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

Meeting location(s)

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

Board Attendance

Nathan Cooper	Stephen Rosen	Danielle Strachman	Tony Spitzberg			

Others in Attendance

Christine Kuglen	Delano Jones					

Agenda

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	
o Teacher briefing (Tony)	Discussion:
o Financial update (Delano) ✓ SDUSD site visit	

o Director update (Christine)
      ✓ Full time capacity/enrollment
      ✓ Part time capacity/enrollment
      ✓ LCAP implementation
      ✓ School relocation
	<u>Item – Director Update</u>
	Discussion:

➢ Action items	

o Approve the LCAP
    o Educator Effectiveness Expenditure Plan
    o Approve Working Budget for next fiscal year
    o Approve EPA resolution
    o Approve Consolidated App Part I-Due June 30, 2014
	<u>Item – Approve the LCAP</u>
	Discussion:
	Vote:
	<u>Item – Educator Effectiveness Expenditure Plan</u>
	Discussion:
	Vote:
	<u>Item – Approve Working Budget for next fiscal year</u>
	Discussion:
	Vote:
	<u>Item – Approve EPA resolution</u>
	Discussion:
	Vote:

Topic	Minutes
	Item – Approve Consolidated App Part I-Due June 30, 2014 Discussion: Vote:
➢ Discussion items	
o IA Board recruitment (All) o Schedule for Board meetings (All)	Item – Discussion:
o Assign new action/discussion items	
➢ Next board meeting	
o Confirm date of next meeting	
o 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 @ Board@InnovationsAcademy.org if you require special assistance or a listening device to attend the Board Meeting. Requests must be made 48 hours in advance.

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

   - At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;

   - All votes taken during a teleconference meeting shall be by roll call;

   - If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

   - All locations where a member of the Board of Directors constituting the quorum participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

   - Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

   - The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

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	 Discussion:
	 Vote:
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	 Discussion:
	 Vote:
	 <u>Item – Approve Working Budget for next fiscal year</u>
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Introduction:

Local Control and Accountability Plan and Annual Update

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and 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.

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 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 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 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 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 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 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.

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 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. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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 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 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 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 (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.

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 by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was 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 pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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 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.

A. Conditions of Learning:

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 teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

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)*

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 needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

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 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 college by the Early Assessment Program. (Priority 4)*

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 applicable. (Priority 8)*

C. Engagement:

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 and special need subgroups. (Priority 3)*

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

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 connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP 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 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Involvement Process	Impact on LCAP
Innovations Academy Board reviewed and discussed LCAP as a regular agenda item at public board	The input received from various stakeholders served to:
All staff members attended training and discussion regarding LCFF and LCAP. Input received 1/4/16 & 4/4/16	• Inform Innovations Academy administration and staff regarding community perception and needs. • Evaluate our LCAP plan and progress to the needs of the community.
Students in grades 3-8 were surveyed by teachers	
Three meetings were held for parents (August (1) and September 2014 (2))	• Identify actions that Innovations Academy and the community can take to work collaboratively to implement our LCAP.
Parent access to LCAP was displayed on our website. Parent input survey was conducted (6/16)	Communicate with parents the importance of working as a team to develop and implement the LCAP and all programs and 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: For the 2016-17 school year, Innovations Academy will hold a monthly review at our public board meetings.	**Annual Update:** Information was gathered through the variety of method. Parent, Teacher, Teacher Assistant, Special Ed team and board input will continue to inform the administration about our progress.
The LCAP is posted on the website.	
Parents will be informed at Parent Information meetings.	Our LCAP plan will continue to be informed by our community 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	

Section 2: Goals, Actions, Expenditures, and Progress Indicators

GOAL:	#1 Teacher/Admin committees and teams developing or selecting formative assessment tools.			Related State and/or Local Priorities:
				1 __ 2 X 3 X 4 X 5 __ 6 __ 7 X 8 X
				COE only: 9 __ 10 __
				Local : Specify __
Identified Need :	To implement the use of effective assessment tools for measuring student progress and use them to inform parents			
Goal Applies to:	Schools:	Innovations Academy		
	Applicable Pupil Subgroups:	All pupils, Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth		

Expected Annual Measurable Outcomes:	-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		

LCAP Year 1: 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize MAP test and receive training in using MAP data for Math, LA, Reading which is not formative but will help teachers create curriculum and adjust assessment needs. Special Ed staff and teacher assistants support teachers to assess all students. CAASSP assessments given to students. Committee of teachers open to all teachers will meet regularly. Portfolios will be reviewed by parents and teachers quarterly.	Schoolwide	X_ ALL OR: __ Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)Special education students	$2800 LCFF BASE 4430-000 $105,000 SPED FUNDING 2200-65 $187,590 SPED FUNDING 2100-65
Create a template for sharing data with parents. Utilize it and evaluate use	Schoolwide	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	No cost to school

Expected Annual Measurable Outcomes:	-Students and parents receive clear feedback about their progress -Tools being used will be transparent and accessible -Students will experience a variety of assessments		

LCAP Year 2: 2017-18

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with MAP and compare scores using skills learned	Schoolwide	_X_ ALL	$2800

