All pupils	ources	rriculum to utili:
OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	X ALL	Pupils to be served within identified scope of service	sources	L CAP Year 1: 2016-17			ze aspects of blended learning to
ners nt English proficient		ied scope of service					Related State and/or Local Priorities: 1_X_ 2_X_ 3 4 5 6 7 8_X COE only: 9 10 Local : Specify
SCHOOL	No cost to	Budgeted Expenditures					Local Priorities: 6 7 8_X 10

	Protocol written for guiding teachers on continued use of software to meet charter goals.	Training on any new software.	Actions/Services	Expected Annual -Increased variety and quantity of access to digital resources Measurable -Increased home access to digital learning Outcomes: -Small group instruction time increased		
		Schoolwide	Scope of Service	cess to digital re arning sed	LCAP Y	
	OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	X_ALL	Pupils to be served within identified scope of service	sources	LCAP Year 3: 2017-18	OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
LCFF BASE	(31 Math, TTRS, MATH XL, RAZ KIDS,BRAIN POP)	\$18,000	Budgeted Expenditures			

	Expected Annual Measurable Outcomes:				Goal Applies to.		Identified Need:		GOAL: #6 De	
Actions/Services	Jal There will be one internet accessible computer per every two students in 2 nd Students in grades K-1 will have reasonable use of technology				Applicable Pupil Subgroups:	Schools: Innovations Academy	Research and develop a plan for increasing engagement through technology		#6 Develop a plan for replacement and upkeep of technology	
Scope of Service	computer per evonable use of te	LCAP Ye			All pupils		sing engageme	:	technology	
Pupils to be served within identified scope of service	ery two students in 2 nd through 8 th grades chnology	L CAP Year 2 : 2016-17		OR:Low Income pupilsEnglish Learners			nt through technology	Loc		
cope of service			JISN Proficient					COE only: 9 10 Local : Specify	1 <u>X</u> 2 <u>X</u> 3 <u>4</u> 5 <u>6</u> 7 <u>X</u> 8 <u>X</u>	Related State and/or Local Priorities:
Budgeted Expenditures								_ ¹⁰	6 7_X_ 8_X_	Local Priorities:

	Purchase new doc cams as needed Purchase new projectors as needed	chromebooks	Actions/Services S	Expected Annual There will be a reproducible plan for technology replacement over time Measurable Outcomes:		Replace a minimum of half of the laptops with chromebooks Purchase more ipads and push into the classroom Purchase new doc cams as needed Purchase new projectors as needed Review Media Arts technology availability and assess future need.
		Schoolwide	Scope of Service	ology repla	LCAP Y	Schoolwide
	OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups: (Specify)	X ALL	Pupils to be served within identified scope of service	acement over time	LCAP Year 3: 2017-18	OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
Lcff base \$1500 Tech support 1105-00	\$1500(5) \$1500(5) \$2250 Projectors(3)	\$12,000	Budgeted Expenditures			\$5000 4400-00 Lcff base \$500 \$750 4400-00 Lcff base

		Goal Applies to.	000 000	Identified Need:		((!	GOAL:	
		Jiles to.	alion to:	leed :		1100	#7 Improv	
LCAP Year 2 : 2016-17	OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Applicable Pupil Subgroups: All pupils, Socioeconomically disadvantaged , English Learners, Stude	Schools: Innovations Academy	Research and develop a plan for increasing engagement through technology	Loca	אל נסווויסיטאל מססססס וסו נסמסויסיס מוים סומסטוויס	#7 Improve technology access for teachers and students	R
	nglish proficient	English Learners, Students with Disabilities, Foster Youth			Local : Specify	COE only: 9 10	1 <u>× 2× 3× 4</u> 5_ 6_ 7_ 8 <u>×</u>	Related State and/or Local Priorities:
	lish proficient	nts with Disabilities, Foster Youth			al : Specify	COE only: 9 10	<u>× 2_× 3_× 4 5 6 7 8_×</u>	יכומנכם סנמנכ מוומיסו בסכמו ו ווסוונוכס.

It is possible that this goal will be complete by this year. If not, we will continue to analyze technology to find ways to improve parent communication and student learning with appropriate tools.	Actions/Services Scope of Service	Expected Annual - Increase in engagement Measurable - Effective use of class time Outcomes:	LCAP	Measurable Outcomes: - Effective use of class time - teachers using technology successfully - teachers using technology successfully Scope of Service Continue to provide support for teacher use of technology to Survey teachers regularly on technology needs Analyze new technological developments for parent communication and student learning. Assess use of personal devices for school work in the classroom.
X_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups: (Specify)	Pupils to be served within identified scope of service		LCAP Year 3: 2017-18	Pupils to be served within identified scope of service X_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)
No additional cost to school	Budgeted Expenditures			Budgeted Expenditures No additional cost to school

	Related State and/or Local Priorities:
GOAL: #8 Improv	#8 Improve internet access. (Completed June 2016) COE only: 9 10 Local : Specify
Identified Need:	Decreased computer and connectivity issues
Goal Applies to:	Schools: Innovations Academy Applicable Pupil Subgroups: All pupils
	LCAP Year 2: 2016-17
Expected Annual Measurable Outcomes:	Achieved all measurable outcomes and removed goal JUNE 2016 Decreased wait time to access internet More effective student engagement due to less downtime Increased trust and predictability of internet access

Note: when we relocate to a new site, we may have to reevaluate this goal for a completely new system that would be in place. We would take our current technology but be reinstalling it in a new location.	Actions/Services
Schoolwide	Scope of Service
X_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Pupils to be served within identified scope of service
\$5000 5800-00 IT installation	Budgeted Expenditures

			X-1 ()
GOAL: #9 Increase language development time and resources for EL students	arces for EL stu	1 2 Local : Sp	
Identified Need: Revise current ELD (English Language Development) Program	Development)	Program	
	pupils, Socioecon	All pupils, Socioeconomically disadvantaged , English Learners, Students with Disabilities, Foster Youth	Disabilities, Foster Youth
		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	icient
	LCAP Ye	LCAP Year 2: 2016-17	
Expected Annual Increase in class participation Measurable Increase in sense of security Outcomes: Improved social interactions			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	ervice Budgeted Expenditures
Continued training and placement of teacher assistants to	Schoolwide	X ALL	See goal 9
opportunities to practice communication. Continued use of software and small group instruction to bolster language learning. CELDT management and follow up assigned to specific staff member.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	above icient No additional cost to school

place them strategically to support EL students.		Actions/Services	Expected Annual Increase in class participation Measurable Increase in sense of security Outcomes: Improved social interactions	
	Schoolwide	Scope of Service		LCAP Y
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	ALL	Pupils to be served within identified scope of service		LCAP Year 3: 2017-18
LCFF BASE FUNDING	\$63,300	Budgeted Expenditures		

GOAL: #10 lmp training ldentified Need: Goal Applies to: Goal Applies to: Measurable Outcomes: Evaluate platform for that is more	mplement the use of a system of behavior ng for teachers to hold kind and firm bound continue to grow and expand the social Schools: Innovations Academy Applicable Pupil Subgroups: A platform will be in place Behavior documentation will be questions/Services Actions/Services Actions/Service	aries that offer supcial emotional lear LCAP You antified Scope of Service Schoolwide	ation that supports positive intervention and offer support to challenged students onal learning opportunities of our students. LCAP Year 2: 2016-17 Pupils to be served within identice X_ALL	ntifi
		LCAP Y	ear 2: 2016-17	
Expected Measu Outcor		fied		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	ed scope of servio
Evaluate pla	tis mobile device usable	Schoolwide	X_ALL	
If successful previous year Track data compensation. Document of	praction that is mobile device usable life successful, continue use and begin to quantify results from previous year. Designate plans for behavior challenges. Track data on behavior and actions taken to address behavior. Document positive interventions that are working.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	ers t English proficie
Document p	Document positive interventions that are working.			
		LCAP Y	L CAP Year 3 : 2017-18	
Expected Annual Measurable		documentation		
Measurable	rable Collaboration between staff and counselor	selor		

