

**LCFF Budget Overview for Parents: Data Input**

|   |                       |
|---|-----------------------|
| <b>Local Educational Agency (LEA) name:</b> | ISANA Nascent Academy |
| <b>CDS code:</b>                            | 19-64733-0108910      |
| <b>LEA contact information:</b>             | Nadia Shaiq           |
| <b>Coming LCAP Year:</b>                    | 2019-20               |
| <b>Current LCAP Year</b>                    | 2018-19               |

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| <b>Projected General Fund Revenue for the 2019-20 LCAP Year</b> |           | <b>Amount</b>    |
|---|-----------|------------------|
| Total LCFF funds  | \$        | 6,594,518        |
| LCFF supplemental & concentration grants                        | \$        | 1,643,977        |
| All other state funds   | \$        | 630,409          |
| All local funds   | \$        | 354,417          |
| All federal funds   | \$        | 739,794          |
| <b>Total Projected Revenue</b>                                  | <b>\$</b> | <b>8,319,138</b> |

| <b>Total Budgeted Expenditures for the 2019-20 LCAP Year</b> |    | <b>Amount</b> |
|--|----|---------------|
| Total Budgeted General Fund Expenditures                     | \$ | 7,221,621     |
| Total Budgeted Expenditures in LCAP                          | \$ | 1,962,603     |
| Total Budgeted Expenditures for High Needs Students in LCAP  | \$ | 988,705       |
| Expenditures not in the LCAP                                 | \$ | 5,259,018     |

| <b>Expenditures for High Needs Students in the 2018-19 LCAP Year</b> |    | <b>Amount</b> |
|--|----|---------------|
| Total Budgeted Expenditures for High Needs Students in the LCAP      | \$ | 708,398       |
| Estimated Actual Expenditures for High Needs Students in LCAP        | \$ | 1,014,844     |

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ISANA Nascent Academy

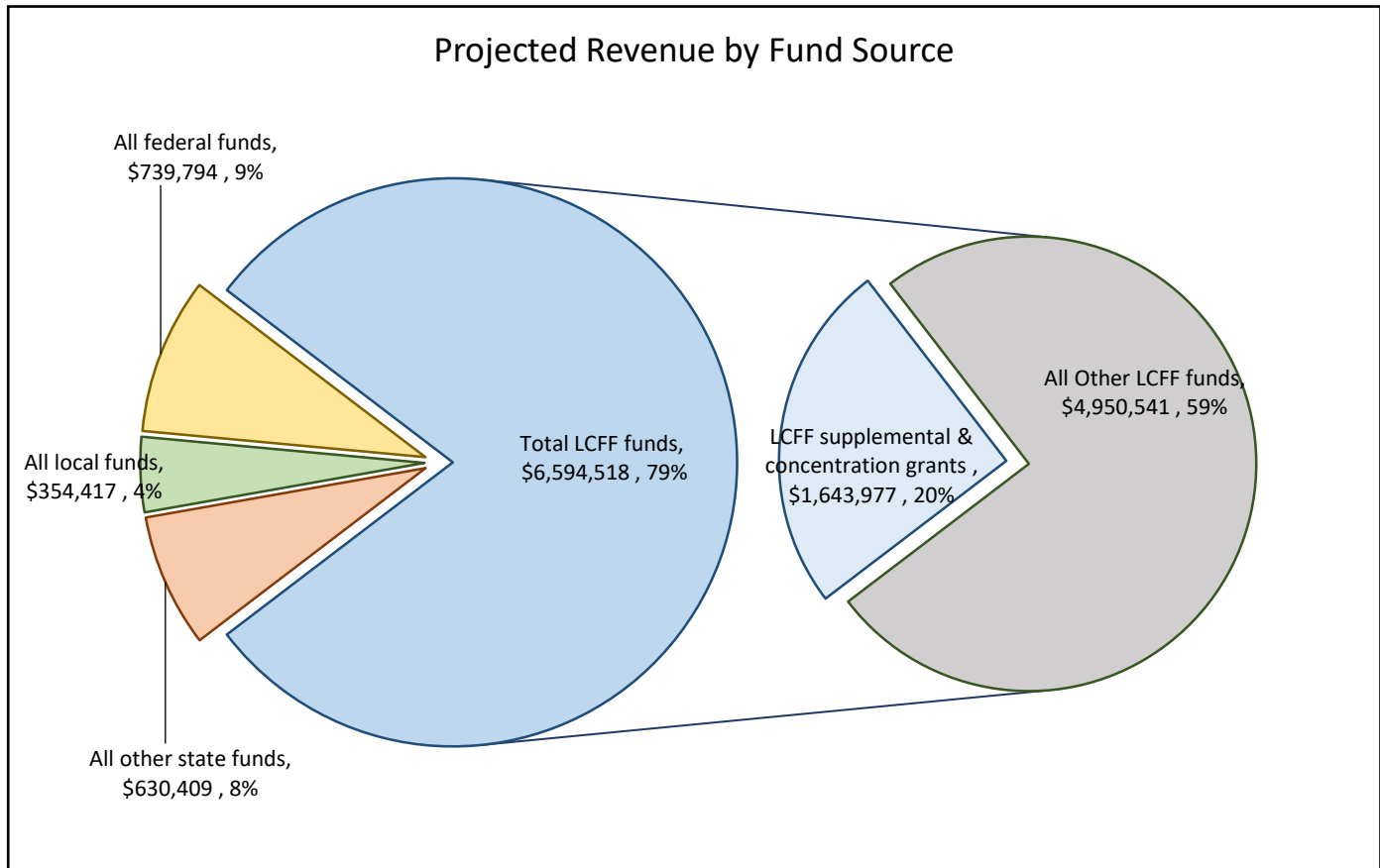
CDS Code: 19-64733-0108910

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

LEA contact information: Nadia Shaiq

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

## Budget Overview for the 2019-20 LCAP Year

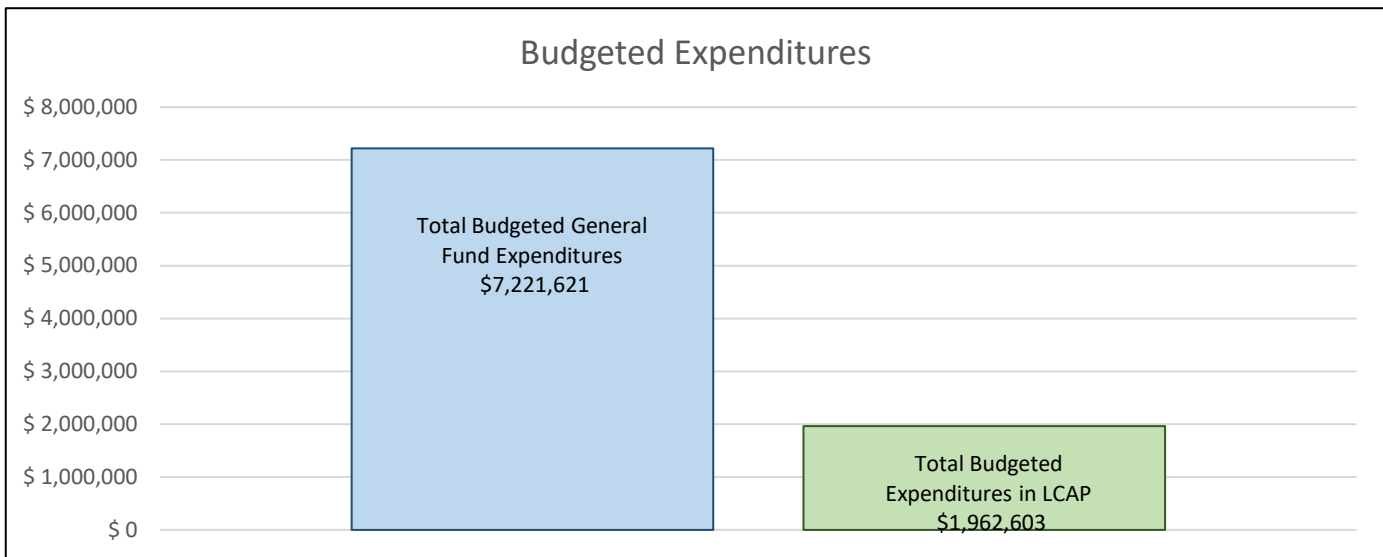


This chart shows the total general purpose revenue ISANA Nascent Academy expects to receive in the coming year from all sources.

The total revenue projected for ISANA Nascent Academy is \$8,319,138.26, of which \$6,594,518.00 is Local Control Funding Formula (LCFF), \$630,409.42 is other state funds, \$354,416.84 is local funds, and \$739,794.00 is federal funds. Of the \$6,594,518.00 in LCFF Funds, \$1,643,977.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



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

ISANA Nascent Academy plans to spend \$7,221,621.44 for the 2019-20 school year. Of that amount, \$1,962,603.00 is tied to actions/services in the LCAP and \$5,259,018.44 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some key expenditures not included in the LCAP include: Salaries and benefits for certain staff, additional support for students with disabilities, routine repair for maintenance, facility, custodial and utility costs, legal fees, and copy machine leases and insurance. Also, not included in the LCAP are Title II expenditures, which cover additional Professional Development.

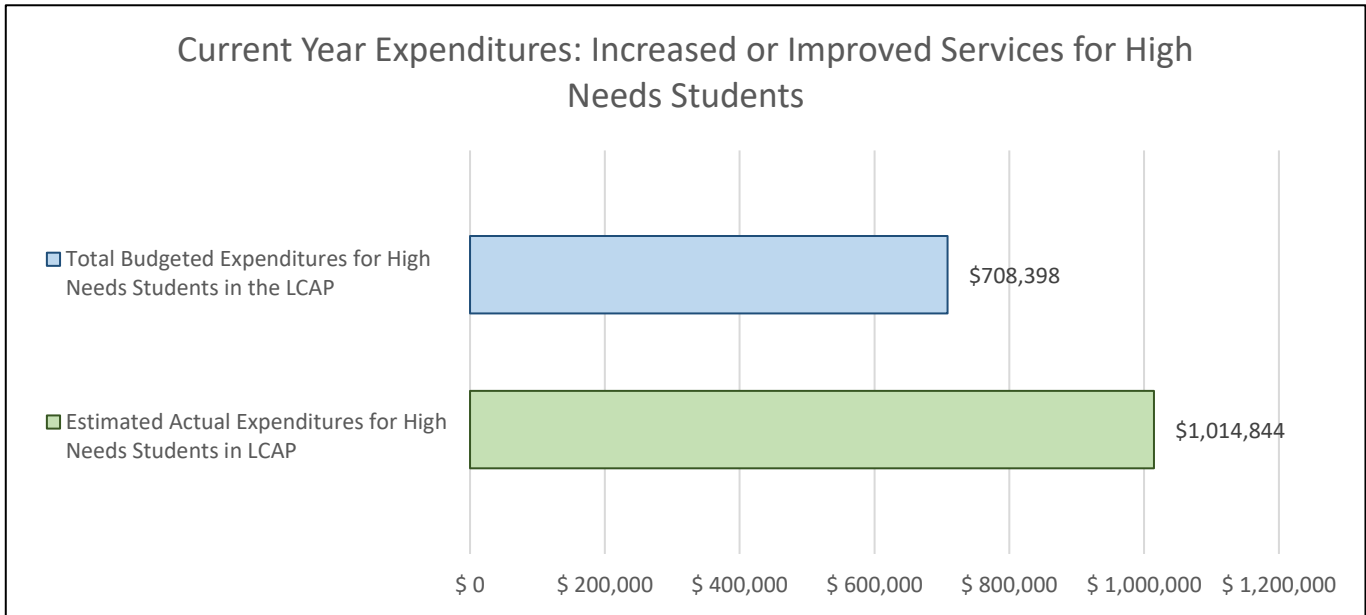
## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, ISANA Nascent Academy is projecting it will receive \$1,643,977.00 based on the enrollment of foster youth, English learner, and low-income students. ISANA Nascent Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, ISANA Nascent Academy plans to spend \$988,705.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

The actions and services not only have an impact on the learning environment and the climate of the LEA as a whole but are targeted to have a greater impact on the unduplicated student groups (high need students). Due to the significant unduplicated pupil percentage LEA-wide, the LEA's course of action is to ensure educational equity for all students. Actions are principally directed to our high need students in order to achieve the programs goals for our unduplicated students.

# LCFF Budget Overview for Parents

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



This chart compares what ISANA Nascent Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what ISANA Nascent Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, ISANA Nascent Academy's LCAP budgeted \$708,398.00 for planned actions to increase or improve services for high needs students. ISANA Nascent Academy estimates that it will actually spend \$1,014,844.00 for actions to increase or improve services for high needs students in 2018-19.

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

ISANA Nascent Academy

Contact Name and Title

Nadia Shaiq  
CEO

Email and Phone

[nshaiq@isanaacademies.org](mailto:nshaiq@isanaacademies.org)  
(323) 291-1211

# 2017-20 Plan Summary

## The Story

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

ISANA Nascent Academy operates a high quality school in the historically underserved area of Jefferson Park. The mission of ISANA Nascent Academy is to provide a school where underserved students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities. In accordance with our mission, we enroll at-risk students from communities in need. The community surrounding ISANA Nascent Academy is growing rapidly and is highly impacted. The school opened in September 2005 with over 300 students in Kindergarten through sixth grade and grew each year until reaching approximately 627 students in Transitional Kindergarten through eighth grade in 2018-2019. More than 90% of students qualify for the free or reduced lunch program; 35.84% of the students are English Learners. The community is mostly African-American (40.37%) and Latino (59.01%).

Our dedication to low income communities has allowed us to develop an instructional model designed to meet the needs of these communities. ISANA Nascent Academy has developed a reputation for high academic standards, experienced and caring staff members, as well as a commitment to its students. Students have an opportunity to be challenged in an environment where high expectations and academic excellence are non-negotiable. Students benefit from a small, safe school environment where a respect for each other and each other's differences prevail. They benefit from an environment where parents and teachers work in partnership to meet student achievement goals.

## LCAP Highlights

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

The school focused on several key areas over the last year including improving math and literacy instruction, increasing a focus on designated ELD and ELD instruction overall, increasing the use of assessment data to inform placement and intervention for students, the implementation of a highly effective systemic intervention for struggling students, and diversity and inclusion training for all staff on topics such as restorative practices unconscious bias, trauma-informed instruction and social emotional learning. The school also maintained its focus on ensuring high quality and appropriately credentialed teachers by maintaining its database of credentials and other relevant information and annually reviewing the master schedule to ensure appropriate assignments and the logging of faculty, staff and vendor Department of Justice and TB clearances. We also purchased additional textbooks, consumables, educational programs and other materials as needed to support strengthening our student achievement. Lastly, the school maintained or increased student attendance and stakeholder satisfaction across all groups as measured by the stakeholder surveys and other forms of feedback.

The school continues to focus on the goals listed below which were created when the state moved to LCAP and have been updated and refined by working closely with stakeholders throughout the year.

Goal 1: Students will master the skills of the Common Core State Standards and California State Standards. (State Priorities 1, 2, 3, 4, 7, 8)

Goal 2: English Learners will master the skills of the English Language Development Standards, Common Core State Standards and California State Standards. (State Priorities 1, 2, 3, 4, 7, 8)

Goal 3: All students will be taught by qualified teachers. (State Priorities 1, 2, 3, 4, 7, 8)

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. (State Priorities 1, 5, 6)

## Review of Performance

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

### Greatest Progress

There are several areas of progress we are most proud of based on an analysis of the state and local indicators on the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, and stakeholder input.