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

LCFF BASE
4430-000

GOAL:	#2 Effective dissemination of information gathered from tools to parents and staff	Related State and/or Local Priorities: 1__ 2 X 3 X 4 X 5 __ 6 __ 7 __ 8 X COE only: 9 __ 10 __ Local : Specify
Identified Need :	To implement the use of effective assessment tools for measuring student progress and use to inform parents	
Goal Applies to:	Schools: Innovations Academy	
	Applicable Pupil Subgroups: All pupils	
Expected Annual Measurable Outcomes:	Students and parents receive clear feedback about their progress	

LCAP Year 1: 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create a documented list of ways parents can access information about their child's academic progress. Make sure this information is included in the parent handbook. Create a documented resource for teachers of appropriate formative assessment tools. Provide training in formative assessment tools.	Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500 LCFF BASE 5800-00 5800-00

LCAP Year 2: 2017-18

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
Expected Annual Measurable Outcomes:	Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school about their child's academic progress.		

Goal / Service Table

Service		Expenditures
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 _X_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	$500 LCFF BASE 5800-00 4300-00

GOAL: #3 Teachers will receive professional development from experts to inform their practice and materials that support implementation of CCSS and NGSS

Related State and/or Local Priorities:
1 _X_ 2 X_ 3 __ 4 _X_ 5 __ 6 __ 7 _X_ 8 _X_
COE only: 9 __ 10 __
Local : Specify _____

Identified Need : Provide resources and support to align instruction with the CCSS and NGSS

Goal Applies to:
Schools: Innovations Academy
Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:
-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

LCAP Year 1: 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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. Teacher evaluations aligned with increasing academic language and cognitive demand. Teacher mentors in science will be trained and will support other teachers. Project Support aligned with increasing academic	Schoolwide _X_ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		$10,000 5210-00 LCFF BASE $6947 FOSSKIT 4315-00 $19,000 1105-00 LCFF BASE

excellence.
Increased technology access for students

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-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	Continued professional development pedagogically aligned with IA charter Continued support for teacher choice in professional development	Schoolwide	_X_ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

GOAL: #4 Teacher teams will be developed for observation and feedback

Related State and/or Local Priorities:
1_X_ 2_X_ 3__ 4__ 5__ 6_X_ 7__ 8_X_
COE only: 9__ 10__
Local : Specify

Identified Need : Provide resources and support to align instruction with the CCSS and NGSS

Goal Applies to:	
Schools:	Innovations Academy
Applicable Pupil Subgroups:	All pupils

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Increased quality of instruction -Student portfolios showing growth	Teacher teams will change on a monthly basis and last all year. 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	Schoolwide	_X_ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No cost to school

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:
-Increased quality of instruction
-Student portfolios showing growth

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will continue peer observations Teachers will review student portfolios of peer teachers. Teachers will take on providing staff professional development in a variety of CCSS aligned teaching strategies and mentoring new teachers about observations and portfolios	Schoolwide	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)__	No cost to school

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GOAL: #5 Select and integrate digital resources into the curriculum to utilize aspects of blended learning to increase student and parent engagement.

Related State and/or Local Priorities:
1 _X_ 2 _X_ 3 __ 4 __ 5 __ 6 __ 7 __ 8 _X_ COE only: 9 __ 10 __ Local : Specify __

Identified Need : Enhance core instruction with digital resources

Goal Applies to:

Schools:	Innovations Academy
Applicable Pupil Subgroups:	All pupils

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:
-Increased variety and quantity of access to digital resources
-Increased home access to digital learning
-Small group instruction time increased

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Quality software that was selected in previous year 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.	Schoolwide	_X_ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)__	No cost to school

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expected Annual Measurable Outcomes:	-Increased variety and quantity of access to digital resources -Increased home access to digital learning -Small group instruction time increased			
	Training on any new software. Training for new teachers on established programs Protocol written for guiding teachers on continued use of software to meet charter goals.	Schoolwide	_X_ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	$18,000 (ST Math, TTRS, MATH XL, RAZ KIDS,BRAIN POP) 4430-00 LCFF BASE

GOAL:	**#6** Develop a plan for replacement and upkeep of technology		Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 __ 4 __ 5 __ 6 __ 7 _X_ 8 _X_ COE only: 9 __ 10 __ Local : Specify _____
Identified Need :	Research and develop a plan for increasing engagement through technology		
Goal Applies to:	Schools:	Innovations Academy	
	Applicable Pupil Subgroups:	All pupils	

OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	There will be one internet accessible computer per every two students in 2nd through 8th grades Students in grades K-1 will have reasonable use of technology

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	$5000 4400-00 Lcff base $500 Lcff base $750 4400-00 Lcff base

Expected Annual Measurable Outcomes: There will be a reproducible plan for technology replacement over time

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Replace additional laptops with chromebooks Replace or add ipads as needed Purchase new doc cams as needed Purchase new projectors as needed	Schoolwide	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	$12,000 4400-00 Lcff base $1500(5) 4400-00 $2250 Projectors(3) 4400-00 Lcff base $1500 Tech support 1105-00