Outcomes:	Plan for parent involvement when behavior is documented	navior is docum	ented	
A	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Collaboration plan deve on positive interventions	Collaboration plan developed between staff and counselor on positive interventions that are working. Ongoing training	Schoolwide	X ALL	\$2880
for new staff and staff needing support of behavior in a Positive Discipline school.	for new staff and staff needing support on how to address behavior in a Positive Discipline school.		OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	LCFF BASE

GOAL: #11 Prov	#11 Provide clear structure for documentation of credential needs. (<u>Goal meet 2015-16 and removed)</u>	dential needs. (Related State and/or Local Priorities: 1_X_ 2 3 4 5 6_X 7 8, COE only: 9 10 Local : Specify	ocal Priorities: 6 X 7 8 8 6 10 10 10 10 10 10 10 10 10 10 10 10 10
Identified Need:	Needs: Continue to provide students access to a highly effective teacher in every classroom	hly effective tea	cher in every classroom each year		
Goal Applies to:	Schools: Innovations Academy Applicable Pupil Subgroups: All pupils	upils			
		LCAP Yea	LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Checklist created for needed documents Teacher direction given for any correctional measures All teachers hired will be credentialed and papers in place before start of school	s onal measures nd papers in pl	ace before start of school		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	scope of service	Budgeted Expenditures
Review credential ev	S	Schoolwide	X_ALL		No additional
will be complete.	will be complete.		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)_	nglish proficient	Cost to sollooi

nated staff person who s of our school. pport school culture	Expected Annual Improved learning through professional development being provided by teacl Measurable experiences. Outcomes: Actions/Services Scope of Pupils to be services	support.	will provide supportive feedback. Continuing training in core philosophies of our school prior to begin working. Continued observations by peers to support school culture and quality teaching. Provide a partner teacher and/or mentor teacher to all teachers. Acquisition of a staff member designated for teacher	esignated staff person who	Actions/Services S	Expected Annual Teaching will reflect skills learned in professional development provided by the Measurable Teaching will reflect skills learned in professional development that is aligned Outcomes:		le Pu	Schools: Innovations Academy	Identified Need : Continue to provide students access to a hig	
Schoolwide X_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups: (Specify)	development being provided by teachers to other teachers, school chosen and teacher chosen. Scope of Pupils to be served within identified scope of service Expanditures.		OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Schoolwide X_ALL	Scope of Pupils to be served within identified scope of service	ssional development provided by the school. ssional development that is aligned to the school's charter and funded by the school but	LCAP Year 2: 2016-17	S		Continue to provide students access to a highly effective teacher in every classroom each year.	1 <u>X</u> 2 <u>3</u> 4 <u>5</u> COE only: 9_ Local : Specify
No additional cost to school See goals #1,2 action/services \$3360 1105-00 LCFF BASE	eacher chosen Budgeted		cost to school See goals #1,2 action/services \$3360 1105-00 LCFF BASE	No additional	Budgeted Expenditures	chool but					6 <u>X</u> 7_ 8_ _ 10

GOAL:

#13 Gather data about tardiness and absences and increase communication with parents of targeted students

Related State and/or Local Priorities:

1__ 2__ 3_X 4__ 5_X 6__ 7__ 8__

No additional cost to school	ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	Schoolwide	Continue to hold meetings with families as needed. Use data accumulated to evaluate plans that are effective.	Continue to hold me accumulated to eva
Budgeted Expenditures	Pupils to be served within identified scope of service	Scope of Service	Actions/Services	
	sto ineffective strategies.	gies. id make change iders and plan s	Use previous data to reflect on strategies. Solidify strategies that are working and make changes to ineffective strategie. Hold parent meetings for repeat offenders and plan strategies for successful	Expected Annual Measurable Outcomes:
	Year 3 : 2017-18	LCAP Ye		
			a remedy plan. Prior to commencement of new school year, parents of targeted students will receive a letter.	a remedy plan. Prior to commencement of new schotargeted students will receive a letter
נטפר גם פניוסטי	OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		support families with information, plans of action and other follow through will take place. Counselor, Administrator and teachers will work with families on plans as needed. Students with continued problems in this group will be decignated for parent moetings to determine the problems.	support families with informat follow through will take place Counselor, Administrator and on plans as needed. Student this area will be designated to
No additional	X_ALL	Schoolwide	Staff member assigned to task of generating a list of tardy	Staff member assig
Budgeted Expenditures	Pupils to be served within identified scope of service	Scope of Service	Actions/Services	
	on strategy. ar basis	ces and tardies. o plan interventionents on a regula	Continue to gather data about absences and tardies. Use aggregate data from two years to plan intervention strategy. Address parents of absent/tardy students on a regular basis	Expected Annual Measurable Outcomes:
	L CAP Year 2 : 2016-17	LCAP Y		
		All pupils	Applicable Pupil Subgroups: All	Goal Applies to:
			e tarc	Identified Need:
9 10	COE only: 9 Local : Specify			

Provide parent meetings regarding PBL, Positive Discipline and understanding children's academic needs. Strive for 100% attendance at conferences and exhibition nights. Strive for 100% attendance at parent informational meetings.	Actions/Services	Expected Annual Increase connection and communication between home and school Measurable Consistent expectations between home and school Outcomes:		Provide counselor support to targeted students.	Strive for 100% attendance at conferences and exhibition nights. Strive for 100% attendance at parent informational meetings. Strive for 100% attendance at parent informational meetings. Provide a training for parents of students with ongoing issues in Positive Discipline.	ive Discipline	Actions/Services	Expected Annual Increase connection and communication between home and school Measurable Consistent expectations between home and school Outcomes:		le Pupil Subgroups:	Schools: Innovations Academy	Identified Need : Parent education regarding academic exc	needs and readiness of children
Schoolwide	Scope of Service	between ho and school	I CAP Y			Schoolwide	Scope of Service	n between ho and school	LCAP Y	pils, Socioeco		ellence inclu	
X_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups: (Specify)	Pupils to be served within identified scope of service	me and school	CAP Year 3: 2017-18	OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	ALL	Pupils to be served within identified scope of service	me and school	Year 2 : 2016-17	All pupils, Socioeconomically disadvantaged , English Learners, Students with Disabilities, Foster Youth		Parent education regarding academic excellence includes project based learning, social emotional learning, developmental needs of	1 2_X 3_X 4 5 COE only: 9_ Local : Specify
\$200 4300-00 Lcff base \$500 5800-00 Lcff base \$750 comp books 4315-00 CFF BASE	Budgeted Expenditures			books 4315-00 LCFF BASE	\$500-00 Lcff base \$500 5800-00 Lcff base	\$200	Budgeted Expenditures			er Youth		I needs of	6_X 7_X 8_ 10_

S 6_X 7 8 9 10 Budgeted Expenditure No additional cost to schoo \$25,110 2100-00 Lcff base No additional cost to schoo	Expected Annual Increased sense of self-worth and student achievement Measurable Increased literacy rates for students	LCAP Year 3 : 2017-18	strategies for low performing students. Tutoring provided by teacher assistants outside of class time. Parent education on academic learning outside of school Refine and define platform for consistent parent communication to create cross grade continuity in school-home communication. Schoolwide X_ALL OR: COR: Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify) Other Subgroups:(Specify)	Scope of Service	Expected Annual Increased sense of self-worth and student achievement Measurable Increased literacy rates for students Outcomes:	LCAP Year 2: 2016-17	Goal Applies to: Schools: Innovations Academy Goal Applies to: Applicable Pupil Subgroups: Parts of each community: All pupils, Socioeconomically disadvantaged , English Learners, Students with Disabilities, Foster Youth	Identified Need: To close the achievement gap for underperforming students	1 2 3_X 4 COE only: Local : Specify	
							taged , English Learners, Stude		1 2 3_X 4 5 6_X 7 8_X COE only: 9 10 Local : Specify	

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#16 Increase teacher access to high quality materials and resources

strategies for low performing students.
Tutoring provided by teacher assistants outside of class

Professional Development provided to support intervention

Scope of Service

X ALL

Pupils to be served within identified scope of service

QR.

cost to school \$25,110

Budgeted
Expenditures
No additional

2100-00

Lcff base
No additional
cost to school

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)____ Actions/Services

Outcomes:

time.