#### State Assessment:

From the 16-17 to the 17-18 Smarter Balanced Exam, we made growth in the following areas:

##### Math:

- Nascent Academy's 3rd, 5th, 7th, and 8th grade students tested increased the number of students meeting or exceeding standards
- Nascent Academy's 7th grade students meeting or exceeding standards increased by 48% from the 16-17 to the 17-18 Smarter Balanced Exam
- Nascent Academy's Students with Disabilities meeting or exceeding standards increased by 9%

##### ELA:

- Nascent Academy's overall ELA results increased the number of students meeting and exceeding standards by 7%
- Nascent Academy's 7th grade increased the number of students meeting or exceeding standards by 57%
- Nascent Academy's 5th grade increased the number of students meeting or exceeding standards by 15%
- Nascent Academy's Students with Disabilities meeting or exceeding standards increased by 14%

At ISANA Nascent Academy, we plan to develop an academically successful school culture by continuing to foster a growth mindset in our students, parents and teachers. In addition, our goal is to analyze data systematically and have ongoing data conversations with all of our stakeholders. With that, we will use the information from our robust data conversations and analysis sessions to drive our instruction and professional development.

### Internal Assessments:

Our 18-19 internal assessments (i.e. i-Ready Diagnostics) have shown progress toward mastery of the Common Core Standards and have identified the following areas of strengths:

#### Math:

- Schoolwide, we have increased the percentage of students on-grade level (Tier 1) from 4% on Diagnostic #1 to 26% on Diagnostic #3.
- Schoolwide, we have decreased the percentage of students at risk (Tier 3) from 25% on Diagnostic #1 to 10% on Diagnostic #3
- Schoolwide, we have decreased the percentage of SPED students at risk (Tier 3) from 52% on Diagnostic #1 to 21% on Diagnostic #3
- Schoolwide, we have decreased the percentage of EL students at risk (Tier 3) from 27% on Diagnostic #1 to 9% on Diagnostic #3

#### ELA:

- Schoolwide, we have increased the percentage of students on-grade level (Tier 1) from 9% on Diagnostic #1 to 28% on Diagnostic #3.
- Schoolwide, we have increased the percentage of EL students on-grade level (Tier 1) from 2% on Diagnostic #1 to 23% on Diagnostic #3.
- Schoolwide, we have decreased the percentage of students at risk (Tier 3) from 25% on Diagnostic #1 to 16% on Diagnostic #3

Next year we plan to further embed i-Ready within our school culture, as well as utilize more of the tools available to us in i-Ready to maximize student growth. We will accomplish this by:

1. Developing a computer lab schedule for students, teachers, and even parents, that will give all stakeholders access to technology, the i-ready program, and the program's many features.
2. Standardizing multi-level data chats - admin to teacher, coach to teacher, teacher to teacher, and student to teacher - for all diagnostics as well as other formative assessments
3. Creating school wide incentives for i-Ready student, class, and school-wide growth and completion rates

We also plan to continue a focus on our big 3 school culture identifiers: driven by data, having a growth mindset, and using scholarly language.

### School Climate-Suspension and Expulsion Rates

Another area we are immensely proud of is our suspension and expulsion rates. Overall, students declined in their suspension rates in 2018-2019. We see this reflected in our California Dashboard/LCFF Evaluation Rubric, which indicates that the suspension rate for All Students declined by .8%. Furthermore, the suspension rate declined, by 2.9%, for our students with disabilities. We have also maintained our expulsion rate at 0%.

At Nascent, we are building a culture of calm that promotes a growth mindset. In order to maintain and build upon our success we will:

- Continue to incorporate a PBIS monthly focus using the six pillars (trustworthiness, respect, responsibility, fairness, caring, and citizenship) of character coupled with activities and assemblies.
- Utilize the information from our playworks partnership to continue to promote safe play, fun engaging activities, and strategies during recess.
- Partner with Goals for Life for targeted mentorship for students that need extra support with positive behavior.
- Reward students with Nascent Knight Tickets when they showcase the six pillars of character (trustworthiness, respect, responsibility, fairness, caring, and citizenship).
- Continue our partnership with FIYA Sports. Students are able to participate in our sports teams if they are showcasing positive behavior and passing grades.
- Initiate a Ladies and Gentleman's Project that centers around topics to elevate students behavior successes.
- Continue giving morning announcements that:
  - speak words of affirmation to students and staff
  - give great news of what's happening at our school
  - Highlight students through teacher shout-outs for students who are showcasing the PBIS

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

### Greatest Needs

The California Dashboard identifies Chronic absenteeism as having an overall performance level in orange, indicating that 6.9% of students were chronically absent in the year 2018.

In response to this area of need, Nascent has implemented systems to improve. As part of this effort our school has adopted the slogan H.E.R.O. Here. Everyday. Ready. On time. To remind students and parents of the importance of coming to school everyday ready and on time. To go along with this, Nascent has implemented the Nascent Knight Hero incentive. All classrooms received the letters to spell out the words "Nascent Knight Hero." To earn a letter the entire class must be in attendance and arrive to school on time. Upon spelling the three words the classroom receives an incentive (ex. Popcorn party, popsicles, extra recess, etc.). In addition to this, anytime students are absent, teachers will call home to speak to student families and encourage student attendance. Our data manager also calls home in an effort to consistently monitor reasons for absenteeism and track repeated absent students with data that can give us some insight into what we could do to help our families improve the chronic absenteeism performance level. Furthermore, it has been noted that many of our families have difficulties arriving to school during inclement weather; therefore we have a buddy system that pairs up struggling families with other families willing to provide transportation during the rainy weather. Lastly, a school banner to remind parents of this initiative will be posted outside the campus at every entrance/gate.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

### Performance Gaps

Through analyzing the data we see that our chronic absenteeism is a major area of concern, and it's particularly high for our African American students. Our plan is to identify these families and meet with them to review the data and set goals around supporting these students and families

with improving their attendance. This may include connecting them with a host family that can serve as an alternative support with transportation. Also, connecting them with our Parent Community Liaison to help provide additional resources for the families if needed. Our goal is that this wraparound support and ongoing conversations with the identified families will help improve this area of need.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

ISANA Nascent Academy is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

### **Support for Identified Schools**

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

ISANA Nascent Academy is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

### **Monitoring and Evaluating Effectiveness**

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

ISANA Nascent Academy is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.



# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 1

Goal 1: Students will master the skills of the Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Annual Measurable Outcomes

| Expected   | Actual  |  |  |  |                               |                     |                     |                                    |                     |                     |  |                     |                     |                                 |     |     |
|--|---|--|--|--|-------------------------------|---------------------|---------------------|------------------------------------|---------------------|---------------------|--|---------------------|---------------------|---------------------------------|-----|-----|
| <p><b>Performance on statewide CAASPP Assessments and/or Cumulative Internal Benchmarks; Teacher observations; Powerschool; Purchase orders</b></p> <p><b>2018-19</b></p> <p>By Spring 2019, all students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments</p> | <p>State Measure (Note: 18-19 Smarter Balanced results have not yet been released):</p> <table border="1"> <thead> <tr> <th data-bbox="966 1039 1428 1177"><b>Nascent</b></th> <th data-bbox="1428 1039 1680 1177"><b>Smarter Balanced 16-17 (3rd-8th grade) May 2017</b></th> <th data-bbox="1680 1039 1932 1177"><b>Smarter Balanced 17-18 (3rd-8th grade) May 2018</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="966 1177 1428 1258"><b>Schoolwide Proficiency</b></td> <td data-bbox="1428 1177 1680 1258">ELA-31%<br/>MATH-33%</td> <td data-bbox="1680 1177 1932 1258">ELA-38%<br/>MATH-34%</td> </tr> <tr> <td data-bbox="966 1258 1428 1339"><b>English Learner Proficiency</b></td> <td data-bbox="1428 1258 1680 1339">ELA-12%<br/>MATH-20%</td> <td data-bbox="1680 1258 1932 1339">ELA-30%<br/>MATH-35%</td> </tr> <tr> <td data-bbox="966 1339 1428 1421"><b>Socioeconomically Disadvantaged Proficiency</b></td> <td data-bbox="1428 1339 1680 1421">ELA-30%<br/>MATH-31%</td> <td data-bbox="1680 1339 1932 1421">ELA-35%<br/>MATH-31%</td> </tr> <tr> <td data-bbox="966 1421 1428 1461"><b>Foster Youth Proficiency</b></td> <td data-bbox="1428 1421 1680 1461">N/A</td> <td data-bbox="1680 1421 1932 1461">N/A</td> </tr> </tbody> </table> <p>Local Measure:</p> | <b>Nascent</b>   | <b>Smarter Balanced 16-17 (3rd-8th grade) May 2017</b> | <b>Smarter Balanced 17-18 (3rd-8th grade) May 2018</b> | <b>Schoolwide Proficiency</b> | ELA-31%<br>MATH-33% | ELA-38%<br>MATH-34% | <b>English Learner Proficiency</b> | ELA-12%<br>MATH-20% | ELA-30%<br>MATH-35% | <b>Socioeconomically Disadvantaged Proficiency</b> | ELA-30%<br>MATH-31% | ELA-35%<br>MATH-31% | <b>Foster Youth Proficiency</b> | N/A | N/A |
| <b>Nascent</b>   | <b>Smarter Balanced 16-17 (3rd-8th grade) May 2017</b>  | <b>Smarter Balanced 17-18 (3rd-8th grade) May 2018</b> |  |  |                               |                     |                     |                                    |                     |                     |  |                     |                     |                                 |     |     |
| <b>Schoolwide Proficiency</b>  | ELA-31%<br>MATH-33%   | ELA-38%<br>MATH-34%                                    |  |  |                               |                     |                     |                                    |                     |                     |  |                     |                     |                                 |     |     |
| <b>English Learner Proficiency</b>   | ELA-12%<br>MATH-20%   | ELA-30%<br>MATH-35%                                    |  |  |                               |                     |                     |                                    |                     |                     |  |                     |                     |                                 |     |     |
| <b>Socioeconomically Disadvantaged Proficiency</b>   | ELA-30%<br>MATH-31%   | ELA-35%<br>MATH-31%                                    |  |  |                               |                     |                     |                                    |                     |                     |  |                     |                     |                                 |     |     |
| <b>Foster Youth Proficiency</b>  | N/A   | N/A  |  |  |                               |                     |                     |                                    |                     |                     |  |                     |                     |                                 |     |     |

| Nascent  | Cumulative Internal Benchmark 17-18 (3rd-8th grade) March 2018 | Diagnostic Assessment #3 (i-Ready) 18-19 (K-8th grade) March 2019 |
|--|--|---|
| <b>Schoolwide Proficiency</b>                      | ELA 30%<br>Math 32%  | ELA-52%<br>MATH-46%   |
| <b>English Learner Proficiency</b>                 | ELA 6%<br>Math 18%   | ELA-46%<br>MATH-40%   |
| <b>Socioeconomically Disadvantaged Proficiency</b> | ELA 32%<br>Math 36%  | ELA-53%<br>MATH-45%   |
| <b>Foster Youth Proficiency</b>                    | N/A  | N/A   |

*\*In 18-19, the school changed assessments systems for ELA and Math, from SchoolNet to i-Ready*

**2018-19**

Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.

100% of teacher were observed by the school leadership. 100% of teachers taught lessons aligned to CCSS.

**2018-19**

All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.

100% of students were in enrolled in a broad course of study as verified through Powerschool.

**2018-19**

All students will have access to standards-aligned instructional materials, as measured by proof of purchase.

Standard aligned materials were purchased; Consumables were replaced.

## Actions / Services

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

### Goal 1, Action 1

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|--|---|---|
| <p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional Development for Teaching All Students</p> <p>School leadership team will work with Central Office to develop a yearlong Professional Development Outline/Scope and Sequence for Summer PD, Quarterly PD, and Weekly PD.</p> <p>1. Summer PD: Teachers attend annual summer training institute, which will include focus on English Language Arts as well as Math. This will provide teachers with intensive training to ensure that standards are understood and supported. Attendance is recorded, resources are uploaded, and evaluations are done on the online My Learning Plan.</p> <p>2. Quarterly PD: Require teachers to attend professional development five times throughout the academic school year to ensure that teachers' instructional strategies reflect an understanding of Common Core standards. During these meetings, review internal benchmark/state standardized testing data, receive training</p> | <p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Professional Development (PD)for Teaching All Students</b></p> <p>All planned actions and services were implemented for Action 1.</p> <p>Summer PD: Teachers, as well as paraprofessionals and academic interventionists, attended annual summer training institute in which they received PD on both ELA and math topics as well as others. These staff were also trained in unpacking standards and instructional strategies for increasing student linguistic development in all content areas.</p> <p>Quarterly PD: Teachers, as well as other staff, attended professional development five times throughout the academic school year. During these trainings, staff reviewed recent diagnostic data, continued to receive training on instructional strategies for use across all content areas, and shared best practices.</p> <p>Weekly PD: Weekly professional development was held at the school site</p> | <p>\$61,300 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries for Professional Development<br/>           \$2,742 - LCFF - 1000-1999 Certificated Salaries - Certificated Administrative Salaries for Professional Development<br/>           \$15,674 - LCFF - 3000-3999 Employee Benefits - Employee Benefits for Professional Development</p> | <p>\$74,978 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries for Professional Development<br/>           \$11,857 - LCFF - 1000-1999 Certificated Salaries - Certificated Administrative Salaries for Professional Development<br/>           \$12,432 - LCFF - 3000-3999 Employee Benefits - Employee Benefits for Professional Development<br/>           \$41,187 - LCFF - 5000-5999 Services and Other Operating Expenses - All Day PD Facility/Meals</p> |

on strategies, and share best practices, and create classroom and individual action plans that target English Learners, Foster Youth, low-income students, Students with Disabilities, and other significant student groups who are not meeting standards.

3. Weekly PD: Weekly professional development will focus on topics such as integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment, and Lauren Resnicks Principles of Learning. Weekly PD will focus on integrating language arts and math standards across all content areas to increase the level of rigor in the academic program.

4. Grade Level PD: Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. Weekly assessment data will be reviewed with the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies and follow-up testing is planned with the Curriculum Specialist and the teacher to ensure academic growth of students.

and focused on topics such as increasing rigor, cross curricular writing, balanced literacy, guided reading and best practices in math.

Grade Level PD: Teachers met in weekly grade level meetings facilitated by Instructional Coaches (formerly Curriculum Specialists. During these meetings they analyzed student work samples, reviewed weekly assessment data and planned intervention strategies for students in the their classes.

Summer and Quarterly PD Location: The 18-19 school year was the first year where all of our staff attended PD together for various Summer PD and Quarterly PD sessions. The purpose of this was to increase and/or reinforce the knowledge and skills of all of our staff, classified and certificated, so that all staff is able to support our students effectively and working towards the common goal of raising student achievement. The increase in the number of staff at PD required ISANA to secure a larger facility as well as increase the amount of food purchased for staff.