GOAL:	**#7** Improve technology access for teachers and students
Identified Need :	Research and develop a plan for increasing engagement through technology
Goal Applies to:	**Schools:** Innovations Academy
	Applicable Pupil Subgroups: All pupils, Socioeconomically disadvantaged , English Learners, Students with Disabilities, Foster Youth

Related State and/or Local Priorities:
1 X 2 X 3 X 4 __ 5 __ 6 __ 7 __ 8 X
COE only: 9 __ 10 __
Local : Specify _____

Applicable Pupil Subgroups:
OR:
__ Low Income pupils __ English Learners
__ Foster Youth __ Redesignated fluent English proficient
__ Other Subgroups:(Specify)_____

LCAP Year 2: 2016-17

GOAL: #8 Improve internet access. (Completed June 2016)

Related State and/or Local Priorities:
1_ 2 X 3_ 4_ 5_ 6_ 7 X 8 X
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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)___	No additional cost to school

Expected Annual Measurable Outcomes:
- Increase in engagement
- Effective use of class time

LCAP Year 3: 2017-18

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide support for teacher use of technology to provide small group instruction 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.	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	No additional cost to school

Expected Annual Measurable Outcomes:
- Increase in effective engagement
- Effective use of class time
-teachers using technology successfully

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Schoolwide	_X_ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	$5000 5800-00 IT installation

GOAL: #9 Increase language development time and resources for EL students

		Related State and/or Local Priorities:
Identified Need :	Revise current ELD (English Language Development) Program	1 __ 2 __ 3 __ 4 _X_ 5 __ 6 _X_ 7 __ 8 _X_
		COE only: 9 __ 10 __
Goal Applies to:	Schools: Innovations Academy	Local : Specify _____
	Applicable Pupil Subgroups: All pupils, Socioeconomically disadvantaged , English Learners, Students with Disabilities, Foster Youth	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase in class participation Increase in sense of security Improved social interactions		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued training and placement of teacher assistants to support EL students to have positive social interactions and 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.	Schoolwide	_X_ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	See goal 9 Action/services above No additional cost to school

LCAP Year 3: 2017-18

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expected Annual Measurable Outcomes:	Increase in class participation Increase in sense of security Improved social interactions			
	With software in place and small group instruction in place as part of procedure, we will continue to train assistants and place them strategically to support EL students.	Schoolwide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$63,300 2100-00 LCFF BASE FUNDING

	Related State and/or Local Priorities:
	1__ 2__ 3 X_ 4__ 5 X_ 6 X_ 7__ 8 X_ COE only: 9__ 10__ Local : Specify _____

GOAL: #10 Implement the use of a system of behavior documentation that supports positive intervention and training for teachers to hold kind and firm boundaries that offer support to challenged students

Identified Need :	Continue to grow and expand the social emotional learning opportunities of our students.
Goal Applies to:	Schools: Innovations Academy
	Applicable Pupil Subgroups: All pupils

LCAP Year 2: 2016-17

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expected Annual Measurable Outcomes:	A platform will be in place Behavior documentation will be quantified Follow up will be documented			
	Evaluate platform for behavior documentation. Select a platform that is mobile device usable If 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.	Schoolwide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$58000 2200-00 LCFF BASE

LCAP Year 3: 2017-18

Expected Annual Measurable	Continued implementation of behavior documentation Collaboration between staff and counselor

| Outcomes: | Plan for parent involvement when behavior is documented | | | |

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Collaboration plan developed between staff and counselor on positive interventions that are working. Ongoing training for new staff and staff needing support on how to address behavior in a Positive Discipline school.	Schoolwide	_X_ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____	$2880 5800-00 LCFF BASE

GOAL: #11 Provide clear structure for documentation of credential needs. (Goal meet 2015-16 and removed)

Related State and/or Local Priorities:
1 _X_ 2 __ 3 __ 4 __ 5 __ 6 _X_ 7 __ 8 __
COE only: 9 __ 10 __
Local : Specify _____

Identified Need :	**Needs:** Continue to provide students access to a highly effective teacher in every classroom each year

Goal Applies to:	**Schools:** Innovations Academy
	Applicable Pupil Subgroups: All pupils

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

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Review credential evaluation procedure and certify that it is functioning. Document procedure thoroughly and this goal will be complete.	Schoolwide	_X_ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	No additional cost to school

GOAL: #12 Provide support for newer teachers

Related State and/or Local Priorities:

	1 _X_ 2_ 3_ 4_ 5_ 6 X 7_ 8_ COE only: 9_ 10_ Local : Specify ___
Identified Need :	Continue to provide students access to a highly effective teacher in every classroom each year.
Goal Applies to:	**Schools:** Innovations Academy **Applicable Pupil Subgroups:** All pupils
Expected Annual Measurable Outcomes:	Teaching will reflect skills learned in professional development provided by the school. Teaching will reflect skills learned in professional development that is aligned to the school's charter and funded by the school but chosen by the teacher.