Reevaluate goal for possible completion

Parent education on academic learning outside of school.

Related State and/or Local Priorities:

1_X 2_X 3__ 4_X 5__ 6_X 7__ 8_X

COE only: 9__ 10__

			Local : Specify	
Identified Need:	To continue to close the achievement gap for underperforming students	ap for underper	forming students	
Goal Applies to:	ademy			
() (a) () (b) (c) (c)	Applicable Pupil Subgroups: All	All pupils		
		LCAP Y	LCAP Year 2: 2016-17	
Expected Annual	Increased literacy rates for students	nt achievement		
Measurable Outcomes:	Increased academic language use by teachers and students	chers and student	S	
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the WASC process for affiliation	process for affiliation	Schoolwide	X_ALL	See goals #1,2
Refresher courses offered for continuity philosophy and teaching strategies. Materials will continue to be offered core, NGSS. Professional development will continue to be continued to be offered core.	Refresher courses offered for continuing staff on our core Refresher courses offered for continuing staff on our core philosophy and teaching strategies. Materials will continue to be offered that support common core, NGSS. Professional development will continue to be offered to new		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$6500 \$6500 4300-00 LCFF BASE \$8,400
teachers.				Lcff base
		LCAP Y	LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Increased sense of self-worth and student achievement Increased literacy rates for students Increased academic language use by teachers and students	nt achievement chers and studeni	S	
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued access to c	Continued access to data via school wide assessment	Schoolwide	X_ALL	See goals #1,2
Ongoing access to pe Ongoing access to pe Continued access to c materials for learning	Ongoing access to peer mentors for continual development Continued access to quality and vetted software and materials for learning		OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	\$6500 \$6500 4300-00 LCFF BASE \$8,400 5210-00
				Lcff base

Updated goals in the prior year LCAP.

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	OR: Low Income pupilsEng Foster YouthRedesign: Other Subgroups:(Specify)	X_ALL	Scope of service:	Utilize MAP test and rumath, LA, Reading. Math, LA, Reading. Special Ed staff and te assess all students. Create a template for review its use				Expected -Stu Annual -Par Measurable suppont of the	Goal Applies to:	Original GOAL from prior year #: LCAP:
	ilsEnglish Learners Redesignated fluent English proficient s:(Specify)			Utilize MAP test and receive training in using MAP data for Math, LA, Reading. Special Ed staff and teacher assistants support teachers to assess all students. Create a template for sharing data with parents, utilize and review its use		Planned Actions/Services		-Tools will be selected for 50% of subjects being measured -Students will experience a variety of assessments -Parents and teachers will receive specific data to help them support students	Schools: Innovations Academy Applicable Pupil Subgroups:	#1 Teacher/Admin committees and teams developing or selecting formative assessment tools
eflection pag ear. Report c /e will develc	proficient			NP data for leachers to utilize and		ices		f subjects beir ty of assessm e specific dat:	ademy	es and team
Reflection pages will continue in K classes. Reflection year. Report card rewrite was successful and will be We will develop a plan for portfolio review by parents				\$25,000 LCFF Base Funding	Budgeted Expenditures		LCAP Yea	ng measured ents a to help them	ocioeconomically disac	is developing or sele
classes. Reflection cessful and will be of review by parents	OR:Low Income pupilsEngFoster YouthRedesign:Other Subgroups:(Specify)	_X_ALL	Scope of service:	Teachers given access and MAP data for use. Special Ed staff supported Reflection pages used in K BigBrainz data sent home cards revamped for clarity.			LCAP Year: 2015-16	Actual Annual Measurable Outcomes:	vantaged, English Lea	cting formative asse
n pages will begin to continued. Portfolio vand teachers.	ilsEnglish Learners Redesignated fluent Er s:(Specify)_			Teachers given access and prof development time to gamAP data for use. Special Ed staff supported teachers with assessments Reflection pages used in K to share data with parents. BigBrainz data sent home via paper distribution, Report cards revamped for clarity.		Actual Ac		Tools have been selected: K-3 DRI, K-3 Math, 3-8 MAwriting sample with rubric a Students also experienced Exhibitions, POLs. Teachers used MAP data, to	rners, Students with	ssment tools
n pages will begin to be completed in 1 st grade classes next continued. Portfolio work will be shared more often next year. and teachers.	ilsEnglish Learners Redesignated fluent English proficient s:(Specify)			ccess and prof development time to gather. upported teachers with assessments used in K to share data with parents. nt home via paper distribution, Report or clarity.		Actual Actions/Services		Tools have been selected: K-3 DRI, K-3 Math, 3-8 MAP ELA, 3-8 MAP Math, All grades writing sample with rubric assessment, Students also experienced classroom assessments, Exhibitions, POLs. Teachers used MAP data, STMath Data and BigBrainz data	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth	Related State and/or Local Priorities: 1_X 2X 3_X 4X_ 5_ 6_ 7X_ 8X_ COE only: 9 10 Local : Specify
de classes next e often next year.				\$25,000 LCFF Base Funding 4300-00	Estimated_Actual Annual Expenditures			∖P Math, All grades ≱ssments, ıd BigBrainz data		r Local Priorities: 5_ 6 7 <u>X_</u> 8 <u>X</u>

What changes in a expenditures will b reviewing past programmer go	XALL OR: Low Income pupilsEng _Foster YouthRedesigna _Other Subgroups:(Specify)	Scope of service:	Create and use of ter regularly Continuity of commu				Expected St Annual pr Measurable Outcomes:	Goal Applies to:	from prior year LCAP:
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	ilsEnglish Learners Redesignated fluent English proficients:(Specify)		Create and use of template to communicate with parents regularly Continuity of communication across grade levels.		Planned Actions/Services		Students and parents receive clear feedback about their progress	Schools: Innovations Ac Applicable Pupil Subgroups	
Next year we Clearly define Weekly reflect	h proficient		ith parents els.		ervices		ve clear feedba	ademy :	
Next year we will invite and educate parents about review of their child(ren)'s port Clearly defined learning paths (potentially using Gooru) will be used in grades 4-8 Weekly reflection pages will communicate with parents in grades K-1			LCFF Base Funding for Cost of Operating PowerSchool \$12,000 News letter \$5000 Web costs \$4500	Budgeted Expenditures		LCAP Year:	ack about their	All pupils Socioeconomically disadvantaged,	
te parents about re tentially using Goor nunicate with paren	X_ALL OR:Low Income pupilsEnglFoster YouthRedesignaOther Subgroups:(Specify)	Scope of service:	100% of classes u weekly. Weekly parent blo Weekly communio			ar: 2015-16	Actual Annual Measurable Outcomes:	cally disadvantaged,	
view of their child(rru) will be used in grs in grades K-1	pilsEnglish Learners _Redesignated fluent Er ps:(Specify)		100% of classes used Home-School commun weekly. Weekly parent blogs and emails from teacher Weekly communication from school.		Actual A		Student Lead Cor attendance. Parer during Exhibition I weekly.	English Learners, Stu	
Next year we will invite and educate parents about review of their child(ren)'s portfolios in grades K-8 Clearly defined learning paths (potentially using Gooru) will be used in grades 4-8 Weekly reflection pages will communicate with parents in grades K-1	ilsEnglish Learners Redesignated fluent English proficient s:(Specify)		100% of classes used Home-School communication logs weekly. Weekly parent blogs and emails from teacher Weekly communication from school.		Actual Actions/Services		Student Lead Conferences with parents had 100% attendance. Parents and students also received feedback during Exhibition Nights. Home-School journals sent home weekly.	English Learners, Students with Disabilities, Foster Youth	1 X 2 X 3 X 4 X 5_ COE only: 9 Local: Specify
; K-8.			LCFF Base Funding for Cost of Operating PowerSchool \$0.00 News letter \$5000 4300-00 Web costs \$4500 5800-00	Estimated_Actual Annual Expenditures			ad 100% æived feedback rnals sent home	ter Youth	6 7 X 8 X 9 10