## Goal 1, Action 2

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures   |
|--|--|--|--|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> | <p>\$61,300 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries for Professional Development<br/>\$2,742 - LCFF - 1000-1999 Certificated Salaries -</p> | <p>\$74,978 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries for Professional Development<br/>\$11,857 - LCFF - 1000-1999 Certificated</p> |

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| <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Professional Development for Teaching Subgroups</p> <p>School leadership team will work with Central Office team to develop a yearlong Professional Development Outline/Scope and Sequence for Summer PD, Quarterly PD, and Weekly PD with will include topics to address the needs of student groups. We will build in opportunities for collaboration between SPED and General Ed staff throughout professional development sessions.</p> <p>1.Summer PD: Teachers will attend annual summer training institute, which will include a focus on implementing English Language Arts as well as Math Common Core State Standards with student groups. This will provide teachers with intensive training to ensure that teachers understand how to differentiate implementation of the Common Core standards and curriculum to ensure their student groups are able to perform at high levels. Both summer and quarterly PD will include training on addressing the needs of Standard English Learners and high achieving students.</p> <p>2.Quarterly PD: Teachers will attend professional development throughout the academic school year and receive training to ensure that their instructional strategies are</p> <p>continuing to reflect an understanding and implementation of differentiating Common Core State standards for student groups. In particular, teachers will review internal</p> | <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p><b>Professional Development for Teaching Student Groups</b></p> <p>All planned actions and services were implemented for Action 2.</p> <p>Yearlong PD Outlines/Scope and Sequence was developed for Summer PD, Quarterly PD and Weekly PD. Opportunities were built into and throughout the different PD for SPED and Gen ED staff to collaborate.</p> <p>Summer PD: Teachers, and other instructional staff, attended the annual summer training institute, which will include a focus on implementing English Language Arts as well as Math Common Core State Standards with student groups. Teachers received training on specific strategies for increasing all students, and particularly that of English Learners, linguistic development across all content areas. These strategies focused on increasing students opportunity to engage in meaningful, academic conversations with peers, as well as increasing students ability to utilize academic vocabulary. Teachers also participated in training on data driven instruction.</p> <p>Quarterly PD: Teachers, and other instructional staff, attended professional development throughout the academic school year and continued to receive training on different strategies for increasing students linguistic development across all content areas.</p> <p>Weekly PD: Teachers participated in</p> | <p>Certificated Administrative Salaries for Professional Development<br/>\$15,084 - LCFF -<br/>3000-3999 Employee<br/>Benefits - Employee<br/>Benefits for Professional Development</p> | <p>Salaries - Certificated Administrative Salaries for Professional Development<br/>\$12,432 - LCFF -<br/>3000-3999 Employee<br/>Benefits - Employee<br/>Benefits for Professional Development<br/>\$41,187 - LCFF -<br/>5000-5999 Services and<br/>Other Operating Expenses -<br/>All Day PD Facility/Meals<br/>(repeated expenditure)</p> |
|---|---|---|---|

benchmark/state standardized testing data as it applies to student groups, receive training on strategies, share best practices, and create classroom and individual action plans that target EL students, Foster Youth, low socio-economic students, Special Needs students, and other significant student groups who are not meeting standards.

3. Weekly PD: Teachers will attend weekly professional development that will focus on how to differentiate the following topics for subgroups: integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment, and Lauren Resnicks Principles of Learning.

4. Grade Level PD: Teachers will regularly examine student subgroup work samples at grade level meetings, to ensure that students from subgroups are mastering grade level standards. Weekly assessment data of students from subgroups will be reviewed with the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies differentiated for their subgroup and follow-up testing is planned with the Curriculum Specialist and the teacher to ensure academic growth of students.

weekly professional development focused on differentiating the following topics for student groups: integrating rigor into ELA and Math tasks, rubrics, evidence of literacy and numeracy in room environment, and effective lesson planning.

Grade Level PD: Teachers examined work samples at grade level meetings for all students and student groups to ensure that student groups were making progress toward grade level standards. Teachers and Instructional Coaches reviewed assessment data of students from student groups to identify students not meeting standards. Intervention strategies were differentiated for student groups and follow-up assessment was planned with the help of the Instructional Coach to ensure academic growth of students.

The 18-19 school year was the first year where all of our staff attended PD together for various Summer PD and Quarterly PD sessions. The purpose of this was to increase and/or reinforce the knowledge and skills of all of our staff, classified and certificated, so that all staff is able to support our students effectively and working towards the common goal of raising student achievement. The increase in the number of staff at PD required ISANA to secure a larger facility as well as increase the amount of food purchased for staff.

### Goal 1, Action 3

| Planned<br>Actions/Services                 | Actual<br>Actions/Services                  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| <b>For Actions/Services not included as</b> | <b>For Actions/Services not included as</b> | \$48,277 - LCFF -        | \$26,570 - LCFF -                |

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| <p><b>contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Textbook and Consumables: Language Arts and Math materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin &amp; McDougal Littel for English Language Arts and Envisions and Digits for Math) will be placed in all classrooms, including replacement of annual consumable materials. Purchased textbooks also target English Learners, Students with Disabilities, and students who need additional assistance.</p> | <p><b>contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Textbook and Consumables:</b></p> <p>All planned actions and services were implemented for Action 3.</p> <p>Textbooks and consumables were purchased as needed. The curriculum adopted includes accommodations/modifications for addressing the needs of student groups.</p> | <p>4000-4999 Books and Supplies - Curriculum \$50,904 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Workbooks/consumables \$1,546 - LCFF - 4000-4999 Books and Supplies - Follett - Barcodes and Online System for inventorying all curriculum</p> | <p>4000-4999 Books and Supplies - Curriculum \$26,570 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Workbooks/consumables \$1,798 - LCFF - 4000-4999 Books and Supplies - Follett - Barcodes and Online System for inventorying all curriculum</p> |
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**Goal 1, Action 4**

| Planned Actions/Services   | Actual Actions/Services  | Budgeted Expenditures   | Estimated Actual Expenditures  |
|--|--|---|--|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Intervention: Celerity provides small group instruction as a form of intervention during the school day for students not meeting proficiency. Students scoring below grade-level and/or not demonstrating proficiency in grade-level standards are tutored in small groups during the instructional day. Students to be taught in</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Intervention:</b></p> <p>All planned actions and services were implemented for Action 4</p> <p>Teachers used internal diagnostic data, state testing data, curriculum-based assessments and fluency assessments to</p> | <p>\$23,917 - LCFF - 4000-4999 Books and Supplies - Student Instruction and Assessment Tools* Study Island- 8,363* Reading A to Z- 2,251* Brain Pop- 739 * ST Math/Mind Institute- 7,499* SchoolNet- 5,065 \$57,944 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Paraprofessionals Salary \$7,702 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Paraprofessionals Benefits</p> | <p>\$36,598 - LCFF - 4000-4999 Books and Supplies - Student Instruction and Assessment Tools: Reading A to Z- 3,449.74; Brain Pop- 2,527.5; ST Math/Mind Institute- 5,000; SchoolNet- 6,239.52; i-Ready- 28,148.10 \$38,108 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Paraprofessionals Salary \$7,622 - Federal Revenues - Title I - 3000-3999 Employee Benefits -</p> |

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| <p>small groups are identified using data from sources such as: Smarter Balanced scores, curriculum-based assessments, SchoolNet, running records, and fluency assessments. The students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance from their teachers in strategies depending on students needs. The Reading A to Z Guided Reading Program, as well as ST Math will be used for this. Foster students, EL students and students who need additional time to complete computer based programs will have additional access to the program during before or after school hours. We will continue to develop the skills and knowledge of our Paraprofessional and RTI instructors by developing a yearlong outline/scope sequence for training.</p> | <p>identify students in need of small group instruction. Teachers planned specific lessons targeted to these groups; instruction took place in small groups.</p> <p>Interventionists and paraprofessionals also taught one-on-one or small group lessons. Access was given before or after school hours to complete computer programs such as i-Ready or ST Math.</p> | <p>Paraprofessionals Benefits<br/>\$64,048 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Academic Interventionist Salary<br/>\$12,810 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Academic Interventionist Benefits<br/>\$143,626 - LCFF - 2000-2999 Classified Salaries - SPED Paraprofessional Salary<br/>\$28,725 - LCFF - 3000-3999 Employee Benefits - SPED Paraprofessional Benefit</p> |
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**Goal 1, Action 5**

| Planned Actions/Services  | Actual Actions/Services   | Budgeted Expenditures  | Estimated Actual Expenditures  |
|---|---|--|--|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>After School Tutoring: After school tutoring is offered during the school year for students not meeting grade-level proficiency in language arts and math assessments as indicated by multiple</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>After School Tutoring</b></p> <p>The After School Expanded Learning Program operated the entire year from 2:45-6:00 pm, Monday to Friday. This program offered homework assistance,</p> | <p>\$207,754 - After School Education &amp; Safety - 5000-5999 Services and Other Operating Expenses - Expanded Learning Program</p> | <p>\$163,800 - After School Education &amp; Safety - 5000-5999 Services and Other Operating Expenses - Expanded Learning Program</p> |



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| measures including unit assessments, standardized testing, and other school assessments. | academic enrichment, as well as social and physical enrichment to all students, particularly those not meeting grade level proficiency. |  |  |
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### Goal 1, Action 6

| Planned Actions/Services   | Actual Actions/Services   | Budgeted Expenditures  | Estimated Actual Expenditures   |
|--|---|--|---|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent Involvement: The school maintains a Parent Advisory Council, School Site Council, and District English Learner Advisory Council. The school shares reports on overall student assessments results in Language Arts and Math with the entire school community. The Councils contribute input on how to improve reading and math instruction and programs. The school leadership team will use feedback from these groups to assist in planning parent workshops that will take place throughout the year.</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Parent Involvement:</b></p> <p>All planned actions and services were implemented for Action 6.</p> <p>The Parent Advisory Council, School Site Council, and District English Learner Advisory Council met regularly during the school year. During these meetings the school shared assessment results for the school and student groups and discussed topics such as the math and ELA instructional programs and strategies for supporting learning at home.</p> <p>Additional workshops took place throughout the year on both academic and socio-emotional topics.</p> | <p>\$22,690 - LCFF - 2000-2999 Classified Salaries - Community Liaison Salary (repeated expenditure)<br/>\$4,172 - LCFF - 3000-3999 Employee Benefits - Community Liaison Benefits</p> | <p>\$26,481 - LCFF - 2000-2999 Classified Salaries - Community Liaison Salary<br/>\$5,296 - LCFF - 3000-3999 Employee Benefits - Community Liaison Benefits</p> |

### Goal 1, Action 7

Planned Actual Budgeted Estimated Actual

| Actions/Services   | Actions/Services  | Expenditures   | Expenditures   |
|--|---|--|--|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Translation for Parent Involvement: All meetings and materials sent home will be translated for parents of English Learners, both orally and in writing. Report cards will be translated as well.</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p><b>Translation for Parent Involvement</b></p> <p>All planned actions and services were implemented for Action 7.</p> <p>All meetings and materials sent home were translated/interpreted for parents of English Learners. Report cards were also translated.</p> | <p>\$25,000 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Community Liaison Salary</p> <p>\$6,250 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Community Liaison Benefits</p> | <p>\$26,481 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Community Liaison Salary</p> <p>\$5,296 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Community Liaison Benefits</p> |

**Goal 1, Action 8**

| Planned Actions/Services  | Actual Actions/Services  | Budgeted Expenditures  | Estimated Actual Expenditures   |
|---|--|--|---|
| <p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify students in several areas, such as English Language Arts and Math. Once identified, specific interventions are planned for the subsequent unit of instruction. Students receive support from</p> | <p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p><b>Targeted Instruction:</b></p> <p>All planned actions and services were implemented for Action 8.</p> <p>Teachers used various assessment results to analyze student performance on a regular basis. Based on those assessments, teachers identified students</p> | <p>\$199,386 - Other State Revenues - 1000-1999 Certificated Salaries - Resource Specialist Salary (repeated in Goal 4 Action D) (repeated expenditure)</p> <p>\$57,255 - Other State Revenues - 3000-3999 Employee Benefits - Resource Specialist Benefits (repeated in Goal 4 Action D) (repeated expenditure)</p> | <p>\$81,977 - Other State Revenues - 1000-1999 Certificated Salaries - Resource Specialist Salary (repeated in Goal 4 Action D) (repeated expenditure)</p> <p>\$24,593 - Other State Revenues - 3000-3999 Employee Benefits - Resource Specialist Benefits (repeated in Goal 4 Action D) (repeated expenditure)</p> |

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| <p>the Resource teacher through the Learning Center model. Accommodated assignments may be given to students who are identified with special learning needs.</p> | <p>who needed specific targeted reteach and provided reteach and reassessments.</p> <p>Once identified, specific interventions were planned for the subsequent unit of instruction. Students received targeted support from the resource teacher through the Learning Center model, from an academic interventionist or the classroom teacher.</p> |  |  |
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**Goal 1, Action 9**

| Planned Actions/Services   | Actual Actions/Services   | Budgeted Expenditures  | Estimated Actual Expenditures  |
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| <p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Technology: Network Maintenance: In order to keep our computers operational, we need network maintenance. This is critical to ensure smooth implementation of taking the computer-based Smarter Balanced exam as well as online Internal Benchmarks.</p> | <p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Technology-Network Maintenance:</b></p> <p>All planned actions and services were implemented for Action 9.</p> <p>With an emphasis on network performance, security, and stability, local and wide area network maintenance was an ongoing process throughout the 2018-2019 year. Additional Cisco Meraki firewalls and switches were incorporated into new and existing infrastructure. Failed routers were promptly replaced and configured accordingly. Content filtering was periodically tested, and inappropriate sites were categorically or individually blacklisted. Point-to-Point (P2P) and Fiber Internet Access (FIA) wide area network infrastructure was reconfigured and upgraded. Point-to-Point (P2P) speeds</p> | <p>\$34,031 - LCFF - 5000-5999 Services and Other Operating Expenses - Network Maintenance</p> | <p>\$40,219 - LCFF - 5000-5999 Services and Other Operating Expenses - Network Maintenance</p> |

range from 100 Mbps to 200 Mbps. Fiber Internet Access (FIA) speeds range from 300 Mbps to 1 Gbps. Other network maintenance included automatic network operating system (NOS) updates, security and critical updates, software company recommended updates, conversion of FRS to DFS, and Group Policy enhancements at the server level. Other network software system updates were maintained by the cloud provider. They include Jive IP telephony, SysAid IT Service Management (ITSM) software, Paycom Payroll and HR Software, and Office 365.

### Goal 1, Action 10

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|---|---|---|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Technology: Computer Maintenance: Due to lack of technology in the homes of students who come from a low economic household, we will ensure all students from low economic backgrounds have access to computers and headphones. Computers will undergo regularly scheduled maintenance to ensure full functionality for student use. This includes constant updates on the computers to get full use of the newer technology, as well updates to help</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p><b>Technology-Computer Maintenance:</b></p> <p>All planned actions and services were implemented for Action 10.</p> <p>With an emphasis on system performance, security, and stability, computer maintenance was an ongoing process throughout the 2018-2019 year. Periodic computer maintenance included, but was not limited to the purchase of new notebook computers, replacement of</p> | <p>\$50,526 - LCFF - 5000-5999 Services and Other Operating Expenses - Computer Maintenance</p> | <p>\$35,728 - LCFF - 5000-5999 Services and Other Operating Expenses - Computer Maintenance</p> |

secure the computers. As computers are reported not working, they are fixed. The use of computers also assists with taking the computer-based Smarter Balanced exam as well as online Internal Benchmarks. Additionally, students have access to free tutorial programs such as Star Fall to help increase student achievement. Students who do not have access to computers at home are given access to computers before or after school.

legacy notebook computers, replacement of failing or inadequate internal components, e.g. rotating hard drives to solid state drives, automatic operating system and browser updates, security and critical updates, software company recommended updates, and Group Policy enhancements to the workstation. In addition, educational software, e.g. i-Ready, Secure Browser, Dragon Speech Recognition, etc., was periodically updated according to software company recommendations. Computers under warranty were sent to the manufacturer for repair. Non-working computers, no longer under manufacturers warranty, were assessed and repaired or replaced accordingly.