LCAP Year 2: 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will be observed by a designated staff person who 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 support.	Schoolwide	_X_ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	No additional cost to school See goals #1,2 action/services $3360 1105-00 LCFF BASE

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:		Improved learning through professional development being provided by teachers to other teachers, school chosen and teacher chosen experiences.	
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Teachers will be observed by a designated staff person who will provide supportive feedback. Continuing training in core philosophies of our school. Continued observations by peers to support school culture and quality teaching.	Schoolwide	_X_ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	No additional cost to school See goals #1,2 action/services $3360 1105-00 LCFF BASE

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_

Identified Need :	Decrease tardiness and absences

Goal Applies to:	Schools:	Innovations Academy
	Applicable Pupil Subgroups:	All pupils

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	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		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff member assigned to task of generating a list of tardy and absent students. List will be evaluated and follow up to 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 area will be designated for parent meetings to determine a remedy plan. Prior to commencement of new school year, parents of targeted students will receive a letter.	Schoolwide	_X_ ALL

OR:

__ Low Income pupils __ English Learners
__ Foster Youth __ Redesignated fluent English proficient
__ Other Subgroups:(Specify)_____ | No additional cost to school |

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Solidify strategies that are working and make changes to ineffective strategies. Hold parent meetings for repeat offenders and plan strategies for successful attendance for most difficult families.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use previous data to reflect on strategies.			
Continue to hold meetings with families as needed. Use data accumulated to evaluate plans that are effective.	Schoolwide	__ ALL

OR:

__ Low Income pupils __ English Learners
__ Foster Youth __ Redesignated fluent English proficient
__ Other Subgroups: (Specify)_____ | No additional cost to school |

GOAL:	#14 Parent education to improve the understanding of social emotional learning and developmental	Related State and/or Local Priorities:

needs and readiness of children

	1 _ 2 X 3 X 4 _ 5 _ 6 X 7 X 8 _
	COE only: 9 _ 10 _
	Local : Specify _____

Identified Need : Parent education regarding academic excellence includes project based learning, social emotional learning, developmental needs of children, play and hands on learning.

Goal Applies to:

Schools:	Innovations Academy
Applicable Pupil Subgroups:	All pupils, Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth

Expected Annual Measurable Outcomes: Increase connection and communication between home and school
Consistent expectations between home and school

LCAP Year 2: 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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. Provide a training for parents of students with ongoing issues in Positive Discipline. Provide counselor support to targeted students.	Schoolwide	_ ALL OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify)_____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify)_____	$200 4300-00 Lcff base $500 5800-00 Lcff base $750 comp books 4315-00 LCFF BASE

LCAP Year 3: 2017-18

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase connection and communication between home and school Consistent expectations between home and school	Schoolwide	X ALL OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)_____	$200 4300-00 Lcff base $500 5800-00 Lcff base $750 comp books 4315-00 LCFF BASE
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.			

GOAL: #15 Increase communication with the parents of low performing students | **Related State and/or Local Priorities:**

Identified Need :	To close the achievement gap for underperforming students
Goal Applies to:	Schools: ___ Innovations Academy
	Applicable Pupil Subgroups: Parts of each community: All pupils, Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth
Expected Annual Measurable Outcomes:	Increased sense of self-worth and student achievement Increased literacy rates for students

LCAP Year 2: 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development provided to support intervention strategies for low performing students.	Schoolwide	_X_ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	No additional cost to school
Tutoring provided by teacher assistants outside of class time.			$25,110 2100-00 Lcff base
Parent education on academic learning outside of school			No additional cost to school
Refine and define platform for consistent parent communication to create cross grade continuity in school-home communication.			

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:		Increased sense of self-worth and student achievement Increased literacy rates for students	
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Professional Development provided to support intervention strategies for low performing students.	Schoolwide	_X_ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____	No additional cost to school
Tutoring provided by teacher assistants outside of class time.			$25,110 2100-00 Lcff base
Parent education on academic learning outside of school.			No additional cost to school
Reevaluate goal for possible completion			No additional cost to school

GOAL:	#16 Increase teacher access to high quality materials and resources	**Related State and/or Local Priorities:** 1 _X_ 2 _X_ 3 __ 4 _X_ 5 __ 6 _X_ 7 __ 8 _X_ COE only: 9 __ 10 __

Annual Update

Identified Need :	To continue to close the achievement gap for underperforming students			
Goal Applies to:	Schools:	Innovations Academy		
	Applicable Pupil Subgroups:	All pupils		

LCAP Year 2: 2016-17

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			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Continue the WASC process for affiliation Work on WASC goals set by school. 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 teachers.	Schoolwide	_X_ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		See goals #1,2 action/services $6500 4300-00 LCFF BASE $8,400 5210-00 Lcff base

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			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Continued access to data via school wide assessment Ongoing training and support in our core philosophies Ongoing access to peer mentors for continual development Continued access to quality and vetted software and materials for learning	Schoolwide	_X_ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		See goals #1,2 action/services $6500 4300-00 LCFF BASE $8,400 5210-00 Lcff base

Updated goals in the prior year LCAP.