	र: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	OR:Low Income pupilsEnglFoster YouthRedesignaOther Subgroups:(Specify)		२: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	OR:Low Income pupilsEnglFoster YouthRedesigna Other Subgroups:(Specify)
		X_ALL			X ALL
		Scope of service:			Scope of service:
\$20,000 4300-00 LCFF BASE FUNDING	The San Diego Area Writing Project provided professional development for all teachers in the area of common core curriculum in ELA FOSS kit implementation support was given to teachers and FOSS kit availability improved and augmented. Teacher sent to a teach the teacher training in order to become a campus expert on NGSS Math IXL was purchased for designated classrooms as pilot CCSA conference attendance by 3 staff members to bring back best practices. Robotics Teacher hired to work with teachers and children	The San Die professional area of com FOSS kit im teachers and augmented. Teacher ser to become a Math IXL was as pilot CCSA confebring back benderen children	\$20,000 Purchase of software programs licenses.(Reflex Math, ST Math, Read,Lexia, Reading) LCFF Base Funding SDAWP Prof Dev. FOSS Kit purchase Lisa sent to conference for NGSS teach the teacher training	Professional Development for integrating content in PBL using common core standards as a focus. Professional Development about improving common core implementation with writing across the curriculum. FOSS kit implementation across the school • Teachers will be provided funds to select their own professional development aligned to standards.	Professional Deveusing common co Professional Deveimplementation w FOSS kit impleme • Teachers profession
Estimated_Actual Annual Expenditures			Budgeted Expenditures		
	Actual Actions/Services			Planned Actions/Services	
		Year: 2015-16	LCAP Ye		
g Project, ntary classrooms.	Professional Development: SD Area Writing Project, FOSS kit use increased and diversified Introduction of Robotics Teacher IXL introduced for middle and upper elementary classrooms	Actual Annual Measurable Outcomes:	demic language in ents	-Increased inquiry, cognitive demand and academic language in instruction and quality of student work -Continued lab science instruction for all students -continued middle school math curriculum	Expected Annual Measurable Outcomes:
	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth	dvantaged, English Lea	ocioeconomically disac	Schools: Innovations Academy Applicable Pupil Subgroups: S	Goal Applies to:
r Local Priorities:6 7_X_ 8_X_) 10	Related State and/or Local Priorities: ractice and 1_X 2X 3_4_X 5_6_7_X 8_	erts to inform their p	velopment from exp	#3 Teachers will receive professional development from experts to inform their practice and materials that support implementation of CCSS and NGSS	Original GOAL from prior year LCAP:

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Active hands on leading to mill be continued.	Active hands on labs will continue and best will be continued. Continue to acquire FOS implementation and hands on explorations.	abs will continue and best practices Continue to acquire FOSS kits and hands on explorations.	Active hands on labs will continue and best practices shared. Middle school math licenses extend for 6 years and will be continued. Continue to acquire FOSS kits and lab materials. Establish protocol for continued Math Talk implementation and hands on explorations.	d for 6 years and ued Math Talk
Original GOAL from prior year #4Teacher teams will be developed for observation and feedback.	bservation and feed	back.	Related State and/or Local Priorities: 1_X 2_X 3 4 5 6_X 7 8. COE only: 9 10 Local: Specify	r Local Priorities: 5 6_X_ 7 8_X) 10
Goal Applies to: Schools: Innovations Academy Schools: Sc	Socioeconomically disadvantaged, English		Learners, Students with Disabilities, Foster Youth	
			Teacher partner observations took place 5X. Teachers received feedback from 5 different poor teachers	X.
Annual Measurable Outcomes: Student portfolios showing growth		Measurable Outcomes:	Teachers attended professional development on portfolio work	ent on portfolio
	LCAP Ye	Year: 2015-16		
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated_Actual Annual Expenditures
Teacher teams will change on a monthly basis and last all vear.		-	1	
Teachers will utilize specific observation form to standardize conversations and create common language of observation	\$35,000 for release time LCFF Base	Teacher team par Teachers used a r Teachers complet	Teacher team partners changed 5x Teachers used a variety of forms and methods of feedback. Teachers completed their observations during planning time	\$0.00 Teacher
Administration will schedule time for reflection and sharing among teachers about observations	Funding	or had a sub provided.	ided.	
Scope of service:		Scope of service:		
<u>X</u> ALL		X _{ALL}		
OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficient Other Subgroups:(Specify)		OR: Low Income pupilsEnglFoster YouthRedesignaOther Subgroups:(Specify).	pilsEnglish Learners _Redesignated fluent English proficient ɔs:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or	We will increase the partner teacher We will modify the Q4 tool for all tea	e partner teacher c Q4 tool for all teacl	We will increase the partner teacher observations to greater than 5 We will modify the Q4 tool for all teacher observations next year and will	

Original GOAL	changes to goals?	
#5 Select and integrate digital resources into the curriculum to utilize a blended		
	standardize its use. Teachers will also go off campus for at least one observation to informinstruction and best practices.	
Related State and/or Local Priorities: learning model to 1_X_ 2_X 3 4 5 6 7 8_X	tion to inform	

Teacher input gathered about be their grade levels and students. Software selected and used that the classroom. Software provided for at home in the classiful control of t				Expected -I Annual -S Measurable Outcomes:	Goal Applies to:		Original GOAL from prior year LCAP:
Teacher input gathered about best digital resources for their grade levels and students. Software selected and used that will support the learning in the classroom. Software provided for at home use as needed.		Planned Actions/Services		-Increased variety and quantity of access to digital resources -Increased home access to digital learning -Small group instruction time increased	le Pupil Subgroups:	Schools: Innovations Academy	#5 Select and integrate digital resources into the curriculum to utilize a blended increase student and parent engagement.
\$15,345 Purchase of Lap tops LCFF Base Funding \$30,640 Chrome Books, IPads, MacBooks, Doc Cams LCFF Base Funding \$25,000 Technology equipment for Internet access (servers, routers, switches) LCFF Base	Budgeted Expenditures		LCAP Yea	to digital resources	Socioeconomically disadvantaged,		into the curriculum t it.
Some teachers piloted the use We provided an additional matl mastery and fluency for 3 rd grad. The 3 rd grade was provided use 4 th /5 th grade students assessed needed for math improvement. Administration sought and loca for next year. ST MATH was provided to all s			LCAP Year: 2015-16	Actual Annual Measurable Outcomes:	vantaged, English Le		
Some teachers piloted the use of Math IXL. We provided an additional math software for math fact mastery and fluency for 3 rd grade (BigBrainz) The 3 rd grade was provided use of BigBrainz for math 4 th /5 th grade students assessed and assigned BigBrain needed for math improvement. Administration sought and located a project path softw for next year. ST MATH was provided to all students.		Actual A		-Added use of BigBrainz for Added use of Math IXL for prediction of Math IXL for prediction of Math IXL for project and resources were easily use of laptops and new chrosmall group work productive as a math used by K-8	arners, Students wit		leaming model to
Some teachers piloted the use of Math IXL. We provided an additional math software for math fact mastery and fluency for 3 rd grade (BigBrainz) The 3 rd grade was provided use of BigBrainz for math 4 th /5 th grade students assessed and assigned BigBrainz as needed for math improvement. Administration sought and located a project path software for next year. ST MATH was provided to all students.		Actual Actions/Services		-Added use of BigBrainz for 3 rd and option for 4/5 -Added use of Math IXL for pilot classes -Digital resources were easily shared with families -use of laptops and new chromebooks in classroom to make small group work productive -ST Math used by K-8	English Learners, Students with Disabilities, Foster Youth		Related State and/or Local Priorities: 1_X_2_X_345678_ COE only: 910 Local : Specify
\$3703 4400-00 LCFF BASE \$10,667 4430-65 Ccss FUNDING \$5,661 4430-00 LCFF BASE	Estimated_Actual Annual Expenditures			for 4/5 families lassroom to make			or Local Priorities: 5 6 7 8_X 9 10