### Goal 1, Action 11

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|--|---|---|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Conferences and Guest Speakers: In order to increase student achievement, teachers, curriculum specialists, and administration will be sent to conferences or speakers will be brought in that provide effective professional development on teaching students of low economic backgrounds.</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p><b>Conferences and Guest Speakers:</b></p> <p>All planned actions and services were implemented for Action 11.</p> <p>Love and Logic: Central office staff as well as school site staff attended a Love and Logic training and developed a plan for implementation throughout the year.</p> | <p>\$15,000 - Federal Revenues - Title III - 7000-7499 Other - Conferences and Guest Speakers</p> | <p>\$12,325 - Federal Revenues - Title III - 7000-7499 Other - Conferences and Guest Speakers</p> |

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|  | <p>CABE: ISANA partnered, once again, with CABE (California Association of Bilingual Education). A yearlong plan for professional development was developed and focused on increasing the linguistic development of all students, and in particular, English Learners. Trainers provided teachers and other instructional staff with specific strategies to implement in instruction and also reviewed the ELA/ELD Framework as well as effective practices in Integrated and Designated ELD Instruction.</p> <p>Cognitive Coaching: A group of ISANA staff, including Directors and Instructional Coaches had the opportunity to attend an 8-Day training in Cognitive Coaching. The team then worked together to plan and provide the Cognitive Coaching training to instructional coaches, instructional coaches/admin-in-training and principals. Training was ongoing throughout the year.</p> <p>Trauma-Informed Instruction: A guest speaker from the Institute of Student Empowerment discussed with all staff strategies for working with trauma-influenced students.</p> |  |  |
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**Goal 1, Action 12**

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures   |
|--|--|--|--|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> | <p>\$56,304 - Other State Revenues - 1000-1999<br/>Certificated Salaries - Certificated Salaries to provide counseling services (repeated in Goal 4 Action D) (repeated expenditure)</p> | <p>\$65,113 - Other State Revenues - 1000-1999<br/>Certificated Salaries - Certificated Salaries to provide counseling services (repeated in Goal 4 Action D) (repeated expenditure)</p> |

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| <p>Location: All Schools</p> <p>Counseling: Students who are identified as foster youth and who demonstrate need will receive counseling on an as needed basis through our support team services. Additional services through our COST (Coordination of Services Team) or SST (Student Study Team) will occur on an as needed basis.</p> | <p>Location: All Schools</p> <p><b>Counseling:</b></p> <p>All planned actions and services were implemented for Action 12.</p> <p>The COST and SSPT (formerly SST) program operated throughout the school year, with counselors providing counseling as needed.</p> | <p>\$12,186 - Other State Revenues - 3000-3999 Employee Benefits - Certificated Employee Benefits to provide counseling services</p> | <p>\$19,534 - Other State Revenues - 3000-3999 Employee Benefits - Certificated Employee Benefits to provide counseling services (Repeated in Goal 4) (repeated expenditure)</p> |
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### Goal 1, Action 13

| Planned Actions/Services   | Actual Actions/Services  | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Workshops and/or Resources for Foster Parents: Celerity will offer parent workshops and/or provide resources that address social and behavioral challenges that foster youth face. Strategies will be provided to parents and topics will be devised based on guardian needs.</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Workshops and/or Resources for Foster Parents:</b></p> <p>All planned actions and services were implemented for Action 13.</p> <p>The school offered workshops and resources to assist families with addressing social-emotional and academic needs of their children.</p> | <p>\$0</p>            | <p>\$0</p>                    |

### Goal 1, Action 14

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
|--------------------------|-------------------------|-----------------------|-------------------------------|

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| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Data Tracking: Once redesignated, students will continue to be tracked to ensure that they are reaching proficiency within ELA and Math. Additional support will be given if students are not reaching proficiency.</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Data Tracking:</b></p> <p>All planned action and services were implemented for Action 14. Teachers continue to track the progress of reclassified (RFEP) students on regular assessments, including quarterly/trimesterly diagnostic assessments.</p> | <p>\$0 - LCFF - 1000-1999<br/>Certificated Salaries<br/>\$0 - LCFF - 3000-3999<br/>Employee Benefits</p> | <p>\$2,000 - LCFF - 1000-1999<br/>Certificated Salaries -<br/>Student Data Coordinator<br/>Salary<br/>\$600 - LCFF - 3000-3999<br/>Employee Benefits -<br/>Student Data Coordinator<br/>Benefits</p> |
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## Analysis

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

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

We were able to implement all the actions/services we planned to achieve Goal 1. Most notably:

ISANA used a substantial amount of Professional Development (PD) time to continue all staff (teachers', paraprofessionals', and academic interventionists') development of instructional strategies that meet the needs of unduplicated pupils and assist students in mastering the Common Core Standards. This training included outside speakers such as CABE (California Association for Bilingual Education) and i-Ready as well as presentations and training by ISANA staff.

Academic and social-emotional intervention occurred through the form of COST, RTI, counseling, and small group instruction. This year, all staff, certificated and classified, received PD on social-emotional related topics such as trauma-informed instruction and Love & Logic.

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

The actions and services outlined in the LCAP were effective in supporting the schools goals.

As a result of the PD provided by CABE on strategies for supporting students linguistic development, we observed an increase in the frequency and quantity of opportunities for students to engage in meaningful academic conversations.



Local assessments administered via i-Ready demonstrated student growth for the overall student population and for each student group throughout the year as the percentage of students on grade level rose from Diagnostic Assessment to Diagnostic Assessment (formerly Benchmark Assessments).

In addition, data from Diagnostic Assessments helped us to more effectively identify students in need of academic intervention through the COST process, in turn allowing staff to target the needs of those students more quickly and precisely.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 and 2: The higher actual expenditures were due to facility and other operating expenses that were a result of providing PD for all staff classified and certificated. The purpose of providing PD to all staff was to increase and/or reinforce the knowledge and skills of all of our staff so that all staff is able to support our students effectively.

Action 3: The lower actual expenditures in Books and Supplies were due to the lower amount of books that needed to be ordered.

Action 4: The higher actual expenditures in Books and Supplies were due to the purchase of our new assessment program, i-Ready. There was also an increase in classified salaries and benefits. This year we included in the LCAP the additional intervention services provided by our Academic Interventionists and SPED Paras. The higher actual expenditures in were due to this inclusion.

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

Based on this analysis, analysis of the LCFF Evaluation Rubrics, outcome data and trends from feedback received from stakeholder input, the following changes were made for the 2019-20 LCAP:

Under Actions/Services, the following changes were made:

Action 1: Instead of staff attending 5 days of all-day, ISANA-wide professional development throughout the year, staff will now attend 3 all-day, ISANA-wide professional development days throughout the school year. Based on input from instructional staff regarding having more planning and collaboration time, we have also built into the school calendar six 2-hour PDs to take place at the school site on the first Wednesday of the following months: September, October, November, January (3rd Wednesday), February and March.

Action 5: Based on input from parents and students alike, access to after school tutoring/support will be expanded.

Metrics were reworded for clarity as follows:

- PowerSchool was reworded to Enrollment in a Broad Course of Study
- Purchase Orders was reworded to Access to Standards-Aligned Instructional Materials

## Goal 2

Goal 2: English Learners will master the skills of the English Language Development Standards and Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

## Annual Measurable Outcomes

| Expected   | Actual   |  |     |   |     |  |     |  |     |
|--|--|--|-----|---|-----|--|-----|--|-----|
| <p><b>English Learner Reclassification Rate; Percentage of English Learners who progress in English Proficiency (as measured by CELDT); Percentage of English Learners who progress in English Proficiency (as measured by Student ELD Portfolio Grades); Smarter Balanced and/or Internal Benchmark Results for English Learners; Teacher observations; Workshop agendas</b></p> <p><b>2018-19</b><br/>At least 80% of English Learners will increase one English Language Development as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments.</p> | <table border="1"> <tr> <td data-bbox="1050 123 1864 250">Percentage of students performing at Level 4 (Well Developed) on the ELPAC</td> <td data-bbox="1864 123 1957 250">30%</td> </tr> <tr> <td data-bbox="1050 250 1864 406">Smarter Balanced Results for English Learners in ELA:</td> <td data-bbox="1864 250 1957 406">30%</td> </tr> <tr> <td data-bbox="1050 406 1864 483">Smarter Balanced Results for English Learners in Math:</td> <td data-bbox="1864 406 1957 483">35%</td> </tr> <tr> <td data-bbox="1050 483 1864 584">Internal Diagnostic Assessment (i-Ready) Results for English Learners:</td> <td data-bbox="1864 483 1957 584">46%</td> </tr> </table> | Percentage of students performing at Level 4 (Well Developed) on the ELPAC | 30% | Smarter Balanced Results for English Learners in ELA: | 30% | Smarter Balanced Results for English Learners in Math: | 35% | Internal Diagnostic Assessment (i-Ready) Results for English Learners: | 46% |
| Percentage of students performing at Level 4 (Well Developed) on the ELPAC   | 30%  |  |     |   |     |  |     |  |     |
| Smarter Balanced Results for English Learners in ELA:  | 30%  |  |     |   |     |  |     |  |     |
| Smarter Balanced Results for English Learners in Math:   | 35%  |  |     |   |     |  |     |  |     |
| Internal Diagnostic Assessment (i-Ready) Results for English Learners:   | 46%  |  |     |   |     |  |     |  |     |
| <p><b>2018-19</b><br/>Annual reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting</p>  | <p>Reclassification rate exceeded 10%: 15.59%</p>  |  |     |   |     |  |     |  |     |
| <p><b>2018-19</b><br/>All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.</p>   | <p>100% of teacher were observed by school leadership.<br/>100% of English Learners had access to the CCSS and ELD standards.</p>  |  |     |   |     |  |     |  |     |
| <p><b>2018-19</b><br/>We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.</p>  | <p>A minimum of two parent workshops were held in the 18-19 school year.</p>   |  |     |   |     |  |     |  |     |

## Actions / Services

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

## Goal 2, Action 1

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures   |
|--|---|---|--|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent Participation: Hold and translate parent meetings/workshops in topics such as how to support their children's learning, parenting and other family management skills. Prepare and disseminate handbooks and other information to parents to facilitate their participation in school activities and their child's learning in English and Spanish. Host regular District-level English Learner Advisory Committee (DELAC) meetings that are translated in English and Spanish to provide reading and writing strategies, review data of performance for English Learners on interim benchmark tests/State Standardized Tests/CELDT/ELPAC, and to provide training on English Learner supplemental materials such as Reading A-Z materials.</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Parent Participation:</b></p> <p>All planned actions and services were implemented for Action 1.</p> <p>Parent meetings were held and translated monthly and included training for parents on how to support their child's learning as well as topics like encouraging behavior in positive ways. Parent handbooks and other information provided to parents was translated.</p> <p>DELAC meetings were held monthly.</p> | <p>\$45,380 - LCFF - 2000-2999 Classified Salaries - Classified Salary (repeated in Goal 1 Actions E and F) (repeated expenditure)</p> <p>\$8,344 - LCFF - 3000-3999 Employee Benefits - Classified Benefits (repeated expenditure)</p> | <p>\$52,962 - LCFF - 2000-2999 Classified Salaries - Classified Salary (repeated in Goal 1 Actions E and F) (repeated expenditure)</p> <p>\$10,592 - LCFF - 3000-3999 Employee Benefits - Classified Benefits (repeated expenditure)</p> |

## Goal 2, Action 2

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures  |
|---|---|--|---|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> | <p>\$207,754 - After School Education &amp; Safety - 4000-4999 Books and</p> | <p>\$163,800 - After School Education &amp; Safety - 5000-5999 Services and</p> |

Students to be Served: English Learners

Scope of Service: LEA-wide

Location: All Schools

**Extended Learning Opportunities:**

Extended day academic opportunities targeting English learners needing additional support in ELD or mastering content standards. These include activities such as before and after school, intervention, and summer school programs. The After School Expanded Learning program contributes towards the success of English Learner students through the incorporation of a variety of targeted elements centered on increasing the language proficiency of English Learners. Targeted elements will include ongoing professional development for after school program leaders centered on English Learner instruction, full student inclusion in after school programs and activities with opportunities to practice oral English skills, program leader collaboration with day school teachers to stay abreast of student achievement levels, and the incorporation of music development classes such as percussion, string, and wind instruments to promote language development in a least restrictive environment. The school principal and program director will conduct periodic on-site observations to ensure that English Learners are being held to high expectations and actively participating in the programs and activities designed to ensure their linguistic success.

Students to be Served: English Learners

Scope of Service: LEA-wide

Location: All Schools

**Extended Learning Opportunities:**

The after school Expanded Learning program operated throughout the year.

Targeted elements included:

- ongoing PD for Expanded Learning program leaders centered on English learner instruction.
- full student inclusion in after school programs and activities with opportunities to engage in meaningful academic discourse.
- program leader collaboration with day school teachers to stay abreast of student achievement levels.
- and the incorporation of music development classes to promote language development in a least restrictive environment.

This year we continued implementation of:

- Read to Lead, a web-based reading program for reading fluency which helps students to articulate what they read in school and at home.

Other collaborations for the 18-19 school year:

- Girls Scouts of America social and emotional life skills.

The school principal and program director conducted periodic on-site observations to ensure that English Learner students were being held to high expectations and

Supplies - Expanded Learning Program (repeated in Goal 1 Action E) (repeated expenditure)

Other Operating Expenses - Expanded Learning Program (repeated in Goal 1 Action E) (repeated expenditure)

actively participating in the programs and activities designed to ensure their linguistic success.

**Goal 2, Action 3**

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures                                | Estimated Actual<br>Expenditures  |
|--|---|---|---|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Data Tracking: ELD Portfolios are maintained for each student that reflect the depth and breadth of his/her work. Student progress will be monitored on an ongoing basis with state and local assessments. The site administrators will work with curriculum specialists and teachers, and teachers will work with each other to analyze assessment data to inform instruction. ELD portfolios and report cards will be updated to reflect the new ELD standards.</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p><b>Data Tracking:</b></p> <p>All planned services and actions were implemented from Action 3.</p> <p>ELD portfolios and report cards were updated to reflect the new ELD standards and EL Proficiency Levels.</p> <p>Portfolios were maintained for each English Learner. Teachers updated ELD portfolios by making note of progress toward mastery of the CA ELD standards and including work samples reflecting student progress and/or mastery.</p> <p>Teachers and leadership teams worked together to disaggregate data after school-wide assessments were administered.</p> | <p>\$0<br/>- LCFF - 3000-3999<br/>Employee Benefits</p> | <p>\$2,000 - LCFF - 1000-1999<br/>Certificated Salaries -<br/>Student Data Coordinator<br/>Salary (repeated<br/>expenditure)<br/>\$600 - LCFF - 3000-3999<br/>Employee Benefits -<br/>Student Data Coordinator<br/>Benefits</p> |

**Goal 2, Action 4**

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures   |
|---|---|---|--|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Professional Development: Regular professional development for teachers and administrators will focus on the following three areas: - supporting Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy. - implementing the ELD standards and implementation within the instructional program, including professional development in designated and integrated ELD supports in the curriculum, training in SIOP (Sheltered Instruction Observation Protocol) and other English Development Instruction strategies to help English Learners, and training in the ELPAC, and training and supporting Long Term English Learners. Observations will happen systematically, and feedback will be provided.</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p><b>Professional Development-English Learner Focused</b></p> <p>All planned actions and services were implemented from Action 4.</p> <p>Teachers received PD on a weekly basis on site as well as 2 weeks before the start of the school year and 5 days throughout in district wide professional development.</p> <p>ISANA partnered with CABE (California Association of Bilingual Education) to develop a series of PD Sessions focused on meeting the language needs of English Learners. These sessions occurred during district wide PD and focused on specific instructional strategies for increasing the engagement, oral language, and academic achievement of English Learners. Also discussed was how to effectively implement these strategies in both designated and integrated ELD.</p> <p>In addition to the training providing, ISANA also worked with CABE on developing an observation protocol. School Leadership Teams then used the observation protocol tool to monitor implementation of the the English Language Development strategies.</p> | <p>\$2,448 - Federal Revenues - Title III - 4000-4999 Books and Supplies - SIOP Training</p> <p>\$3,404 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - Professional Development in implementation of Designated and Integrated Supports within the ELA curriculum</p> | <p>\$12,325 - Federal Revenues - Title III - 4000-4999 Books and Supplies - CABE Training</p> <p>\$0 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - Professional Development in implementation of Designated and Integrated Supports within the ELA curriculum</p> |

## Goal 2, Action 5

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teaching Strategies: Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia are used extensively throughout the instructional program. Ongoing monitoring of student progress takes place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the English Learner is fully integrated into the core instructional program and is coordinated with all program and services. Small group instruction will occur with students to ensure that intervention and language development continue to progress for students.</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Teaching Strategies:</b></p> <p>All planned action and strategies were implemented from Action 5.</p> <p>As part of their lesson planning, teachers identified important and/or challenging vocabulary as well as background knowledge that students need in order to understand content during a lesson.</p> <p>Teachers continued to incorporate language objectives into their lesson plans. On an ongoing basis, lesson plans are reviewed and lessons observed to ensure that language objectives are included.</p> <p>Visual materials are used to make lessons more accessible to students.</p> <p>Teachers implemented specific ELD strategies in both designated and integrated ELD instruction. Teachers also provide targeted instruction through small group instruction.</p> <p>Teacher and School Leadership analyze data and disaggregate by student group after each Diagnostic (formerly Benchmark) Assessment. Teachers met</p> | <p>\$0</p>               | <p>\$0</p>                       |



with each student individual to review their data and progress, set goals and develop an action plan.