Original GOAL from prior year LCAP:	#1 Teacher/Admin committees and teams developing or selecting formative assessment tools		Related State and/or Local Priorities: 1_X 2X 3_X 4X_ 5_ 6_ 7X_ 8X_ COE only: 9_ 10_ Local : Specify _____

Goal Applies to:	Schools:	Innovations Academy	
	Applicable Pupil Subgroups:	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth	

	Expected Annual Measurable Outcomes:	-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	Actual Annual Measurable Outcomes:	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

LCAP Year: 2015-16

Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
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	$25,000 LCFF Base Funding		Teachers given access and prof development time to gather MAP 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.	$25,000 LCFF Base Funding 4300-00

Scope of service: _____			Scope of service: _____	
X ALL			X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Reflection pages will continue in K classes. Reflection pages will begin to be completed in 1st grade classes next year. Report card rewrite was successful and will be continued. Portfolio work will be shared more often next year. We will develop a plan for portfolio review by parents and teachers.

Original GOAL	#2 Effective dissemination of information gathered from tools to parents and to staff	Related State and/or Local Priorities:

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

COE only: 9 __ 10 __

Local : Specify ____

Goal Applies to:

Schools: Innovations Academy

Applicable Pupil Subgroups: All pupils Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
Students and parents receive clear feedback about their progress	Student Lead Conferences with parents had 100% attendance. Parents and students also received feedback during Exhibition Nights. Home-School journals sent home weekly.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Create and use of template to communicate with parents regularly Continuity of communication across grade levels.	LCFF Base Funding for Cost of Operating PowerSchool $12,000 News letter $5000 Web costs $4500	100% of classes used Home-School communication logs weekly. Weekly parent blogs and emails from teacher Weekly communication from school.	LCFF Base Funding for Cost of Operating PowerSchool $0.00 News letter $5000 4300-00 Web costs $4500 5800-00

Scope of service:		Scope of service:	
X ALL		X ALL	
OR:		OR:	
__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | 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 |

Original GOAL from prior year LCAP:	#3 Teachers will receive professional development from experts to inform their practice and materials that support implementation of CCSS and NGSS	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify
Goal Applies to:	Schools: Innovations Academy	
	Applicable Pupil Subgroups: Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth	
Expected Annual Measurable Outcomes:	-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	Actual Annual Measurable Outcomes: Professional Development: SD Area Writing Project, FOSS kit use increased and diversified Introduction of Robotics Teacher IXL introduced for middle and upper elementary classrooms.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	$20,000 Purchase of software programs licenses,(Reflex Math, ST Math, Read,Lexia, RazKids Reading) LCFF Base Funding SDAWP Prof Dev. FOSS Kit purchase Lisa sent to conference for NGSS teach the teacher training	• 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	$20,000 4300-00 LCFF BASE FUNDING

Scope of service:		Scope of service:	
X ALL		X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)____	

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 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.

Original GOAL from prior year LCAP:	#4Teacher teams will be developed for observation and feedback.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _ 4 _ 5 _ 6 _X_ 7 _ 8 _X_ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: Innovations Academy	Applicable Pupil Subgroups: Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth

Expected Annual Measurable Outcomes:	Increased quality of instruction	Actual Annual Measurable Outcomes:	Teacher partner observations took place 5X. Teachers received feedback from 5 different peer teachers. Teachers attended professional development on portfolio work
	Student portfolios showing growth		

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Teacher teams will change on a monthly basis and last all year. 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	$35,000 for release time LCFF Base Funding	Teacher team partners changed 5x. Teachers used a variety of forms and methods of feedback. Teachers completed their observations during planning time or had a sub provided.	$0.00 Teacher
Scope of service:		**Scope of service:**	
X ALL		X ALL	
OR:		OR:	
___Low Income pupils ___English Learners		___Low Income pupils ___English Learners	
___Foster Youth ___Redesignated fluent English proficient		___Foster Youth ___Redesignated fluent English proficient	
___Other Subgroups:(Specify)_____		___Other Subgroups:(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 observations to greater than 5 and will We will modify the Q4 tool for all teacher observations next year and will

	Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	#5 Select and integrate digital resources into the curriculum to utilize a blended learning model to increase student and parent engagement.
changes to goals?	standardize its use. Teachers will also go off campus for at least one observation to inform instruction and best practices.

Related State and/or Local Priorities:
1 X 2 X 3 __ 4 __ 5 __ 6 __ 7 __ 8 X
COE only: 9 __ 10 __
Local : Specify

Goal Applies to:	Schools: Innovations Academy
	Applicable Pupil Subgroups: Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
-Increased variety and quantity of access to digital resources -Increased home access to digital learning -Small group instruction time increased	-Added use of BigBrainz for 3rd 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

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
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.	$15,345 Purchase of Laptops 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	Some teachers piloted the use of Math IXL. We provided an additional math software for math fact mastery and fluency for 3rd grade (BigBrainz) The 3rd grade was provided use of BigBrainz for math 4th/5th 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.	$3703 4400-00 LCFF BASE $10,667 4430-65 Ccss FUNDING $5,661 4430-00 LCFF BASE

Scope of service: Funding

Scope of service:

X ALL

OR:

___ Low Income pupils ___ English Learners
___ Foster Youth ___ Redesignated fluent English proficient
___ Other Subgroups:(Specify) _____

X ALL

OR:

___ Low Income pupils ___ English Learners
___ Foster Youth ___ Redesignated fluent English proficient
___ Other Subgroups:(Specify) _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Next year we will pilot the use of Gooru, a project and content management tool. We will continue to designate 3rd 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 utilize ST Math. We are seeking a software that can be used for special education needs.