What changes in actions, services, and expenditures will be made as a result of grade for the us reviewing past progress and/or changes to goals?	X_ALL OR: Clow Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	Scope of service:
Next year we will pilot the use of Gooru, a project and content management tool. We will continue to designate 3 rd grade for the use of BigBrainz. We realize that parents overuse some of our software access which impacts students motivation at school so we will be selective about what is used at home and at school. We will continue to utlize ST Math, We are seeking a software that can be used for special education needs.	X_ALL OR: Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Funding Scope of service:

technology. Table						Related State and/or Local Priorities:	Local Priorities:
Jemy Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth laced or repaired. ach year. eplace old technology over eplace old technology over CACTUAL Annual Measurable Outcomes: Students using chromebooks demonstrated of the year more effective. LCAP Year: 2015-16 Budgeted Expenditures \$30,640 Chrome Books, IPads, IPads, IPads, Cams LCFF, Base LCFF, Base COE only: 9 Local: Specify	Original GOAL	#6 Develop a plan for replacement and	linkeen of technology			1_X 2_X 3 4 5_	6_ 7_X_ 8_X
Local : Specify Local : Loca	LCAP:	אָט הפּאפּוטה מ היפון וכיון ופהומכפווופווו מוומי	apreed of feditiology			COE only: 9	10
Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth						Local : Specify	
Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth Actual Annual Annual Annual Annual Actual Annual Annual Annual Annual Annual Actual Annual Annual Actual Annual Annual Annual Actual Annual Actual Annual Annual Actual Annual Actual Annual Actual Annual Actual Annual Annual Actual Annual Actual Annual Annual Actual)						
when a computer broke we had a plan and repaired. It was coordinated by a teacher receplace old technology over eplace old technology over eplace old technology over weeplace old technology over eplaced over summ of the year more effective. LCAP Year: 2015-16 LCAP Year: 2015-16 LCAP Year: 2015-16 Budgeted Expenditures \$30,640 Chrome Books, IPads, IPads, Cams Chromebooks, Doc Chrome Books, Doc Chrome Books, Doc Chrome Books, Doc Chrome Books, Doc Chrome Books are faster, more durable and reliable for students LCFF Base We installed a server and began managing ipads with it to the pear more durable and repaired. It was coordinated by a teacher rec and the pear more effective. Students using chromebooks demonstrated rechnology use. LCAP Year: 2015-16 Actual Annual repaired. It was coordinated by a teacher rec and that was effective. Students were replaced over summ of the year more effective. Students and that was effective. Students were replaced over summ of the year more effective. Students and that was effective. Students were replaced over summ of the year more effective. Students and that was effective. Students and that was effective. Students and that was effective. Students and the year more effective. Students and that was effective. Students and that	Gual Applies to.	••	ocioeconomically disad	vantaged, English Le		Disabilities, Foster Youth	
repaired. It was coordinated by a teacher receplace old technology over Actual Annual and that was effective. Replace old technology over Measurable Outcomes: Broken computers were replaced over summ of the year more effective. Students using chromebooks demonstrated rechnology use. CAP Year: 2015-16 Actual Annual and that was coordinated by a teacher recalled to server and began managing ipads with it and that was effective. Students using chromebooks demonstrated rechnology use. Actual Annual and that was coordinated by a teacher recalled to server and began managing ipads with it and that was effective. Students using chromebooks demonstrated rechnology use. Actual Annual and that was coordinated by a teacher recalled to server and began managing ipads with it and that was effective. Students using chromebooks demonstrated rechnology use. Actual Annual and that was coordinated by a teacher rechnomemon.		When a computer breaks, it is replaced or	r repaired.		When a computer t	proke we had a plan and	freplaced or
Measurable Outcomes: Outcomes: Students using chromebooks demonstrated rechnology use. LCAP Year: 2015-16 Budgeted Expenditures \$30,640 Chrome Books, IPads, MacBooks, Doc Cams LCFF Base IT assessed future needs Medical Actions/Services Actual Actions/Services Actual Actions/Services Actual Actions/Services It assessed future needs		Broken computers are replaced each year New/refurbished technology will replace o	r. bld technology over	Actual Annual	repaired. It was coo	ordinated by a teacher re	eceiving a stipend
Outcomes: Students using chromebooks demonstrated rechnology use. LCAP Year: 2015-16 Actual Actions/Services Budgeted Expenditures \$30,640 Chrome Books, IPads, MacBooks, Doc Cams LCFF Base LCFF Base LCFF Base Outcomes: Students using chromebooks demonstrated rechnology use. Actual Actions/Services		ime.	;	Measurable	Broken computers	were replaced over sum	mer to make start
LCAP Year: 2015-16 Budgeted Expenditures \$30,640 Chrome Books, IPads, MacBooks, Doc Cams LCFF Base LCFF Base LCFF Base IT assessed future needs Students using chromebooks demonstrated technology use. Actual Actions/Services Actual Actions/Services Actual Actions/Services It assessed future needs	Outcomes:			Outcomes:	of the year more ef	fective.	:
Budgeted Expenditures \$30,640 Chrome Books, IPads, MacBooks, Doc Cams LCFF Base LCFF Base LCFF Base LCFF Base Actual Actions/Services Actual Actions/Services Actual Actions/Services Actual Actions/Services					technology use.	טווופטטטאא מפוווטוואנו מנפי	ין וויסום מוופכנואם
Budgeted Expenditures \$30,640 Chrome Books, IPads, MacBooks, Doc Cams LCFF Base LCFF Base Budgeted Expenditures Actual Actions/Services Actual Actions/Services Actual Actions/Services Actual Actions/Services			LCAP Yea	ar: 2015-16			
Budgeted Expenditures \$30,640 Chrome Books, IPads, IPads, MacBooks, Doc Cams LCFF Base LCFF Base Uwe identified technology that is no longer functional we identified technology that is no longer functional to longer functional we identified technology that is no longer functional reliable for some chromebooks and experimented reliable for students We identified technology that is no longer functional reliable for some chromebooks are faster, more durable and reliable for students IT assessed future needs		Planned Actions/Services			Actual Ac	tions/Services	
\$30,640 Chrome Books, IPads, IPads, MacBooks, Doc Cams LCFF Base IT assessed future needs			Budgeted Expenditures				Estimated_Actual Annual
MacBooks, Doc reliable for students Cams Cerr Base We decided chromebooks are faster, more durable and reliable for students We installed a server and began managing ipads with it received the server and began managing ipads with its received the server and began managing ipads with its received the server and began managing ipads with its received the server and began managing ipads with its received the server and began managing ipads with its received the server and began managing ipads with its received the server and began managing ipads with its received the server and began managing ipads with its received the server and began managing ipads with its received the server and began managing ipads with its received the server and began managing ipads with the server and began managing ipads with the server a	reevaluate the buc Take inventory of :	lget amount and quality of technology	\$30,640 Chrome Books,	We identified tech We purchased so	inology that is no lon	ger functional d experimented	LCFF BASE \$10,667
Cams We installed a server and began managing ipads with it LCFF Base IT assessed future needs	-start replacement	of laptops with chromebooks (40)	MacBooks, Doc	reliable for studer	nts		CCSS FUNDING
n and upkeep. LCFF Base IT assessed future needs	install server to ma	anage inads	Cams	We installed a ser	ver and began mana	aging ipads with it	\$5,661
	-IT support for serv	er installation and upkeep.	Eunding	II assessed tutur	e needs		4430-00 1 CEE BASE

We have decided to purchase more chromebooks and to phase out our laptops. We have decided to provide more ipads for younger students. We decided to increase technology in each classroom.	We have decided to purchase more chromebooks and We have decided to provide more ipads for younger st We decided to increase technology in each classroom	We have decided We have decided We decided to inc	What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?
R: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	OR:Low Income pupilsEnglFoster YouthRedesignaOther Subgroups:(Specify)		OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)
	X_ALL		<u>X</u> ALL
	Scope of service:		Scope of service:
		\$25,000 Technology equipment for Internet access (servers, routers, switches) LCFF Base Funding	