### Goal 2, Action 6

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures   |
|--|---|---|--|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Band Level and RFEP: Students will be tracked through Powerschool based on their ELD status. Students are moved ELD levels based on their performance on the CELDT, internal benchmark assessments, meeting ELD standards through their ELD level specific folder, and academic performance. As well, students are considered for RFEP based on the criteria in the school's EL Master Plan. All of this data is tracked through Powerschool and Schoolnet. Teachers also document RFEP progress at least 3 times a year using the RFEP Progress Monitoring Tracker form.</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p><b>Band Level and RFEP:</b></p> <p>All planned actions and services were implemented from Action 6.</p> <p>Teachers redesignated and reclassified students based on reclassification criteria. This was reviewed by school administration and documented in PowerSchool.</p> | <p>\$3,204 - LCFF - 5000-5999 Services and Other Operating Expenses - Powerschool</p> | <p>\$6,240 - LCFF - 5000-5999 Services and Other Operating Expenses - Powerschool (repeated expenditure)</p> |

### Goal 2, Action 7

| Planned<br>Actions/Services                    | Actual<br>Actions/Services                     | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| <p><b>For Actions/Services included as</b></p> | <p><b>For Actions/Services included as</b></p> | <p>\$0</p>               | <p>\$0</p>                       |

**contributing to meeting Increased or Improved Services Requirement**

Students to be Served: English Learners

Scope of Service: LEA-wide

Location: All Schools

Intervention: Long Term English Learners, students who are not moving band levels or being RFEP'd within an appropriate time are identified and additional support through our COST (Coordination of Services Team) and SST (Student Study Team) are provided. Additional tutoring after school is highly suggested and small group instruction within the academic day will be provided for students that are not progressing academically.

**contributing to meeting Increased or Improved Services Requirement**

Students to be Served: English Learners

Scope of Service: LEA-wide

Location: All Schools

**Intervention**

All planned actions and services were implemented from Action 7.

The COST and SSPT (formerly SST) program operated throughout the year to provide intervention, as did the after school program.

## Analysis

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

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

We were able to implement all the actions/services we planned to achieve Goal 2. Most notably:  
ELD portfolios and report cards have been updated so that they are aligned with the newer, current ELD standards and EL Proficiency Levels.  
Professional Development throughout the year was largely focused on the meeting the needs of English Learners through the implementation of specific instructional strategies for increasing the engagement, oral language and academic achievement of English Learners.  
In addition, the Expanded Learning Program once again included English Learner training in their professional development as well.

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

The actions and services outlined in the LCAP were effective in supporting the schools goals.  
As a result of the PD provided by CAFE on strategies for supporting students linguistic development, we observed an increase in the frequency and quantity of opportunities for students to engage in meaningful academic conversations in the classroom.

Local assessments administered via i-Ready demonstrated an increase throughout the year in English Learners performing on grade level from Diagnostic Assessment to Diagnostic Assessment (formerly Benchmark Assessments).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4: The higher actual expenditures were due to professional development consulting services which were focused on English Language Development.

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

For the 19-20 school year, the goal will remain the same; Outcomes were revised as follows:

| Previous   | New  |
|--|--|
| <p>By Spring 2018, at least 80% of English Learners will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.</p> | <p>At least 80% of English Learners will remain on-track toward Reclassification as measured by the students number of years enrolled in a U.S. school and their ELPAC Level (Summative ELPAC)</p> <p>Reclassification rate will exceed 10% as measured by CALPADs</p> <p>The percentage of English Learners at proficient on ELA and Math will increase by 2% over the previous year as measured by SBAC and/or internal assessments.</p> |
| <p>We will increase the percentage of parents trained on academic initiatives by providing a minimum two workshops annually, as measure by workshop agendas.</p>   | <p>Increase the number of opportunities for parents/families to receive training on school programs and academic initiatives specifically for parents/families of English Learners, as measured by a minimum of 2 workshops held annually.</p>   |

### Goal 3

Goal 3: All students will be taught by qualified teachers.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

## Annual Measurable Outcomes

| Expected  | Actual  |
|---|---|
| <p><b>Teachers Fully Credentialed and Appropriately Assigned (as measured by SARC, HR Internal Data and CALPADS)</b> <b>2018-19</b></p> <p>We will have 100% qualified teachers as measured by appropriate credentialing and job assignments.</p> | <p>Percentage of teachers holding credentials appropriate to their job assignment =100%</p> |

## Actions / Services

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

### Goal 3, Action 1

| Planned Actions/Services  | Actual Actions/Services  | Budgeted Expenditures   | Estimated Actual Expenditures  |
|---|--|---|--|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teacher Feedback and Observations: School leadership team will work with each teacher to set goals for the school year. Classroom observations will be conducted to support progress towards these goals. Teachers will be observed on a</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Teacher Feedback and Observations:</b></p> <p>All planned actions and services were implemented for Action 1.</p> <p>Instructional Coaches (formerly Curriculum Specialists) observed,</p> | <p>\$1,505 - LCFF - 4000-4999 Books and Supplies - My Learning Plan<br/>\$63,808 - LCFF - 1000-1999 Certificated Salaries - Curriculum Specialists' Salaries<br/>\$16,459 - LCFF - 3000-3999 Employee Benefits - Curriculum Specialists' Benefits</p> | <p>\$857 - LCFF - 4000-4999 Books and Supplies - My Learning Plan<br/>\$133,361 - LCFF - 1000-1999 Certificated Salaries - Instructional Coaches' Salaries<br/>\$40,008 - LCFF - 3000-3999 Employee Benefits - Instructional Coaches' Benefits</p> |

regular basis through a coaching model by Curriculum Specialists to ensure that multiple, effective instructional strategies are being utilized daily as they instruct their student groups of English Learners, socioeconomically disadvantaged students, and foster youth. Instructional modeling will be conducted by the Curriculum Specialist. The Principal will conduct three formal observations through My Learning Plan a year with pre- and post- conferences with the teacher. Areas of strength and improvement are discussed. Additional Support is provided for newer teachers. School leadership team will also review lesson plans and provide feedback on a weekly basis.

provided feedback and coached teachers on a regular basis-maintaining documentation throughout.

Principals held formal observations and data gained from observations was used to identify trends (areas of growth and need) and inform future professional development.

### Goal 3, Action 2

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|---|---|---|
| <p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional Development: Celeritys leadership team will conduct surveys before and after Professional Developments in order to gather teacher interest and needs in professional development, as well as assess how effective the professional development sessions were. They will use this data to plan future professional developments. We will also analyze data from qualified status of teachers as well as teacher longevity and experience to plan</p> | <p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Professional Development:</b></p> <p>All planned actions and services were implemented for Action 2.</p> <p>Professional Development topics at school level PD and district level PD were chosen based on teacher feedback provided via surveys, self-identified needs, observations and data.</p> | <p>\$800 - LCFF - 5000-5999 Services and Other Operating Expenses - Survey Monkey</p> | <p>\$720 - LCFF - 5000-5999 Services and Other Operating Expenses - Survey Monkey</p> |

professional development. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. Input from teachers will be critical throughout this process.

### Goal 3, Action 3

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|---|---|---|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Leadership Meetings: The leadership team (led by the Principal and including the Curriculum Specialists) will ensure that professional development activities are coordinated to address staff needs in assisting unduplicated student groups (including English Learners, socioeconomically disadvantaged students, and foster youth) to meet or exceed state Common Core academic standards, NGSS, and the ELD Framework. Activities will be designed to help teachers integrate standards-based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes. Topics such as classroom management, intervention, and working with students' families will be addressed within the context of ensuring that all students meet or</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Leadership Meetings:</b></p> <p>All planned actions and services were implemented for Action 3.</p> <p>The leadership team (principal, instructional coaches, instructional coaches/admin in training) met on a weekly basis to discuss topics such as student achievement, teacher observations, student attendance and planning for weekly PD. Practices for helping all students, including student groups (including English Learners, socioeconomically disadvantaged students, and foster youth), to achieve the Common Core and ELD standards remained as a focus for PD as did best practices for supporting students social-emotional well-being and implementation of positive behavior supports.</p> | <p>\$105,920 - LCFF - 1000-1999 Certificated Salaries - Principal Salary \$27,321 - LCFF - 3000-3999 Employee Benefits - Principal Benefits</p> | <p>\$141,144 - LCFF - 1000-1999 Certificated Salaries - Principal Salary \$42,343 - LCFF - 3000-3999 Employee Benefits - Principal Benefits</p> |

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| <p>exceed state content and achievement standards. Additionally, to coordinate professional development activities, the Director and the Assistant Director of School Services hold administration meetings every Tuesday, in which the team is brought together to review professional development activities and calendars. Some of the coordinated services include EL, Title I, Special Education, and school-wide activities.</p> | <p>Additionally, PD also included interventions for struggling students.</p> <p>ISANA-wide admin leadership meetings, facilitated by the Chief Academic Officer, were held weekly to bi-weekly to discuss topics such as attendance, Title I, data, special education and ISANA-wide activities. Attendees included principals, office managers and community liaisons from all ISANA schools, as well as ISANA central office staff.</p> |  |  |
|--|---|--|--|

### Goal 3, Action 4

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures                                     | Estimated Actual<br>Expenditures                            |
|---|--|--|---|
| <p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Induction Program: Teachers take part in an Induction Program (formerly known as BTSA, Beginning Teacher Support and Assessment) in order to clear their credentials.</p> | <p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Induction Program:</b></p> <p>All planned actions and services were implemented for Action 4.</p> <p>The Induction Program operated throughout the year to ensure our beginning teachers were progressing to clear credential. The program was monitored at the district level.</p> | <p>\$10,000 - LCFF - 7000-7499 Other - Induction Program</p> | <p>\$5,000 - LCFF - 7000-7499 Other - Induction Program</p> |

### Analysis

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

performance data from the California School Dashboard, as applicable.

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

We were able to implement all the actions/services we planned to achieve Goal 3. Most notably:

As a result of the refinement of the Instructional Coaching position, teachers were observed by coaches more frequently, which in turn allowed them to receive feedback on and support to improve their instructional practice on a more regular basis.

Interests and needs surveys for Professional Development were given and analyzed by district and school leadership. Input from these surveys were used to develop and deliver training more targeted towards these interests and needs.

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

We were able to enhance the effectiveness of these actions/services from the year before. We maintained high participation in our professional development surveys and conducted a thorough analysis of results with district and school leadership. Input from surveys was used to drive planning for subsequent professional development trainings.

Instructional Coaches received training on Cognitive Coaching to enhance their ability to coach, provide feedback and develop teachers instructional practices.

All teachers who went through the Induction program are on track to pass.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most budgeted expenditures and estimated actuals were accurate.

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

This year ISANA introduced Paycom, a new HR system. Paycom is used for payroll as well as hiring and tracking teacher credentials. The outcome for this goal was revised to include the addition of this system.

Teachers fully credentialed and appropriately assigned, as measured by: SARC, Paycom (HR internal data) and CALPADs.

## Goal 4

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.



State Priorities: 1. Basic; 3. Parent involvement; 5. Pupil engagement; 6. School climate  
 Local Priorities:

### Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| <p><b>Attendance Rates and Chronic Absenteeism rates from CALPADS, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics; Middle School Dropout Rates from Powerschool and DataQuest; Pupil Suspension and Expulsion rates from PowerSchool, DataQuest, and the California Dashboard/LCFF Evaluation Rubrics; Surveys of Certificated staff, Classified staff, Parents/families, and pupils on the sense of safety, school connectedness, an academics from SurveyMonkey; School facilities update and maintenance data from annual FIT (Facilities Inspection Tool)</b></p> <p><b>2018-19</b><br/>                     By Spring 2019, our suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.</p> | <p>Suspension rate decreased from 1.59% in 2017-2018 to 0.8% in 2018-2019 and maintained under 5%.</p> |
| <p><b>2018-19</b><br/>                     By Spring 2019, our expulsion rate will maintain under 0.5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.</p>  | <p>Expulsion rate maintained at 0%.</p>  |
| <p><b>2018-19</b><br/>                     By Spring 2019, our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.</p>   | <p>Attendance rate maintained above 95% (95%).</p>   |

|   |   |
|---|---|
| <p><b>2018-19</b><br/>By Spring 2019, our chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 3% as measured by Powerschool and the California Dashboard/LCFF Evaluation Rubrics.</p>   | <p>Chronic Absenteeism increased from 7.66% in 17-18 to 12.48% in 18-19.</p>  |
| <p><b>2018-19</b><br/>By Spring 2019, our middle school dropout rate will maintain under 0.5% as measured by DataQuest and Powerschool.</p>   | <p>Middle School dropout rate maintained at 0%.</p>   |
| <p><b>2018-19</b><br/>By Spring 2019, we will maintain clean and safe facilities as measured by an overall score of Good or better on the FIT (Facilities Inspection Tool).</p>   | <p>FIT Score: Good</p>  |
| <p><b>2018-19</b><br/>By Spring 2019, we will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/families completing the School input survey will increase from the year before by at least 2%.</p> | <p>The school score at least 3/5 on 80% or more of the questions asked for certificated, classified, students and parents.</p> <p>The number of survey participants increased by at least 2%.</p> |

## Actions / Services

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

## Goal 4, Action 1

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|---|---|---|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Positive Discipline: A comprehensive approach to student discipline, focused on the needs of unduplicated students, is executed to promote a positive learning environment. These programs include Love &amp; Logic and the Celerity Peace Tree. Weekly professional developments for classified staff are held to address positive discipline, cleanliness, safety, and systems in place to promote a nurturing learning environment. Classified staff will also receive training on Love &amp; Logic /Celerity Peace Tree before the start of the school year. New staff will also receive training on Love &amp; Logic/Celerity Peace Tree while returning staff will receive training on these topics that builds on last years trainings. These programs are an alternative to suspension.</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Positive Discipline:</b></p> <p>All planned actions and services were implemented for Action 1.</p> <p>In addition, all school staff received training and professional development on Love &amp; Logic and the ISANA Peace Tree as well as other positive behavior supports throughout the year. Workshops on these topics were held for parents and families.</p> | <p>\$234,336 - LCFF - 2000-2999 Classified Salaries - Classified Salaries</p> <p>\$40,079 - LCFF - 3000-3999 Employee Benefits - Classified Employee Benefits</p> | <p>\$215,968 - LCFF - 2000-2999 Classified Salaries - Classified Salaries</p> <p>\$43,194 - LCFF - 3000-3999 Employee Benefits - Classified Employee Benefits</p> <p>\$666 - LCFF - 5000-5999 Services and Other</p> <p>Operating Expenses - All Day PD Keynote Speaker</p> |

## Goal 4, Action 2

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures                             | Estimated Actual<br>Expenditures                     |
|---|---|--|--|
| <p><b>For Actions/Services included as contributing to meeting Increased or</b></p> | <p><b>For Actions/Services included as contributing to meeting Increased or</b></p> | <p>\$2,448 - LCFF - 5000-5999 Services and Other</p> | <p>\$6,240 - LCFF - 5000-5999 Services and Other</p> |