Original GOAL from prior year LCAP:	#6 Develop a plan for replacement and upkeep of technology.

Related State and/or Local Priorities:

1 X 2 X 3 ___ 4 ___ 5 ___ 6 ___ 7 X 8 X

COE only: 9 ___ 10 ___

Local : Specify _____

Goal Applies to:	**Schools:** Innovations Academy
	Applicable Pupil Subgroups: Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth

Expected Annual Measurable Outcomes:	**Actual Annual Measurable Outcomes:**
When a computer breaks, it is replaced or repaired. Broken computers are replaced each year. New/refurbished technology will replace old technology over time.	When a computer broke we had a plan and replaced or repaired. It was coordinated by a teacher receiving a stipend and that was effective. Broken computers were replaced over summer to make start of the year more effective. Students using chromebooks demonstrated more effective technology use.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
-reevaluate the budget -Take inventory of amount and quality of technology -start replacement of laptops with chromebooks (40) -purchase ipads as needed -install server to manage ipads -IT support for server installation and upkeep.	$30,640 Chrome Books, IPads, MacBooks, Doc Cams LCFF Base Funding	We identified technology that is no longer functional We purchased some chromebooks and experimented We decided chromebooks are faster, more durable and reliable for students We installed a server and began managing ipads with it IT assessed future needs	LCFF BASE $10,667 4430-65 CCSS FUNDING $5,661 4430-00 LCFF BASE

$25,000 Technology equipment for Internet access (servers, routers, switches) LCFF Base Funding	

Scope of service:	Scope of service:
XALL	X ALL
OR:	OR:
__ Low Income pupils __ English Learners	__ Low Income pupils __ English Learners
__ Foster Youth __ Redesignated fluent English proficient	__ Foster Youth __ Redesignated fluent English proficient
__ Other Subgroups:(Specify)__	__ Other Subgroups:(Specify)__

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

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.

Original GOAL from prior year LCAP:	#7 Improve technology access for teachers and students	Related State and/or Local Priorities:
		1 _X_ 2 _X_ 3 _X_ 4 _ 5 _ 6 _ 7 _ 8 _X_
		COE only: 9 _ 10 _
		Local : Specify

Goal Applies to:	Schools:	Innovations Academy
	Applicable Pupil Subgroups:	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
-Increase in engagement	Classes with chromebooks had fewer issues with technology.
- Effective use of class time	Ipads were more productive for K-2
-teachers using technology in productive ways	Increased number of teachers using doc cams
	Rolling carts had some success
	Lab use for testing interferes with regular technology use for classes

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Keep a schedule of use of Learning Lab	$30,640 Chrome Books, IPads,	Learning Lab schedule was maintained well electronically.	$5195 4430-00 LCFF BASE
Provide collaboration on use of doc cams		Teachers were provided doc cam support from mentor teacher per request.	
Purchase materials to wire new spaces as we grow		Audio systems purchased for teachers as needed to	
Provide audio component of projector use			

Survey teachers on practical internet speed

achieve 100% improvement in access Teacher survey revealed improved internet speeds but also that chromebooks were better than laptops on this.	MacBooks, Doc Cams LCFF Base Funding

Scope of service:

Scope of service:	Scope of service:
X ALL OR: ___ Low Income pupils ___English Learners ___ Foster Youth ___Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	X ALL OR: ___ Low Income pupils ___English Learners ___ Foster Youth ___Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

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.

Original GOAL from prior year LCAP:	#8 Improve internet access (This goal has been completed June 2016)

Related State and/or Local Priorities:
1__ 2 X 3__ 4__ 5__ 6__ 7 X 8 X
COE only: 9__ 10__
Local : Specify _____

Goal Applies to:	**Schools:** Innovations Academy
	Applicable Pupil Subgroups: Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth

Expected Annual Measurable Outcomes:	**Actual Annual Measurable Outcomes:**
Decreased wait time to access internet More effective student engagement due to less downtime Increased trust and predictability of internet access	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.

LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services
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	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.

Budgeted Expenditures	Estimated Actual Annual Expenditures
$25,000 Technology equipment for Internet access (servers, routers, switches) LCFF Base Funding	$7900 5800-00 LCFF BASE

Scope of service:

XALL

OR:
___ Low Income pupils ___ English Learners
___ Foster Youth ___ Redesignated fluent English proficient
___ Other Subgroups:(Specify)_____

XALL

OR:
___ Low Income pupils ___ English Learners
___ Foster Youth ___ Redesignated fluent English proficient
___ Other Subgroups:(Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We continue to see that some connectivity issues are related to specific pieces of equipment and not signal strength. And, of course, at times connectivity is down due to no fault of anyone (server provider issues). We will continue to monitor this and increase functional technology and decrease use of old equipment.