LOFE BASE	teacher per request.	teacher per request.	Chrome Books,	Purchase materials to wire new spaces as we grow	Purchase material
\$5195	Learning Lab schedule was maintained well electronically. Teachers were provided doc cam support from mentor	Learning Lab sc Teachers were p	\$30,640	Keep a schedule of use of Learning Lab Provide collaboration on use of doc cams	Keep a schedule c Provide collaborati
Estimated_Actual Annual Expenditures			Budgeted Expenditures		
	Actual Actions/Services			Planned Actions/Services	
		LCAP Year: 2015-16	LCAP Ye		
es with technology. ams echnology use for	Classes with chromebooks had fewer issues with technology. Ipads were more productive for K-2 Increased number of teachers using doc cams Rolling carts had some success Lab use for testing interferes with regular technology use for classes	Actual Annual Measurable Outcomes:	e ways	-Increase in engagement - Effective use of class time -teachers using technology in productive ways	Expected Annual Measurable Outcomes:
	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth	dvantaged, English I	Socioeconomically disa	Applicable Pupil Subgroups:	Goal Applies to.
				Schools: Innovations Academy	Coal Applies to:
r Local Priorities: 5678_X 610	Related State and/or Local Priorities: 1_X 2_X 3_X 4 5 6 7 8_X COE only: 9 10 Local : Specify		chers and students	#7 Improve technology access for teachers and students	Original GOAL from prior year LCAP:

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	X_ALL	Scope of service:	Survey teachers on practical internet speed
Due to space limitations, our learning lab will not be purchasing new chromebooks and speeding up a ph Continue to increase teacher use of doc cams for dis				MacBooks, Doc Cams LCFF Base Funding
iing lab will not be avai d speeding up a phase of doc cams for display	OR:Low Income pupilsEnglFoster YouthRedesignaOther Subgroups:(Specify)	X_ALL	Scope of service:	achieve 100% improvement in access Teacher survey revealed improved int that chromebooks were better than lap
Due to space limitations, our learning lab will not be available next year. We will increase classroom technology by purchasing new chromebooks and speeding up a phase in. More ipads for students in lower grade classrooms. Continue to increase teacher use of doc cams for displaying student work for feedback and critique.	pilsEnglish Learners _Redesignated fluent English proficient ɔs:(Specify)			achieve 100% improvement in access Teacher survey revealed improved internet speeds but also that chromebooks were better than laptops on this.
oom technology by de classrooms. µue.				

\$7900 5800-00 LCFF BASE	The signal strength was evaluated quarterly and found to be steady and improved. The learning lab and media lab were used daily. Teachers and students reported fewer connectivity problems with chromebooks and ipads but laptops had varying results.	The signal strength wasteady and improved The learning lab and Teachers and studen problems with chromosomy varying results.	\$25,000 Technology equipment for Internet access (servers, routers, switches) LCFF Base Funding	Regularly survey teachers and students on connectivity issues. Have IT coordinator evaluate the signal strength and consistency of signal across the campus. Continue use of learning lab and media arts lab	Regularly survey issues. Have IT coordinat consistency of sig
Estimated_Actual Annual Expenditures			Budgeted Expenditures		
	Actual Actions/Services			Planned Actions/Services	
		LCAP Year: 2015-16	LCAP Ye		
antly for tive results as well. technology with	Wait time was decreased but more significantly for chromebooks than laptops. Ipads had positive results as well. Students were more readily engaging with technology with fewer complaints about wait times.	Actual Annual Measurable Outcomes:	t ue to less downtime ernet access	Decreased wait time to access internet More effective student engagement due to less downtime Increased trust and predictability of internet access	Expected Annual Measurable Outcomes:
	Learners, Students with Disabilities, Foster Youth		Socioeconomically disadvantaged, English	Applicable Pupil Subgroups:	Goal Applies to:
			1	Schools: Innovations Academy	
5_ 6 7_X_ 8_X 10	1 2_X_ 3 4 5_ 6 7_X_ 8_X COE only: 9 10 Local : Specify	June 2016)	al has been completed J	#8 Improve internet access (This goal has been completed June 2016)	Original GOAL from prior year LCAP:
r I ocal Priorities:	Related State and/or Local Priorities:				

Scope of service:		Scope of service:
<u>XALL</u>		<u>X</u> ALL
OR:Low Income pupilsEnglish Learners		OR: Low Income pupilsEnglish Learners
Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	oficient	Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)
What changes in actions, services, and expenditures will be made as a result of extremely street.	We continue to see that some connectivity issues are strength. And, of course, at times connectivity is down	nectivity issues are related to specific pieces of equipment and not signal connectivity is down due to no fault of anyone (server provider issues). We will
reviewing past progress and/or changes to con goals?	inue to monitor this and increa	continue to monitor this and increase functional technology and decrease use of old equipment.

			Funding		
			LCFF Base		
LCFF BASE	follow up with all identified students	instruction and fo	\$5000 Field trips		
5210-00		Staff member as	,		
\$5862	SELPA consortium trainings on Language development	SELPA consortiu	Funding	Special education training in language development.	ວecial education traininເ
	ng received.	Discipline Training received	LCFF Base	Teachers receive training to increase desired outcomes	eachers receive training
\$0.00	Responsive classroom training received and Positive	Responsive class	program support		
			Aides for EL		
			\$44,392 Inst.		
Expenditures			Expenditures		
Estimated_Actual			Budgeted		
	Actual Actions/Services			Planned Actions/Services	
		LCAP Year: 2015-16	LCAP Ye		
and in group	improved social interactions on playground and in group work.	Outcomes:		mproved social interactions	Outcomes: Improv
arily	Increased sense of security to share voluntarily	Actual Annual Measurable		ncrease in sense of security	
Co	Increased class participation in class meeting			se in class participation	Expected Increase
	Learners, Students with Disabilities, Foster Youth		Socioeconomically disadvantaged, English	Applicable Pupil Subgroups: S	Godi Applies to. App
				Schools: Innovations Academy	
	Local : Specify				
10 1	COE only: 9 10				LCAP:
6 X 7 8 X	1 2 3 4_X 5 6_X 7 8_X	Students	and resources for F	#9 Increase language development time and resources for E1 students	
Local Priorities:	Related State and/or Local Priorities:				

Scope of service:	Scope c	Scope of service:	
X_ALL	X_ALL		
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	OR: _Low I _Foste _Other	DR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)	
Scope of service:	Scope c	Scope of service:	
ALL	ALL		
OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify) Special Education Students	OR: Low I Foste Other	OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)_Special Education Students	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? We will continue development and responsive classing the changes in actions, services, and we will continue development and responsive classing the changes in actions, services, and we will continue development and responsive classing the changes in actions, services, and we will continue development and development are development and development and development and development are development and development and development and development are development and development and development are development and development and development are developmen	We will continue with the use of selected software pro development and to be used in a blended learning for responsive classroom, restorative justice and positive	We will continue with the use of selected software program to bolster specific language skills and vocabulary development and to be used in a blended learning format. We will continue to train teachers at higher levels in responsive classroom, restorative justice and positive discipline language modeling	ary ys in

Estimated_Actual Annual Expenditures		Budgeted Expenditures		
Actual Actions/Services	Actu		Planned Actions/Services	
	5-16	LCAP Year : 2015-16		
data that supported whole school communication and follow up as needed. That data was shared with teacher, counselor and front office and filed for future use and parent meetings.	Measurable data that support office data that support of the control of the contr	Mea Out		Measurable Outcomes:
A paper system was instituted by which all students sent out of class were sent with a pass that was designed by staff with	Actual Annual of class were s		A platform will be in place Behavior documentation will be quantified	Expected (
with Disabilities, Foster Youth	d, English Learners, Students	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth	Applicable Pupil Subgroups:	Coal Applies to:
			Schools: Innovations Academy	Goal Applies to:
Local : Specify			,	
COE only: 9 10			challenged students.	LCAP:
1_ 2 3 <u>_X</u> 4 5 <u>_X</u> 6 <u>_X</u> 7 8 <u>_X</u>	nat supports positive	m of behavior documentation the hold kind and firm hollndarie	#10 Implement the use of the a system of behavior documentation that supports positive	Original GOAL
Related State and/or Local Priorities:				

n and follow up. upport staff as well	tion of incidents was useful for communication and follow up. similar data collection but allows access for support staff as well accessible.		Use of the paper system showed us that documenta We are seeking an electronic system that allows us and long term maintenance will be easier and more	Use of the pa We are seek and long tern	What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?
	ilsEnglish Learners Redesignated fluent English proficient s:(Specify)	ncome pup rr Youth Subgroup:		sh proficient 	OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)
		X ALL			X ALL
		Scope of service:			Scope of service:
4430-00 New software	on responsible for follow up was an	Having one person r improvement.	Training LCFF Base Funding		Follow up by school counselor.
\$14,580 Lcff base funding	We found the paper system to be a huge improvement but access to all support personnel was still missing.	We found the paper access to all support	Positive Discipline	œur.	system. Time established when documentation will occur
			\$14,580	mentation	Establishment and use of new behavior documentation