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| <p><b>Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent Involvement: The school communicates with parents through a variety of ways. Every teacher has a cell phone so that parents have access to him/her in order to communicate about their children. Parents have access to teachers email addresses as well. The school holds monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents also have access to Power School, our school information system, which allows them to see the grade book, benchmarks data, attendance, and projects. DELAC meetings are conducted monthly to inform parents of EL progress within core academic subjects. General parent meetings and School Site Council meetings will provide additional support and guidance to Foster Youth guardians. In addition, the school upholds an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.</p> | <p><b>Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Parent Involvement:</b></p> <p>All planned actions and services were implemented for Action 2.</p> <p>DELAC meetings were conducted monthly to inform parents of EL progress within core academic subjects.</p> <p>General parent meetings and School Site Council meetings were held monthly and provide additional support and guidance to Foster Youth guardians.</p> <p>The school maintained communication with families through newsletters, social media, school-wide assemblies and events, as well as through other forms.</p> <p>The school continued to uphold an open door policy.</p> | <p>Operating Expenses - Powerschool</p> | <p>Operating Expenses - Powerschool (repeated expenditure)</p> |
|--|--|---|--|

### Goal 4, Action 3

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures                                    |
|---|---|---|---|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> | <p>\$46,394 - LCFF - 2000-2999 Classified Salaries - Classified</p> | <p>\$16,630 - LCFF - 2000-2999 Classified Salaries - Classified</p> |

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| <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Attendance Meetings and Support: Calls will be made from the school site on the day of school that is missed by the student. After 3 unexcused absences, the family will meet with the principal to discuss attendance concerns and support will be provided, tailored to the need of the unduplicated student. Ongoing support and meetings will take place thereafter to help families to find solutions to cut down on absenteeism. We will develop a system of support for students who are chronically absent or at-risk of chronic absenteeism. Meetings with the family will be documented by the principal.</p> | <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Attendance Meetings and Support:</b></p> <p>All planned actions and services were implemented for Action 3.</p> <p>School staff made phone calls on a daily basis for absentee students and leadership held attendance meetings as needed.</p> <p>In addition, an Attendance Improvement Task Force was formed to analyze attendance trends and help develop solutions to improve attendance and implements best attendance improvement practices.</p> | <p>Salaries<br/>\$9,183 - LCFF - 3000-3999<br/>Employee Benefits -<br/>Classified Employee<br/>Benefits</p> | <p>Salaries<br/>\$1,752 - LCFF - 3000-3999<br/>Employee Benefits -<br/>Classified Employee<br/>Benefits</p> |
|--|--|---|---|

#### Goal 4, Action 4

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures   |
|---|--|--|--|
| <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Behavioral and Academic Intervention: The school psychologist, school counselor, and resource specialists provide a system</p> | <p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>Behavioral and Academic Intervention:</b></p> <p>All planned actions and services were implemented for Action 4.</p> | <p>\$331,609 - Other State Revenues - 1000-1999<br/>Certificated Salaries -<br/>Certificated Salaries<br/>(repeated expenditure)<br/>\$85,536 - Other State Revenues - 3000-3999<br/>Employee Benefits -<br/>Certificated Employee Benefits (repeated expenditure)</p> | <p>\$147,090 - Other State Revenues - 1000-1999<br/>Certificated Salaries -<br/>Certificated Salaries<br/>(repeated expenditure)<br/>\$44,127 - Other State Revenues - 3000-3999<br/>Employee Benefits -<br/>Certificated Employee Benefits (repeated expenditure)</p> |

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| <p>of personal support services for students. Through the use of COST (Coordination of Services Team) and SST (Student Success Team), students have readily available access to support services. Foster Youth, English Learners, and socioeconomically disadvantaged students have access to COST, SST, and support services on an as needed basis. Particular attention will be paid to older students.</p> | <p>COST (Coordination of Services Team) and SSPT (Student Support and Progress Team; formerly SST) were implemented throughout the year.</p> |  |  |
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### Goal 4, Action 5

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|---|---|---|
| <p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilities Needs: Celerity will complete repairs and maintenance on the campus so that students continue attending a hazard-free school. Updates will occur as needed.</p> | <p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Facilities Needs:</b></p> <p>All planned actions and services were implemented for Action 5.</p> <p>Areas of campus that were in need of repair were repaired and the school received a score of Good on the FIT (facilities inspection report).</p> | <p>\$11,767 - LCFF - 2000-2999 Classified Salaries - Facilities Management Salary<br/>\$2,805 - LCFF - 3000-3999 Employee Benefits - Facilities Management Benefits</p> | <p>\$12,720 - LCFF - 2000-2999 Classified Salaries - Facilities Management Salary<br/>\$2,544 - LCFF - 3000-3999 Employee Benefits - Facilities Management Benefits</p> |

### Analysis

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

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

We were able to implement all the actions/services we planned to achieve Goal 4. Most notably:

All staff (certificated and classified) received training in Love & Logic as well as other positive behavior supports. Workshops regarding social-emotional well-being were also held for parents/families to attend.

An Attendance Improvement Task force was formed to analyze attendance trends and help develop solutions to improve attendance and implement best attendance improvement practices as well as to create a culture wherein students are excited to be at school and families understand the critical importance of regular school attendance.

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

COST (Coordination of Services Team) continued to be effective in ensuring students continued to receive Tier 1 intervention as needed allowing for more students to be serviced.

We saw an increase in the use of Love & Logic strategies and other positive behavior supports. Staff that received training on social emotional topics shared positive feedback on the training.

As a result of the above, we saw a low number of student behavior incidents and we have met our goal in maintaining suspensions under 3% and expulsions at 0%.

Attendance meetings and supports have also proved effective in helping us meet our goal of maintaining an ADA (average daily attendance) above 95%.

In the spring of this school year, we formed the Attendance Improvement Task Force to help address chronic absenteeism. The Attendance Improvement Task Force will be in full force for the 19-20 school year. The team is currently working on developing:

- A comprehensive resource guide for families. This guide will include information for support services such as mental health services, parent support groups or classes, substance abuse counseling, tutoring, food banks, homeless shelters and housing resources, gang prevention or intervention, vocational support, recreational opportunities, and health insurance access
- A bank of attendance campaigns, recognition programs, and ideas for all stakeholders to communicate/teach attendance to students and families.
- A resource guide for preparing, holding, and following up with parent/family Attendance Improvement Meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most budgeted expenditures and estimated actuals were accurate.

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

This year, ISANA formed the Attendance Improvement Task Force to support students who are chronically absent or at-risk for chronic absenteeism. This was added to Action 3 (Attendance Meetings and Support).





# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Throughout this school year, we involved and met with stakeholders on a regular basis as part of the planning process for this LCAP/Annual Review and Analysis. We used these meetings to analyze our progress towards our goals and review and reflect on the current year plan (Annual Update). At these meetings, stakeholders were presented and discussed progress made toward the goals (based on data from the metrics to that point) and how/if actions and services should be revised based on quantitative and qualitative data. Information was provided and received in English and Spanish. Their input helped formulate the Annual Update and provide quantitative information. We then made changes to our LCAP to incorporate this input and presented these changes to our stakeholders. These stakeholders included Principals, the Administrative Team (including Office Manager, Community Liaison, and Central Office Staff), Certificated Staff (including Teachers, Instructional Coaches, Instructional Coaches/Administrators in Training, Resource Teachers, School Psychologists, and School Counselors), Classified Staff (including Yard Staff, After School Staff, Paraprofessionals, Interventionists, Special Education 1-1 Aids, and Office Clerks), Students (including unduplicated pupils and other numerically significant student groups), Parents (including parents of unduplicated pupils and other numerically significant student groups), and the ISANA Board. In particular:

- **Principals and the leadership team** analyzed data for all metrics 6 times a year to present to stakeholders.
- **ISANA Governing Board** – At bimonthly regularly scheduled governing board meetings (6 times a year), the board analyzed updates on progress towards LCAP Goals, including: Student achievement based on benchmark and other assessments, English Learner progress and reclassification, data on metrics for student attendance and discipline, facilities updates, and updates on teachers' qualified status. These meetings occurred on: 8/7, 10/1, 12/3, 2/6, 4/3, and 6/5.
- **Parents** – Parents were engaged in updates on the school's progress in a variety of ways:
  - **Monthly Parent Meetings:** At monthly parent meetings the school presented and/or gained input on topics such as student achievement based on benchmark and other assessments, student achievement for all student groups, updates on repairs and improvements being made to facilities, updates on teacher hiring, parent training on school programs, including technology
  - **Monthly School Site Council Meetings:** The school site council gave parents an opportunity to delve more deeply into analyzing students' academic progress.
  - **Monthly District English Learner Advisory Council (DELAC) Meetings:** DELAC meetings gave parents an opportunity to delve more deeply into analyzing English Learners' progress.
  - **Monthly Parent Advisory Council (PAC) Meetings:** PAC meetings gave parents an opportunity to delve more deeply into issues of school safety, technology, teachers, and curriculum.
- **Certificated Staff** (Teachers, Instructional Coaches (IC), Instructional Coaches/Administrators in Training (ICAT), Resource Teachers, Psychologists, Counselors) – After each diagnostic assessment, certificated staff across all schools in the district met to analyze student and student data. This was followed by creating action plans, and meeting weekly in the following professional developments: weekly grade level meetings, weekly site based meetings, school leadership meetings, weekly IC/ICAT meetings, regular Pupil Services meetings. Also in professional development, administrators presented on progress towards meeting LCAP goals.
- **Classified Staff and After School Staff Meetings** - At weekly classified staff and after school staff meetings, administrators monitored with staff school safety, student discipline, and campus climate, and set goals to work on. After school also met in professional development bimonthly to monitor progress on student achievement and school climate in the afterschool program.

- **Students** – Prior to each benchmark exam, students in all classes collaborated and conferred with their teacher to create personal growth goals based on prior district assessment goals.

### **Trainings:**

Starting in February, ISANA informed the community and all stakeholders about the opportunities to provide feedback and input on the LCAP. Stakeholders attended trainings in which an administrator presented a PowerPoint that explained the LCFF, the LCAP, how to read and interpret the eight state priority areas, and how our four goals fall into these priority areas. Meetings were designed to be interactive - stakeholders provided written and/or oral input, through group discussion and online surveys, on what made the biggest positive difference at the school, and supports they needed to achieve the goals. Information was provided and received in English and Spanish. Their input helped formulate the LCAP document and provided quantitative as well as qualitative information. We then made changes to our LCAP to incorporate this input and presented these changes to our stakeholders.

In particular:

- Leadership representatives attended a series of trainings on the LCAP from February-April hosted by LACOE. These trainings included updates to the template, the California Dashboard, and best practices.
- Leadership representatives from the school, including the principal, attended a series of training and planning sessions at ISANA Central Offices. These trainings included:
  - 3/19 Training on the California Dashboard, both on navigating it and using the information from the Dashboard to update the LCAP
  - 3/26 Training – Reviewed Goal 3 and 4. Meetings with Technology team. Analyzed our overall implementation and effectiveness, and decided if we wanted to make changes for next year.
  - 4/2 Training – Reviewed Goal 2. Budgeting Process. Analyzed our overall implementation and effectiveness, and decided if we wanted to make changes for next year.
  - 4/23 Training- Reviewed Goal 1 Goal, Metric, Outcome, and Actions and Services. Analyzed our overall implementation and effectiveness, and decided if we wanted to make changes for next year.
  - 5/7 Training – Analyzed and summarized Stakeholder survey results
- The Administrative Team (Office managers, Community Liaisons, Principals, and Central Office staff) were trained and their input gathered in a training on May 2nd. The follow up meeting in which we shared the results of their feedback occurred on May 30th.
- Certificated Staff (Teachers, Instructional Coaches, Instructional Coaches/Administrators in Training, Resource Specialists, School, Psychologists, and School Counselors) were trained and their input gathered in a meeting on April 10th. The follow up meeting in which we shared the results of their feedback occurred on May 29th.
- Classified Staff (Yard Staff, After School Staff, Office Clerks, Special Education 1-1 Aids, Reading Interventionists, and Paraprofessionals) were trained and their input gathered. These trainings occurred on April 10th and April 11th. The follow up meeting in which we shared the results of their feedback occurred on June 3rd.
- Students were trained and their input gathered on April 10th. We made sure to include unduplicated students, numerically significant student groups, and students of different ages. The follow up meeting in which we shared the results of their feedback occurred on June 3rd.
- Parents were trained and their input gathered in a training on March 28th. The follow up meeting in which we shared the results of their feedback occurred on May 16th. The public was also notified of the opportunity to attend the meetings to provide input.
- ISANA Governing Board received training on the LCAP at each regularly scheduled board meeting (6 times a year).

We have significantly increased our participation rate of stakeholders in this process from last year, a testament to our commitment to involve as many people as possible.

- Board Approval
  - LCAP adopted at regularly scheduled governing board meeting on June 4th.
- Availability/Accessibility of LCAP

- o Draft goals of LCAP available in the office within the parent information area May 26th.
- o Complete LCAP draft available in the office within the parent information area June 1st. Board agenda showing LCAP agendized publicly available 72 hours before board meeting. LCAP Summary is translated in English and Spanish.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

After gathering input from all stakeholders, we analyzed this data for trends and used these trends to update our LCAP Goals, Outcomes, Actions, and Services. These revisions included:

### Goal 1:

Goal 1 was revised as to include NGSS (Next Generation Science Standards): *Students will master the skills of the Common Core Standards and California State Standards.*

The following metrics were renamed:

- PowerSchool- renamed Enrollment in a Broad Course of Study
- Purchase Orders-renamed Access to Standards Aligned Instructional Materials

### Goal 2:

Goal 2 was revised as to include NGSS (Next Generation Science Standards): *English Learners will master the skills of the English Language Development Standards, Common Core Standards and California State Standards.*

The following outcomes were revised:

- **Previous Outcome:** By Spring 2018, at least 80% of English Learners will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.

#### **New Outcomes(s):**

- At least 80% of English Learners will remain on-track toward Reclassification as measured by the student's number of years enrolled in a U.S. school and their Summative ELPAC Level
- The percentage of English Learners at proficient on ELA and Math will increase by 2% over the previous year as measured by SBAC and/or internal assessments.
- Reclassification rate will exceed 10% as measured by CALPADs
- **Previous Outcome:** We will increase the percentage of parents trained on academic initiatives by providing a minimum two workshops annually, as measure by workshop agendas.

**New Outcome:** Increase the number of opportunities for parents/families to receive training on school programs and academic initiatives specifically for parents/families of English Learners, as measured by a minimum of 2 workshops held annually.

### Goal 3:

The outcome for this goal was revised to include the addition of the new HR system.

- Teachers fully credentialed and appropriately assigned, as measured by: SARC, Paycom (HR internal data) and CALPADs.

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Modified Goal

## Goal 1

Students will master the skills of the Common Core State Standards and California State Standards.

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

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Identified Need:

In order to help increase students' academic success, there is a need to ensure that all students are receiving standards-aligned instruction in math, language arts and science and to increase the number of students who meet or exceed state standards in English Language Arts, math and science on the Smarter Balanced Assessments and California Science Test.

### Expected Annual Measurable Outcomes

| Metrics/Indicators  | Baseline  | 2017-18               | 2018-19 | 2019-20                |     |                             |     |  |  |  |
|---|---|-----------------------|---------|------------------------|-----|-----------------------------|-----|--|--|--|
| Performance on statewide CAASPP Assessments and/or Cumulative Internal Assessment | <p>2016-2017 Smarter Balanced Results: have not yet been released</p> <p>2015-2016 Smarter Balanced Results:</p> <table border="1"> <tr> <td>English Language Arts</td> <td></td> </tr> <tr> <td>Schoolwide Proficiency</td> <td>46%</td> </tr> <tr> <td>English Learner Proficiency</td> <td>30%</td> </tr> </table> | English Language Arts |         | Schoolwide Proficiency | 46% | English Learner Proficiency | 30% | By Spring 2018, all students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and | By Spring 2019, all students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and | By Spring 2020, all students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and |
| English Language Arts   |   |                       |         |                        |     |                             |     |  |  |  |
| Schoolwide Proficiency  | 46%   |                       |         |                        |     |                             |     |  |  |  |
| English Learner Proficiency   | 30%   |                       |         |                        |     |                             |     |  |  |  |

|                                       |     |
|---------------------------------------|-----|
| Low Socio-economic Status Proficiency | 45% |
| Foster Youth Proficiency              | NA  |
|                                       |     |
| Math                                  |     |
| Schoolwide Proficiency                | 46% |
| English Learner Proficiency           | 40% |
| Low Socio-economic Status Proficiency | 45% |
| Foster Youth Proficiency              | NA  |

2016-2017 Cumulative Internal Benchmark Results:

|                                       |     |
|---------------------------------------|-----|
| English Language Arts                 |     |
| Schoolwide Proficiency                | 23% |
| English Learner Proficiency           | 42% |
| Low Socio-economic Status Proficiency | 22% |
| Foster Youth Proficiency              | NA  |
|                                       |     |
| Math                                  |     |
| Schoolwide Proficiency                | 31% |
| English Learner Proficiency           | 15% |
| Low Socio-economic Status Proficiency | 29% |
| Foster Youth Proficiency              | NA  |

Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments

Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments

Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments

Teacher observations

Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.

Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.

Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.

Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.

|   |  |  |  |  |
|---|--|--|--|--|
| Enrollment in a Broad Course of Study               | All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool. | All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool. | All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool. | All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool. |
| Access to Standards-Aligned Instructional Materials | All students will have access to standards-aligned instructional materials, as measured by proof of purchase.  | All students will have access to standards-aligned instructional materials, as measured by proof of purchase.  | All students will have access to standards-aligned instructional materials, as measured by proof of purchase.  | All students will have access to standards-aligned instructional materials, as measured by proof of purchase.  |

## Planned Actions / Services

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

### Goal 1, Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

| Modified Action   | Modified Action  | Modified Action   |
|---|--|---|
| <p>A. Professional Development for Teaching All Students</p> <p>1. Summer PD: Teachers attend annual summer training institute, which will include focus on English Language Arts as well as Math. This will provide teachers with intensive training to ensure that standards are understood and supported. Attendance is recorded, resources are uploaded, and evaluations are done on the online My Learning Plan.</p> <p>2. Quarterly PD: Require teachers to attend professional development five times throughout the academic school year to ensure that teachers' instructional strategies reflect an understanding of Common Core standards. During these meetings, review internal benchmark/state standardized testing data, receive training on strategies, and share best practices, and create classroom and individual action plans that target English Learners, Foster Youth, low-income students, Students with Disabilities, and other significant student groups who are not meeting standards.</p> <p>3. Weekly PD: Weekly professional development will focus on topics such as integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment, and Lauren Resnicks Principles of Learning. Weekly PD will focus on integrating language arts and math standards across all content areas to increase the level of rigor in the academic program.</p> <p>4. Grade Level PD: Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. Weekly assessment data will be reviewed with</p> | <p>A. Professional Development for Teaching All Students</p> <p>School leadership team will work with Central Office to develop a yearlong Professional Development Outline/Scope and Sequence for Summer PD, Quarterly PD, and Weekly PD.</p> <p>1. Summer PD: Teachers attend annual summer training institute, which will include focus on English Language Arts as well as Math. This will provide teachers with intensive training to ensure that standards are understood and supported. Attendance is recorded, resources are uploaded, and evaluations are done on the online My Learning Plan.</p> <p>2. Quarterly PD: Require teachers to attend professional development five times throughout the academic school year to ensure that teachers' instructional strategies reflect an understanding of Common Core standards. During these meetings, review internal benchmark/state standardized testing data, receive training on strategies, and share best practices, and create classroom and individual action plans that target English Learners, Foster Youth, low-income students, Students with Disabilities, and other significant student groups who are not meeting standards.</p> <p>3. Weekly PD: Weekly professional development will focus on topics such as integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment, and Lauren</p> | <p><b>Professional Development (PD) for Teaching All Students</b></p> <p>School leadership team will work with Central Office team to develop a yearlong Professional Development Outline/Scope and Sequence for Summer PD, Trimesterly/ Monthly PD, and Weekly PD and include topics to address the needs of student groups. We will build in opportunities for collaboration between SPED and General Ed staff throughout professional development sessions.</p> <p>Summer PD: Provide professional development for all teachers and other instructional staff in instructional strategies for increasing student achievement in all content areas, with an increased focus in English Language Arts (ELA) and Math.</p> <p>Provide PD to teachers on developing and delivering CCSS- and NGSS- aligned instruction to high-needs and/or struggling students and all other student groups.</p> <p>Trimesterly PD: Teachers, and other staff will attend ISANA-wide professional development 3 times throughout the academic school year. During these trainings, staff will review and analyze data, receive training on instructional strategies for use across all content areas, and share best practices.</p> <p>Monthly PD: Teachers, and other instructional staff, will participate in a 2-hour PD/grade level collaboration session on a monthly basis.</p> |



|  |   |  |
|--|---|--|
| <p>the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies and follow-up testing is planned with the Curriculum Specialist and the teacher to ensure academic growth of students.</p> | <p>Resnicks Principles of Learning. Weekly PD will focus on integrating language arts and math standards across all content areas to increase the level of rigor in the academic program.</p> <p>4. Grade Level PD: Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. Weekly assessment data will be reviewed with the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies and follow-up testing is planned with the Curriculum Specialist and the teacher to ensure academic growth of students.</p> | <p>Weekly PD: Teachers, and other instructional staff will receive PD on topics such as increasing rigor, project based learning, writing instruction, creating a print rich environment, balanced literacy, mathematical practices and others.</p> <p>Grade Level PD: Teachers will regularly examine student work samples and data at grade level meetings, to ensure that students are mastering grade level standards. Teachers will work with Instructional Coaches to identify students who are not meeting standards and plan intervention strategies to ensure students growth.</p> <p>For all PDs provided, staff attendance is recorded, resources are uploaded to a centralized location and participants complete surveys to provide feedback on the training/PD received.</p> |
|--|---|--|

## Budgeted Expenditures

|                  | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$61,300   | \$61,300   | \$74,978   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 1000-1999 Certificated Salaries; Certificated Salaries for Professional Development                | 1000-1999 Certificated Salaries; Certificated Salaries for Professional Development                | 1000-1999 Certificated Salaries; Certificated Salaries for Professional Development                |
| Amount           | \$2,742  | \$2,742  | \$2,742  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 1000-1999 Certificated Salaries; Certificated Administrative Salaries for Professional Development | 1000-1999 Certificated Salaries; Certificated Administrative Salaries for Professional Development | 1000-1999 Certificated Salaries; Certificated Administrative Salaries for Professional Development |

|                  |   |   |   |
|------------------|---|---|---|
| Amount           | \$15,674  | \$15,674  | \$24,865  |
| Source           | LCFF  | LCFF  | LCFF  |
| Budget Reference | 3000-3999 Employee Benefits; Employee Benefits for Professional Development | 3000-3999 Employee Benefits; Employee Benefits for Professional Development | 3000-3999 Employee Benefits; Employee Benefits for Professional Development |

**Goal 1, Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

B. Professional Development for Teaching Student groups 1. Summer PD: Teachers will attend annual summer training institute, which

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

B. Professional Development for Teaching Subgroups

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Professional Development (PD) for Teaching Student Groups**

will include a focus on implementing English Language Arts as well as Math Common Core State Standards with student groups such as English Learners, Foster Youth, socioeconomically disadvantaged students, and other significant student groups. This will provide teachers with intensive training to ensure that teachers understand how to differentiate implementation of the Common Core standards and curriculum to ensure their subgroups are able to perform at high levels.

2. Quarterly PD: Teachers will attend professional development throughout the academic school year and receive training to ensure that their instructional strategies are continuing to reflect an understanding and implementation of differentiating Common Core State standards for student groups. In particular, teachers will review internal benchmark/state standardized testing data as it applies to student groups, receive training on strategies, share best practices, and create classroom and individual action plans that target English Learners, Foster Youth, socioeconomically disadvantaged students, Students with Disabilities, and other significant student groups who are not meeting standards.

3. Weekly PD: Teachers will attend weekly professional development that will focus on how to differentiate the following topics for student groups: integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment, and Lauren Resnicks Principles of Learning.

4. Grade Level PD: Teachers will regularly examine student subgroup work samples at grade level meetings, to ensure that students from student groups are mastering grade level standards. Weekly assessment data of students from student groups will be reviewed with the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies differentiated for their subgroup and follow-up testing is

School leadership team will work with Central Office team to develop a yearlong Professional Development Outline/Scope and Sequence for Summer PD, Quarterly PD, and Weekly PD with will include topics to address the needs of student groups. We will build in opportunities for collaboration between SPED and General Ed staff throughout professional development sessions.

1. Summer PD: Teachers will attend annual summer training institute, which will include a focus on implementing English Language Arts as well as Math Common Core State Standards with student groups. This will provide teachers with intensive training to ensure that teachers understand how to differentiate implementation of the Common Core standards and curriculum to ensure their student groups are able to perform at high levels. Both summer and quarterly PD will include training on addressing the needs of Standard English Learners and high achieving students.

2. Quarterly PD: Teachers will attend professional development throughout the academic school year and receive training to ensure that their instructional strategies are continuing to reflect an understanding and implementation of differentiating Common Core State standards for student groups. In particular, teachers will review internal benchmark/state standardized testing data as it applies to student groups, receive training on strategies, share best practices, and create classroom and individual action plans that target EL students, Foster Youth, low socio-economic students, Special Needs students, and other significant student groups who are not meeting standards.

3. Weekly PD: Teachers will attend weekly professional development that will focus on how to differentiate the following topics for

School leadership team will work with Central Office team to develop a yearlong Professional Development Outline/Scope and Sequence for Summer PD, Trimesterly/ Monthly PD, and Weekly PD and include topics to address the needs of student groups. We will build in opportunities for collaboration between SPED and General Ed staff throughout professional development sessions.

Summer PD: Provide professional development for all teachers and other instructional staff in instructional strategies for increasing student achievement in all content areas, with an increased focus in English Language Arts (ELA) and Math. Teachers will receive training on how to differentiate for students learning needs in order to ensure student groups mastery of the Common Core State Standards and NGSS..

Provide PD to teachers on developing and delivering CCSS- and NGSS- aligned instruction to high-needs and/or struggling students and all other student groups.

Trimesterly PD: Teachers, and other staff will attend ISANA-wide professional development 3 times throughout the academic school year. During these trainings, staff will review and analyze student group data, receive training on instructional strategies for use across all content areas, share best practices and develop action plans to target the needs of student groups.

Monthly PD: Teachers, and other instructional staff, will participate in a 2-hour PD/grade level collaboration session on a monthly basis.

Weekly PD: Teachers, and other instructional staff will receive PD on how to differentiate the following topics for student groups: increasing rigor, project based learning, creating a print rich environment, balanced literacy, mathematical practices and others.

|  |  |  |
|--|--|--|
| <p>planned with the Curriculum Specialist and the teacher to ensure academic growth of students.</p> | <p>subgroups: integrating rigor into student writing with ELA and Math, rubrics, evidence of literacy and numeracy in room environment, and Lauren Resnicks Principles of Learning.</p> <p>4. Grade Level PD: Teachers will regularly examine student subgroup work samples at grade level meetings, to ensure that students from subgroups are mastering grade level standards. Weekly assessment data of students from subgroups will be reviewed with the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies differentiated for their subgroup and follow-up testing is planned with the Curriculum Specialist and the teacher to ensure academic growth of students.</p> | <p>Grade Level PD: Teachers will regularly examine student work samples and data at grade level meetings, to ensure that all student groups are mastering grade level standards. Teachers will work with Instructional Coaches to identify students who are not meeting standards and plan intervention strategies to ensure students growth.</p> <p>For all PDs provided, staff attendance is recorded, resources are uploaded to a centralized location and participants complete surveys to provide feedback on the training/PD received.</p> |
|--|--|--|

## Budgeted Expenditures

|                  | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$61,300   | \$61,300   | \$74,978   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 1000-1999 Certificated Salaries; Certificated Salaries for Professional Development                | 1000-1999 Certificated Salaries; Certificated Salaries for Professional Development                | 1000-1999 Certificated Salaries; Certificated Salaries for Professional Development                |
| Amount           | \$7,361  | \$2,742  | \$2,742  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 1000-1999 Certificated Salaries; Certificated Administrative Salaries for Professional Development | 1000-1999 Certificated Salaries; Certificated Administrative Salaries for Professional Development | 1000-1999 Certificated Salaries; Certificated Administrative Salaries for Professional Development |
| Amount           | \$15,084   | \$15,084   | \$24,865   |
| Source           | LCFF   | LCFF   | LCFF   |

Budget Reference

3000-3999 Employee Benefits;  
Employee Benefits for Professional Development

3000-3999 Employee Benefits;  
Employee Benefits for Professional Development

3000-3999 Employee Benefits;  
Employee Benefits for Professional Development

**Goal 1, Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

| Modified Action   | Unchanged Action | Modified Action   |
|---|------------------|---|
| C. Textbook and Consumables: Language Arts and Math materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin & McDougal Littell for English Language Arts and Envisions and Digits for Math) will be placed in all classrooms, including replacement of annual consumable materials. Purchased textbooks |                  | <b>Instructional Materials</b><br><br>Instructional materials, such as textbooks and consumables, that are state adopted, standards-aligned and based in scientific research are placed in all classrooms. Consumables are replaced annually as needed. |

also target English Learners, Students with Disabilities, and students who need additional assistance.

Purchased curriculum includes embedded supports that target the needs of English Learners, Students with Disabilities and students who need additional support.

Other books and classroom resources are purchased to support student attainment of the CCSS and NGSS.

### Budgeted Expenditures

|                  | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$48,277   | \$48,277   | \$48,277   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 4000-4999 Books and Supplies; Curriculum   | 4000-4999 Books and Supplies; Curriculum   | 4000-4999 Books and Supplies; Curriculum   |
| Amount           | \$50,904   | \$50,904   | \$50,904   |
| Source           | Federal Revenues - Title I   | Federal Revenues - Title I   | Federal Revenues - Title I   |
| Budget Reference | 4000-4999 Books and Supplies; Workbooks/consumables  | 4000-4999 Books and Supplies; Workbooks/consumables  | 4000-4999 Books and Supplies; Workbooks/consumables  |
| Amount           | \$1,546  | \$1,546  | \$1,546  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 4000-4999 Books and Supplies; Follett - Barcodes and Online System for inventorying all curriculum | 4000-4999 Books and Supplies; Follett - Barcodes and Online System for inventorying all curriculum | 4000-4999 Books and Supplies; Follett - Barcodes and Online System for inventorying all curriculum |

### Goal 1, Action 4

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

**Students to be Served:**

**Location(s):**

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

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

[Empty selection box]

[Empty selection box]

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

D. Intervention: Celerity provides small group instruction as a form of intervention during the school day for students not meeting proficiency. Students scoring below grade-level and/or not demonstrating proficiency in grade-level standards are tutored in small groups during the instructional day. Students to be taught in small groups are identified using data from sources such as: Study Island, Smarter Balanced scores, curriculum-based assessments, SchoolNet, running records, and fluency assessments. The students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance from their teachers in strategies depending on students' needs. The Reading A to Z Guided Reading Program, as well as ST Math will be used for this. Foster

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

D. Intervention: Celerity provides small group instruction as a form of intervention during the school day for students not meeting proficiency. Students scoring below grade-level and/or not demonstrating proficiency in grade-level standards are tutored in small groups during the instructional day. Students to be taught in small groups are identified using data from sources such as: Smarter Balanced scores, curriculum-based assessments, SchoolNet, running records, and fluency assessments. The students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance from their teachers in strategies depending on students needs. The Reading A to Z Guided Reading Program, as well as ST Math will be used for this. Foster students, EL

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Intervention:**  
ISANA provides a variety of learning supports including differentiated instruction and intervention in the form of small group instruction during the school day for students not meeting proficiency.  
  
Students scoring below grade-level and/or not demonstrating proficiency in grade-level standards are are provided with targeted instruction in small groups during the instructional day.  
  