Related State and/or Local Priorities:
1_ 2_ 3_ 4 X 5_ 6 X 7_ 8 X
COE only: 9_ 10_
Local : Specify _____

Original GOAL from prior year LCAP:	#9 Increase language development time and resources for EL students	

Goal Applies to:	**Schools:** Innovations Academy	
	Applicable Pupil Subgroups: Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth	

LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	Increase in class participation Increase in sense of security Improved social interactions	Actual Annual Measurable Outcomes:	Increased class participation in class meetings Increased sense of security to share voluntarily Improved social interactions on playground and in group work.

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Teachers receive training to increase desired outcomes Special education training in language development.	$44,392 Inst. Aides for EL program support LCFF Base Funding $5000 Field trips LCFF Base Funding	Responsive classroom training received and Positive Discipline Training received. SELPA consortium trainings on Language development Staff member assigned to support implementation of instruction and follow up with all identified students	$0.00 $5862 5210-00 LCFF BASE

Scope of service: _____

X ALL

OR:

___ Low Income pupils ___ English Learners
___ Foster Youth ___ Redesignated fluent English proficient
___ Other Subgroups:(Specify)_____

Scope of service: _____

___ ALL

OR:

___ Low Income pupils ___ English Learners
___ Foster Youth ___ Redesignated 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 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

Scope of service: _____

X ALL

OR:

___ Low Income pupils ___ English Learners
___ Foster Youth ___ Redesignated fluent English proficient
___ Other Subgroups:(Specify)_____

Scope of service: _____

___ ALL

OR:

___ Low Income pupils ___ English Learners
___ Foster Youth ___ Redesignated fluent English proficient
___ Other Subgroups:(Specify)_Special Education Students

Original GOAL from prior year LCAP:

#10 Implement the use of the a system of behavior documentation that supports positive intervention and training for teachers to hold kind and firm boundaries that offer support to challenged students.

Related State and/or Local Priorities:

1_ 2_ 3 X 4_ 5 X 6 X 7_ 8 X

COE only: 9_ 10_

Local : Specify _____

Goal Applies to:

Schools: Innovations Academy

Applicable Pupil Subgroups: Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
A platform will be in place Behavior documentation will be quantified	A paper system was instituted by which all students sent out of class were sent with a pass that was designed by staff with 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.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	

Establishment and use of new behavior documentation system.
Time established when documentation will occur.
Follow up by school counselor.

$14,580 Positive Discipline Training LCFF Base Funding	We found the paper system to be a huge improvement but access to all support personnel was still missing. Having one person responsible for follow up was an improvement. $14,580 Lcff base funding 4430-00 New software

Scope of service:

X ALL

OR:

___ Low Income pupils ___ English Learners
___ Foster Youth ___ Redesignated fluent English proficient
___ Other Subgroups:(Specify)___

Scope of service:
X ALL

OR:

___ Low Income pupils ___ English Learners
___ Foster Youth ___ Redesignated fluent English proficient
___ Other Subgroups:(Specify)___

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Use of the paper system showed us that documentation of incidents was useful for communication and follow up. We are seeking an electronic system that allows us similar data collection but allows access for support staff as well and long term maintenance will be easier and more accessible.

Original GOAL from prior year LCAP: #11 Provide clear structure for documentation of credential needs

Goal Applies to:	Schools:	Innovations Academy	Related State and/or Local Priorities:
	Applicable Pupil Subgroups:	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth	1 X_ 2_ 3_ 4_ 5_ 6 X_ 7_ 8_ COE only: 9_ 10_ Local : Specify

Expected Annual Measurable Outcomes:	Actual 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 upon hire	Checklist created for needed documents Teacher direction given for any correctional measures All teachers hired will be credentialed and papers in place upon hire

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Staffs create a checklist. Follow up on checklist during the year. Teacher reminders about needed tasks. Training for office staff that maintain records.	$0.00	All planned actions were taken. This goal was met.	$0.00
Scope of service:		Scope of service:	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

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 pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____

Original GOAL from prior year LCAP: #12 Provide support for newer teachers

Related State and/or Local Priorities:
1_X_ 2_ 3_ 4_ 5_ 6_X_ 7_ 8_
COE only: 9_ 10_
Local : Specify ___

Goal Applies to:
Schools: Innovations Academy
Applicable Pupil Subgroups: Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
Teaching will improve based on specific trainings received before and during the school year. Teachers will feel supported in creating quality learning.	Teachers hired were offered many supports and mentoring. They were all trained in programs used by Innovations Academy. Teacher support and partnerships were implemented during the year.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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	$7500 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.	$3800 5800-00 LCFF BASE FUNDING
Scope of service: X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		Scope of service: X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

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.

Original GOAL from prior year LCAP:	#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 __ COE only: 9 __ 10 __ Local : Specify _____

Goal Applies to:	Schools:	Innovations Academy
	Applicable Pupil Subgroups:	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth

Expected Annual Measurable Outcomes:	Increased time in school Increased time for school learning Increased feeling of connection	Actual Annual Measurable Outcomes:	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.