		Scope of service:			Scope of service:
\$0.00	All planned actions were taken. This goal was met.	All planned actions we	\$0.00	Staffs create a checklist. Follow up on checklist during the year. Teacher reminders about needed tasks. Training for office staff that maintain records.	Staffs create a checklist. Follow year. Teacher reminders about r office staff that maintain records
Estimated_Actual Annual Expenditures			Budgeted Expenditures		
	Actual Actions/Services			Planned Actions/Services	
		LCAP Year : 2015-16	LCAP Ye		
	upon hire	Outcomes: upc	-	upon hire	
apers in place	All teachers hired will be credentialed and papers in place	ν.	papers in place	All teachers hired will be credentialed and papers in place	कें
measures	Teacher direction given for any correctional measures	_ <u>4</u>	ıal measures	Teacher direction given for any correctional measures	Annual
	Checklist created for needed documents			Checklist created for needed documents	Expected
	_earners, Students with Disabilities, Foster Youth	dvantaged, English Learne	Socioeconomically disadvantaged, English I	Applicable Pupil Subgroups: S	Godi Applies to.
				Schools: Innovations Academy	Cool Applica to:
	Local : Specify				
10_	COE only: 9 10	i co			LCAP:
6 X 7 8_	1_X_ 2 3 4 5 6_X_ 7 8_	D D D D D D D D D D D D D D D D D D D	ntation of credential r	#11 Provide clear structure for documentation of credential needs	Original GOAL
Local Priorities:	Related State and/or Local Priorities:				

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	X_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficient _Other Subgroups:(Specify)
The actions for this goal need to be continued each year but the goal can be eliminated because there is nothing more that needs to be done.	X_ALL OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)

	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		pilsEnglish Learners _Redesignated fluent English proficient ɔs:(Specify)	OR:Low Income pupilsEnglFoster YouthRedesignaOther Subgroups:(Specify)
	X_ALL			X_ALL
	Scope of service:			Scope of service:
\$3800 5800-00 LCFF BASE FUNDING	Teacher retreat provided before start of school year connecting teachers with support and information. Positive Discipline training provided by school counselor and trainer. ST Math training provided. Special Education trainings and support from SELPA Consortium for Ed Specialists, Common Core Writing PD provided. Teachers were provided mentors and support teachers as needed.	\$7500 LCFF BASE FUNDING	Teacher retreat planned and provided before start of school year connecting teachers with support and information. Positive Discipline training provided . Trainings and mentors provided to teachers	Teacher retreat planned and provischool year connecting teachers winformation. Positive Discipline traand mentors provided to teachers
Estimated_Actual Annual Expenditures		Budgeted Expenditures		
	Actual Actions/Services		Planned Actions/Services	
	LCAP Year: 2015-16	LCAP Yea		
and mentoring. nnovations s were	Actual Annual Measurable Outcomes: Teachers hired were offered many supports and mentoring trained in programs used by Innovations Academy. Teacher support and partnerships were implemented during the year.	ainings received ers will feel	Teaching will improve based on specific trainings received before and during the school year. Teachers will feel supported in creating quality learning.	Expected Annual Measurable Outcomes:
	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth	ocioeconomically disad	Applicable Pupil Subgroups: S	Goal Applies to:
Local Priorities: _ 6_X_ 7 8 10	Related State and/or Local Priorities: 1_X 2_ 3_ 4_ 5_ 6_X_ 7_ 8_ COE only: 9_ 10_ Local : Specify		Je su	Original GOAL from prior year LCAP:
here is nothing	be continued each year but the goal can be eliminated because there is nothing	The actions for this goal need to be continued each more that needs to be done.	What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	What changes in expenditures will reviewing past pro
	Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)		_Foster_YouthKeaesignated fluent English proficient _Other Subgroups:(Specify)	Other Subgroup

	pilsEnglish Learners _Redesignated fluent English proficient	OR:Low Income pupilsFoster YouthRe		ers t English proficient		OR: _Low Income pupils _Foster YouthRe
,		ALL				ALL
		Scope of service:				Scope of service:
\$0.00 \$7346 5900-00 LCFF BASE	Front office communicated with director regularly about students with attendance issues. Direct contact with parents was made with varying degrees of success.	Front office comm students with atter was made with val	\$25,000 (Blackboard connect, PowerSchool attendance) LCFF Base Funding \$31,860 Classified Salaries to support Parent education and awareness LCFF Base Funding	ly assessment of	Generate monthly list and make monthly assessment of how to remedy situation	Generate monthly list ar how to remedy situation
Estimated_Actual Annual Expenditures			Budgeted Expenditures			
	Actual Actions/Services			Planned Actions/Services	Planned Act	
		LCAP Year: 2015-16	LCAP Ye			
nriable benefit to intinued to observe ady attendance. ticular students.	ADA stayed about the same. There was variable benefit to contacting students during the year. We continued to observe increased participation in students with steady attendance. We generated specific interventions for particular students.	Actual Annual Measurable Outcomes:		hool chool learning connection	Increased time in school Increased time for school learning Increased feeling of connection	Expected Annual Measurable Outcomes:
	Learners, Students with Disabilities, Foster Youth		Socioeconomically disadvantaged, English	duelly	Applicable P	Goal Applies to:
/or Local Priorities: 5_X 6 7 8 9 10	Related State and 1 2 3_X 4 COE only: Local : Specify	e communication wit	sences and increase	#13 Gather data about tardiness and absences and increase communication with parents of targeted students	#13 Gather data all targeted students	Original GOAL from prior year LCAP:
or new teacher ear we will hire a	We realize that trainings in our social emotional program and academic expectations are crucial for new teacher success. We are now requiring them of new teachers. A mentor system will be set up and next year we will hire a vice principal/asst. director to provide additional teacher feedback and support.	ocial emotional progr nem of new teachers vide additional teach	at trainings in our so are now requiring th 'asst. director to pro'		What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	What changes expenditures w reviewing past p

nue to provide a lal and emails. We tion about orm across grade	We will research who to require specific parents to take a discipline support course. We will continue to provide a positive discipline training and support. We will continue the use of the weekly home-school journal and emails. We will institute quarterly portfolio review times for parents that will be accompanied by parent education about academics for parents. We will reevaluate use of FreshGrade and institute use of consistent platform across grade	pecific parents to tal pport. We will contin riew times for parent evaluate use of Fres	rch who to require soline training and su uarterly portfolio revurarterly. We will re	We will reseat positive discipuil institute qualitation academics for	What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	What changes i expenditures wil reviewing past pro
	oilsEnglish Learners _Redesignated fluent English proficient /s:(Specify)	OR:Low Income pupilsEnglFoster YouthRedesignaOther Subgroups:(Specify).		ish proficient	pilsEnglish Learners _Redesignated fluent English proficient ps:(Specify)	OR:Low Income pupilsEnglFoster YouthRedesignaOther Subgroups:(Specify).
		X_ALL	<u>; </u>			X_ALL
		Scope of service:				Scope of service:
1200-00	Use of Freshgrade LMS as communication tool. Start of the year informational meetings about our program School Counselor provided education to parents A discipline class was offered on campus	Use of Freshgrade Start of the year in School Counselor A discipline class	sessions LCFF Base Funding	ool. It our program	Use of Freshgrade LMS as communication tool. Start of the year informational meetings about our program	Use of Freshgrade Start of the year in
\$1365 4200-00	a weekly email to parents about classwork to director.	All teachers sent a	outreach, workshops and information	about	All teachers send a weekly email to parents about classwork.	All teachers send classwork.
	Thursday home-school journal provided to used in all classrooms	Continued use of each student and	\$10,000 Parent	each student	A Thursday home-school journal provided to each student and used in all classrooms	A Thursday home-school jo
Estimated_Actual Annual Expenditures			Budgeted Expenditures			
	Actual Actions/Services			Services	Planned Actions/Services	
		LCAP Year: 2015-16	LCAP Ye			
between home and d school.	Increased connection and communication between home and school. Consistent expectations between home and school.	Actual Annual Measurable Outcomes:	between home nd school.	communication etween home a	Increased connection and communication between home and school. Consistent expectations between home and school.	Expected Annual Measurable Outcomes:
	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth	dvantaged, English Le	ocioeconomically disa	ademy :	Schools: Innovations Ac Applicable Pupil Subgroups	Goal Applies to:
r Local Priorities:6_X_7_X_810	Related State and/or Local Priorities: and 1 2_X 3_X 4 5 6_X 7_X 8_ COE only: 9 10 Local : Specify	ıl emotional learning	derstanding of socia children.	improve the undireadiness of (#14 Parent education to improve the understanding of social emotional learning and developmental needs and readiness of children.	Original GOAL from prior year LCAP:
ing support and	Send a letter over the summer who have had ongoing issues with attendance and tardiness offering support and requesting changes for the upcoming school year. Continue ongoing interventions as needed.	no have had ongoing ning school year. Co	Send a letter over the summer who have had ongoin requesting changes for the upcoming school year. C	Send a letter requesting ch	What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	What changes i expenditures wil reviewing past pro
	s:(Specify)	Other Subgroups:(Specify)			s:(Specify)	Other Subgroups:(Specify)

levels.

regular access to on on a quarterly ment.	Institution of a portfolio review by parents on a quarterly basis will guarantee parents have more regular access to information about progress. Parents of academically low students will also be provided information on a quarterly basis about how to support academics outside of school and use of software for student improvement.	of a portfolio review by on about progress. Pare out how to support acac	What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	What changes in expenditures will reviewing past pro
	OR: Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	nt	ilsEnglish Learners _Redesignated fluent English proficient s:(Specify)	OR:Low Income pupilsEnglFoster YouthRedesignaOther Subgroups:(Specify)
	<u>X</u> ALL			X ALL
	Scope of service:			Scope of service:
See goal #2— Annual update section	Home-school journal implementation Parent Information meetings Access to parenting education class Aligned expectations for teachers about report card communications. Improved report card.	See goal #2— Annual update section	al implementation meetings g education class	Home-school journal implementation Parent Information meetings Access to parenting education class
Estimated_Actual Annual Expenditures		Budgeted Expenditures		
	Actual Actions/Services		Planned Actions/Services	
	LCAP Year: 2015-16	LCAP Y		
orth	Actual Annual Measurable Outcomes: Increased academic input from students Increased literacy and numeracy rates Increased sense of connection and self-worth	nts s elf-worth	Increased academic input from students Increased literacy and numeracy rates Increased sense of connection and self-worth	Expected Annual Measurable Outcomes:
	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth		Schools: Innovations Academy Applicable Pupil Subgroups:	Goal Applies to:
or Local Priorities: 56_X_78_X 910	Related State and/or Local Priorities: 1 2 3_X 4 5 6_X 7 8_X COE only: 9 10 Local : Specify	ne parents of low perfor	#15 Increase communication with the parents of low performing students	Original GOAL from prior year LCAP:

						Dolated State and/or	r I cool Drioritics:
Original GOAL from prior year LCAP:	#16 Increase teacher access to high quality materials and resources	ess to high qua	lity materials and re	sources		COE only: 910 Local : Specify	6 X 7 8 X
Goal Applies to:	Schools: Innovations Ac Applicable Pupil Subgroups	cademy :	ocioeconomically disac	lvantaged, English Lea	rners, Students with	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth	
Expected I Annual I Measurable T Outcomes:	Increased literacy and numeracy evidence Increased academic language Teachers feel supported	eracy evidence ige	·	Actual Annual Measurable Outcomes:	Increased literacy a assessments Teachers expresse	Increased literacy and numeracy in both formative and MAPS assessments Teachers expressed feeling supported by new materials	rmative and MAPS new materials
			LCAP Ye	LCAP Year : 2015-16			
	Planned Actions/Services	ervices			Actual Ac	Actual Actions/Services	
			Budgeted Expenditures				Estimated_Actual Annual Expenditures
Positive Discipline Training & ClassroomTraining & purchas SD Area Writing Project Train MindUp Curriculum Purchase	Positive Discipline Training & purchases, Responsive ClassroomTraining & purchases, Project Training (Reggio), SD Area Writing Project Training, FOSS Kit purchases, MindUp Curriculum Purchase,	ponsive iing (Reggio), ırchases,	See goal #2,6,7,8— Annual update section	Completed WASC Training & purchas purchases, Project Project Training, For Purchase, Natural access to materials	Completed WASC accreditation year 1. Positive Disciplir Training & purchases, Responsive ClassroomTraining & purchases, Project Training (Reggio), SD Area Writing Project Training, FOSS Kit purchases, MindUp Curriculu Purchase, Natural History Museum access pass, IMC access to materials, MAP test (NWEA)	accreditation year 1. Positive Discipline ses, Responsive ClassroomTraining & Training (Reggio), SD Area Writing OSS Kit purchases, MindUp Curriculum History Museum access pass, IMC s, MAP test (NWEA)	See goal #2,6,7,8—Annual update section
Scope of service:				Scope of service:			
ALL				ALL			
OR:Low Income pupilsEnglFoster YouthRedesignaOther Subgroups:(Specify)	र: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficient Other Subgroups:(Specify)	sh proficient _		OR:Low Income pupilsEnglFoster YouthRedesignaOther Subgroups:(Specify)	ilsEnglish Learners Redesignated fluent Er s:(Specify)	ilsEnglish Learners Redesignated fluent English proficient s:(Specify)	
What changes in expenditures will reviewing past pro	What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to assessment o	We will continue to provide trainings each year to our will continue to provide resources that will support impassessment of measures. We will continue to work on	gs each year to our t that will support imp continue to work on	teachers that align with the in lementation of our charter, Co. WASC report and affiliation.	We will continue to provide trainings each year to our teachers that align with the implementation of our charter. We will continue to provide resources that will support implementation of our charter, Common Core standards and assessment of measures. We will continue to work on WASC report and affiliation.	of our charter. We standards and

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

₽ In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

countywide, or charterwide manner as specified in 5 CCR 15496 Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide,

services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the for guidance.) For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site

s Academy projects to
receive an increase
Innovations Academy projects to receive an increase in LCFF funding for 2014-15 of approximately \$60,054 over the prior year (2013-14) of

Describe how the LEA is expending these funds in the LCAP year.

support to provide academic counseling and psycho-social services. Purchase of ELD reading intervention program, CELDT testing. Additional needs. Specific use of Supplemental funds includes cost associated with Academic Intervention programs. Additional counselor/mental health curriculum & instructional materials. Hiring of additional staff (MFT counselors & interims, Instructional Aides) purchase of Lap-tops, Chrome Students will receive instruction from fully certified high quality teacher; students will have access to Common Core standards-aligned professional Development for CCSS, ELA, & ELD to support English-Learner population. improve student learning. Unduplicated count students will benefit from additional Technology and software designed to their instructional Books, IPads, Mac Books, new Math Curriculum, Various software (ST Math, ST Read, ST Write & Type, Lexia, RazKids reading)to enhance and

φ the LCAP year as calculated pursuant to 5 CCR 15496(a) In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in

provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR services for unduplicated pupils as compared to the services provided to all pupils. 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners

2.73

%

Grant and Supplemental funding will provide increased or improved services for unduplicated count students. Specific actions include: services for all pupils in the LCAP year is 2.67%. Increasing the school budget allocations consistent with the foundation of the LCFF model-Base Innovations Academy calculates that the percentage by which services for unduplicated pupils must be increased or improved compared to

ELA, & ELD to support English-Learner, low-socio economic students, and Foster youth population. counseling and psycho-social services. Purchase of Reflex Math, ST Math, Read, Lexia, RazKids. Additional professional Development for CCSS, Purchase of additional Technology, software, and support staff including additional counselor/mental health support to provide academic