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Generate monthly list and make monthly assessment of how to remedy situation		$25,000 (Blackboard connect, PowerSchool attendance) LCFF Base Funding $31,860 Classified Salaries to support Parent education and awareness LCFF Base Funding	Front office communicated with director regularly about students with attendance issues. Direct contact with parents was made with varying degrees of success.	$0.00 $7346 5900-00 LCFF BASE

Scope of service:			Scope of service:	
__ ALL			__ ALL	
OR:			OR:	
__ Low Income pupils __ English Learners			__ Low Income pupils __ English Learners	
__ Foster Youth __ Redesignated fluent English proficient			__ Foster Youth __ Redesignated fluent English proficient	

__Other Subgroups:(Specify)__ | __Other Subgroups:(Specify)__

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	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.

Original GOAL from prior year LCAP:	#14 Parent education to improve the understanding of social emotional learning and developmental needs and readiness of children.	Related State and/or Local Priorities: 1__ 2 X 3 X 4__ 5__ 6 X 7 X 8__ COE only: 9__ 10__ Local : Specify

Goal Applies to: Schools: Innovations Academy

Applicable Pupil Subgroups: Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth

Expected Annual Measurable Outcomes:	Increased connection and communication between home and school. Consistent expectations between home and school.	Actual Annual Measurable Outcomes:	Increased connection and communication between home and school. Consistent expectations between home and school.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
A Thursday home-school journal provided to each student and used in all classrooms All teachers send a weekly email to parents about classwork. Use of Freshgrade LMS as communication tool. Start of the year informational meetings about our program	$10,000 Parent outreach, workshops and information sessions LCFF Base Funding	Continued use of Thursday home-school journal provided to each student and used in all classrooms All teachers sent a weekly email to parents about classwork that were copied to director. 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	$1365 4200-00

Scope of service:	Scope of service:
X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)___	X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)___

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	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

Original GOAL from prior year LCAP:	#15 Increase communication with the parents of low performing students.	Related State and/or Local Priorities: 1 __ 2 __ 3 X 4 __ 5 __ 6 X 7 __ 8 X COE only: 9 __ 10 __ Local : Specify

Goal Applies to:	Schools: Innovations Academy
	Applicable Pupil Subgroups: Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth

Expected Annual Measurable Outcomes:	Increased academic input from students Increased literacy and numeracy rates Increased sense of connection and self-worth	Actual Annual Measurable Outcomes:	Increased academic input from students Increased literacy and numeracy rates Increased sense of connection and self-worth

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Home-school journal implementation Parent Information meetings Access to parenting education class	Budgeted Expenditures 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.	Estimated Actual Annual Expenditures See goal #2— Annual update section
Scope of service: X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)		Scope of service: X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	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.

Original GOAL from prior year LCAP:	#16 Increase teacher access to high quality materials and resources		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 _____
Goal Applies to:	Schools: Innovations Academy		
	Applicable Pupil Subgroups:	Socioeconomically disadvantaged, English Learners, Students with Disabilities, Foster Youth	
	Expected Annual Measurable Outcomes:	Increased literacy and numeracy evidence Increased academic language Teachers feel supported	Actual Annual Measurable Outcomes:	Increased literacy and numeracy in both formative and MAPS assessments Teachers expressed feeling supported by new materials

LCAP Year: 2015-16

Planned Actions/Services			Actual Actions/Services	
Positive Discipline Training & purchases, Responsive Classroom Training & purchases, Project Training (Reggio), SD Area Writing Project Training, FOSS Kit purchases, MindUp Curriculum Purchase.		Budgeted Expenditures		Estimated Actual Annual Expenditures
		See goal #2,6,7,8—Annual update section	Completed WASC accreditation year 1. Positive Discipline Training & purchases, Responsive Classroom Training & purchases, Project Training (Reggio), SD Area Writing Project Training, FOSS Kit purchases, MindUp Curriculum Purchase, Natural History Museum access pass, IMC access to materials, MAP test (NWEA)	See goal #2,6,7,8—Annual update section

Scope of service:			Scope of service:	
_ALL			_ALL	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify)_____			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify)_____	

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 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.

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

A. 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).

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, countywide, or charterwide manner as specified in 5 CCR 15496.

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 in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the 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) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 60,054

Innovations Academy projects to receive an increase in LCFF funding for 2014-15 of approximately $60,054 over the prior year (2013-14) of which $52,663 is attributed to Supplemental funding. After identifying $22,646 in FY 2013-14 expenditures which support and serve the unduplicated student population. The projected unduplicated count of low socio-economic students (eligible for free/reduced priced meals), English learners, and foster youth used for determining the 2020-21 target funding level is estimated to be 28.94%. Therefore, Innovations Academy is receiving Supplemental funding but no Concentration funding. Innovations Academy plans to use Supplemental funding in a Charter wide manner.

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

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

B. 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 the LCAP year as calculated pursuant to 5 CCR 15496(a).

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 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 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 services for unduplicated pupils as compared to the services provided to all pupils.

| 2.73 | % |

Goals for special populations require the school to be engaging those families in communication about needs. This personalizes learning in a way that decreases the possibility of overlooking student needs.

Innovations Academy calculates that the percentage by which services for unduplicated pupils must be increased or improved compared to 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 Grant and Supplemental funding will provide increased or improved services for unduplicated count students. Specific actions include:

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