Students to be taught in small groups are identified using data from sources such as: state testing results, curriculum-based assessments, Diagnostic assessments, running records, and fluency assessments. The

|   |  |  |
|---|--|--|
| <p>youth, English Learners and socioeconomically disadvantaged students and students who need additional time to complete computer based programs will have additional access to the program during before or after school hours.</p> | <p>students and students who need additional time to complete computer based programs will have additional access to the program during before or after school hours. We will continue to develop the skills and knowledge of our Paraprofessional and RTI instructors by developing a yearlong outline/scope sequence for training.</p> | <p>students identified for small group tutoring are placed in skills-based flexible groups and will receive additional assistance from their teachers in strategies depending on students needs.</p> <p>Programs such as Reading A-Z, i-Ready and ST Math are used for students needing intervention.</p> <p>Foster students, English Learners and students who need additional time to complete computer based programs will have additional access to the program during, before, or after school hours.</p> <p>We will continue to develop the skills and knowledge of our paraprofessional and academic interventionists by developing a yearlong outline/scope sequence for training.</p> |
|---|--|--|

### Budgeted Expenditures

|                  | 2017-18  | 2018-19  | 2019-20   |
|------------------|--|--|---|
| Amount           | \$23,917   | \$23,917   | \$23,917  |
| Source           | LCFF   | LCFF   | LCFF  |
| Budget Reference | 4000-4999 Books and Supplies; Student Instruction and Assessment Tools* Study Island- 8,363* Reading A to Z- 2,251* Brain Pop- 739 * ST Math/Mind Institute- 7,499* SchoolNet- 5,065 | 4000-4999 Books and Supplies; Student Instruction and Assessment Tools* Study Island- 8,363* Reading A to Z- 2,251* Brain Pop- 739 * ST Math/Mind Institute- 7,499* SchoolNet- 5,065 | 4000-4999 Books and Supplies; Student Instruction and Assessment Tools* Reading A to Z- 2,251* Brain Pop- 739 * ST Math/Mind Institute- 7,499* SchoolNet- 5,065 *i-Ready-28,148 |
| Amount           | \$57,944   | \$57,944   | \$57,944  |
| Source           | Federal Revenues - Title I   | Federal Revenues - Title I   | Federal Revenues - Title I  |
| Budget Reference | 2000-2999 Classified Salaries; Paraprofessionals Salary  | 2000-2999 Classified Salaries; Paraprofessionals Salary  | 2000-2999 Classified Salaries; Paraprofessionals Salary   |
| Amount           | \$7,702  | \$7,702  | \$7,702   |



|                  |  |  |  |
|------------------|--|--|--|
| Source           | Federal Revenues - Title I   | Federal Revenues - Title I   | Federal Revenues - Title I   |
| Budget Reference | 3000-3999 Employee Benefits; Highly Qualified Paraprofessionals Benefits | 3000-3999 Employee Benefits; Highly Qualified Paraprofessionals Benefits | 3000-3999 Employee Benefits; Highly Qualified Paraprofessionals Benefits |

**Goal 1, Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

E. After School Tutoring: After school tutoring is offered during the school year for students not meeting grade-level proficiency in language arts and math assessments as indicated by multiple measures including unit assessments,

**After School Tutoring**

Expand access to intervention, instructional support and after school tutoring for students who are in need of additional supports based

|   |  |   |
|---|--|---|
| standardized testing, and other school assessments. |  | on measures such as state testing and diagnostic testing. |
|---|--|---|

### Budgeted Expenditures

|                  | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$207,754   | \$207,754   | \$207,754   |
| Source           | After School Education & Safety   | After School Education & Safety   | After School Education & Safety   |
| Budget Reference | 5000-5999 Services and Other Operating Expenses;<br>Expanded Learning Program | 5000-5999 Services and Other Operating Expenses;<br>Expanded Learning Program | 5000-5999 Services and Other Operating Expenses;<br>Expanded Learning Program |

### Goal 1, Action 6

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**  
Select from New Action, Modified Action, or Unchanged Action:

**2018-19**  
Select from New Action, Modified Action, or Unchanged Action:

**2019-20**  
Select from New Action, Modified Action, or Unchanged Action:

| Unchanged Action  | Modified Action   | Modified Action   |
|---|---|---|
| <p>F. Parent Involvement: The school maintains a Parent Advisory Council, School Site Council, and District English Learner Advisory Council. The school shares reports on overall student assessments results in Language Arts and Math with the entire school community. The Councils contribute input on how to improve reading and math instruction and programs.</p> | <p>F. Parent Involvement: The school maintains a Parent Advisory Council, School Site Council, and District English Learner Advisory Council. The school shares reports on overall student assessments results in Language Arts and Math with the entire school community. The Councils contribute input on how to improve reading and math instruction and programs. The school leadership team will use feedback from these groups to assist in planning parent workshops that will take place throughout the year.</p> | <p><b>Parent Involvement:</b></p> <p>The school maintains a Parent Advisory Council, School Site Council, and District English Learner Advisory Council.</p> <p>The school shares reports on overall student achievement and student group achievement on both school and state assessments in ELA and math.</p> <p>School Leadership will use feedback from these groups to assist in planning parent workshops throughout the year that will provide parents and families with increased opportunities to participate in school activities that increase their skills as partners in the child's education.</p> |

### Budgeted Expenditures

|                  | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$22,690 (repeat expenditure)                           | \$22,690 (repeat expenditure)                           | \$28,000  |
| Source           | LCFF  | LCFF  | LCFF  |
| Budget Reference | 2000-2999 Classified Salaries; Community Liaison Salary | 2000-2999 Classified Salaries; Community Liaison Salary | 2000-2999 Classified Salaries; Community Liaison Salary |
| Amount           | \$4,172   | \$4,172   | \$4,172   |
| Source           | LCFF  | LCFF  | LCFF  |
| Budget Reference | 3000-3999 Employee Benefits; Community Liaison Benefits | 3000-3999 Employee Benefits; Community Liaison Benefits | 3000-3999 Employee Benefits; Community Liaison Benefits |

## Goal 1, Action 7

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

G. Translation for Parent Involvement: All meetings and materials sent home will be translated for parents of English Learners, both orally and in writing.

G. Translation for Parent Involvement: All meetings and materials sent home will be translated for parents of English Learners, both orally and in writing. Report cards will be translated as well.

**Translation for Parent Involvement:**  
All meetings and materials sent home will be interpreted/translated for parents of English Learners.

## Budgeted Expenditures

2017-18

2018-19

2019-20

|                  |  |  |     |
|------------------|--|--|-----|
| Amount           | \$25,000   | \$25,000   | \$0 |
| Source           | LCFF   | LCFF   |     |
| Budget Reference | 2000-2999 Classified Salaries;<br>Community Liaison Salary | 2000-2999 Classified Salaries;<br>Community Liaison Salary |     |
| Amount           | \$6,250  | \$6,250  | \$0 |
| Source           | LCFF   | LCFF   |     |
| Budget Reference | 3000-3999 Employee Benefits;<br>Community Liaison Benefits | 3000-3999 Employee Benefits;<br>Community Liaison Benefits |     |

### Goal 1, Action 8

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

H. Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify students in several areas, such as English Language Arts and Math. Once identified, specific interventions are planned for the subsequent unit of instruction. Students receive support from the Resource teacher through the Learning Center model. Accommodated assignments may be given to students who are identified with special learning needs.

**Targeted Instruction:**

Through continuous analysis of student performance throughout each school year, teachers identify students in several areas, such as English Language Arts and Math in need of targeted instruction.

Once identified, specific interventions are planned for the subsequent unit of instruction. Students may receive targeted support from the resource teacher through the Learning Center model, from an academic interventionist or the classroom teacher.

Accommodated assignments may be given to students who are identified with special learning needs.

**Budgeted Expenditures**

|                  | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$199,386 (repeat expenditure)  | \$199,386 (repeat expenditure)  | \$199,386 (repeat expenditure)  |
| Source           | Other State Revenues  | Other State Revenues  | Other State Revenues  |
| Budget Reference | 1000-1999 Certificated Salaries; Resource Specialist Salary (repeated in Goal 4 Action D) | 1000-1999 Certificated Salaries; Resource Specialist Salary (repeated in Goal 4 Action D) | 1000-1999 Certificated Salaries; Resource Specialist Salary (repeated in Goal 4 Action D) |
| Amount           | \$57,255 (repeat expenditure)   | \$57,255 (repeat expenditure)   | \$57,255 (repeat expenditure)   |
| Source           | Other State Revenues  | Other State Revenues  | Other State Revenues  |
| Budget Reference | 3000-3999 Employee Benefits; Resource Specialist Benefits (repeated in Goal 4 Action D)   | 3000-3999 Employee Benefits; Resource Specialist Benefits (repeated in Goal 4 Action D)   | 3000-3999 Employee Benefits; Resource Specialist Benefits (repeated in Goal 4 Action D)   |

**Goal 1, Action 9**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

I. Technology: Network Maintenance: In order to keep our computers operational, we need network maintenance. This is critical to ensure smooth implementation of taking the computer-based Smarter Balanced exam as well as online Internal Benchmarks.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Technology-Network Maintenance**

Network maintenance is ongoing throughout the school year to ensure successful implementation and usage of web-based programs as well as smooth implementation of computer-based state testing. Failed equipment is repaired or replaced.

**Budgeted Expenditures**

2017-18

2018-19

2019-20

|                  |   |   |   |
|------------------|---|---|---|
| Amount           | \$34,031  | \$34,031  | \$34,031  |
| Source           | LCFF  | LCFF  | LCFF  |
| Budget Reference | 5000-5999 Services and Other Operating Expenses;<br>Network Maintenance | 5000-5999 Services and Other Operating Expenses;<br>Network Maintenance | 5000-5999 Services and Other Operating Expenses;<br>Network Maintenance |

**Goal 1, Action 10**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

J. Technology: Computer Maintenance: Due to lack of technology in the homes of students who come from a low economic household, we will ensure all students from

**Technology-Computer Maintenance:**

Computer maintenance will be ongoing throughout the year to ensure all students,



low economic backgrounds have access to computers and headphones. Computers will undergo regularly scheduled maintenance to ensure full functionality for student use. This includes constant updates on the computers to get full use of the newer technology, as well updates to help secure the computers. As computers are reported not working, they are fixed. The use of computers also assists with taking the computer-based Smarter Balanced exam as well as online Internal Benchmarks. Additionally, students have access to free tutorial programs such as Star Fall to help increase student achievement. Students who do not have access to computers at home are given access to computers before or after school.

including those come from a low income households, have access to computers and other tech equipment such as headphones or speakers. Computers will undergo regularly scheduled maintenance to ensure full functionality of all school programs. Educational software is periodically updated according to company recommendations. Computers will be repaired or replaced as needed.

### Budgeted Expenditures

|                  | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$50,526   | \$50,526   | \$50,526   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 5000-5999 Services and Other Operating Expenses;<br>Computer Maintenance | 5000-5999 Services and Other Operating Expenses;<br>Computer Maintenance | 5000-5999 Services and Other Operating Expenses;<br>Computer Maintenance |

### Goal 1, Action 11

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

K. Conferences and Guest Speakers: In order to increase student achievement, teachers, curriculum specialists, and administration will be sent to conferences or speakers will be brought in that provide effective professional development on teaching students of low economic backgrounds.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Conferences and Guest Speakers:**

Staff, including teachers, instructional coaches, and administration will continue to have the opportunity to attend outside conferences and participate in in-house conferences with guest speakers/trainers that provide professional development on teaching students of low economic backgrounds.

**Budgeted Expenditures**

|                  | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$5,000  | \$15,000   | \$15,000   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 7000-7499 Other;<br>Conferences and Guest Speakers | 7000-7499 Other;<br>Conferences and Guest Speakers | 7000-7499 Other;<br>Conferences and Guest Speakers |

**Goal 1, Action 12**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

L. Counseling: Students who are identified as foster youth and who demonstrate need will receive counseling on an as needed basis through our support team services. Additional services through our COST (Coordination of Services Team) or SST (Student Study Team) will occur on an as needed basis.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Counseling:**  
Students who are identified as foster youth and who demonstrate need will receive counseling on an as needed basis through our support team services. Additional services through our COST (Coordination of Services Team) or SSPT (Student Support and Progress Team) will occur on an as needed basis.

**Budgeted Expenditures**

2017-18

2018-19

2019-20

|                  |   |   |   |
|------------------|---|---|---|
| Amount           | \$56,304 (repeat expenditure)   | \$56,304 (repeat expenditure)   | \$56,304 (repeat expenditure)   |
| Source           | Other State Revenues  | Other State Revenues  | Other State Revenues  |
| Budget Reference | 1000-1999 Certificated Salaries; Certificated Salaries to provide counseling services (repeated in Goal 4 Action D) | 1000-1999 Certificated Salaries; Certificated Salaries to provide counseling services (repeated in Goal 4 Action D) | 1000-1999 Certificated Salaries; Certificated Salaries to provide counseling services (repeated in Goal 4 Action D) |
| Amount           | \$12,186  | \$12,186  | \$12,186  |
| Source           | Other State Revenues  | Other State Revenues  | Other State Revenues  |
| Budget Reference | 3000-3999 Employee Benefits; Certificated Employee Benefits to provide counseling services                          | 3000-3999 Employee Benefits; Certificated Employee Benefits to provide counseling services                          | 3000-3999 Employee Benefits; Certificated Employee Benefits to provide counseling services                          |

**Goal 1, Action 13**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

| Unchanged Action  | Unchanged Action | Modified Action  |
|---|------------------|--|
| <p>M. Workshops and/or Resources for Foster Parents: Celerity will offer parent workshops and/or provide resources that address social and behavioral challenges that foster youth face. Strategies will be provided to parents and topics will be devised based on guardian needs.</p> |                  | <p><b>Workshops and/or Resources for Foster Parents:</b></p> <p>ISANA will offer parent workshops and/or provide resources that address social-emotional and academic challenges that foster youth face. Strategies will be provided to families and topics will be devised based on families needs.</p> |

**Budgeted Expenditures**

|                  | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount           | \$0     | \$0     | \$0     |
| Source           |         |         |         |
| Budget Reference |         |         |         |

**Goal 1, Action 14**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services****2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

| Unchanged Action   | Unchanged Action | Modified Action  |
|--|------------------|--|
| N. Data Tracking: Once redesignated, students will continue to be tracked to ensure that they are reaching proficiency within ELA and Math. Additional support will be given if students are not reaching proficiency. |                  | <b>Data Tracking:</b><br>Once reclassified, English Learner students will continue to be tracked to ensure that they are reaching/maintaining proficiency within ELA and Math. Additional support will be provided if students are not reaching/maintaining proficiency. |

**Budgeted Expenditures**

|                  | 2017-18 | 2018-19 | 2019-20  |
|------------------|---------|---------|--|
| Amount           | \$0     | \$0     | \$2,000  |
| Source           |         |         | Federal Revenues - Title I   |
| Budget Reference |         |         | 1000-1999 Certificated Salaries;<br>Certificated Data Coordinator Salaries |
| Amount           | \$0     | \$0     | \$600  |
| Source           |         |         | Federal Revenues - Title I   |
| Budget Reference |         |         | 3000-3999 Employee Benefits;<br>Certificated Data Coordinator Benefits     |

**Goal 1, Action 15**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

| Action | Action | New Action   |
|--------|--------|--|
|        |        | <p><b>Technology Instruction in the Classroom</b></p> <p>In order to strengthen our technology instruction in the classroom, an Ed Tech position will be added, who will be providing direct teacher and student instructional technology support. They will be working with the IT professionals to further provide this support.</p> |

**Budgeted Expenditures**

2017-18

2018-19

2019-20

|                  |     |     |   |
|------------------|-----|-----|---|
| Amount           | \$0 | \$0 | \$20,000  |
| Source           |     |     | LCFF  |
| Budget Reference |     |     | 2000-2999 Classified Salaries;<br>Classified Ed Tech Salaries |
| Amount           | \$0 | \$0 | \$18,000  |
| Source           |     |     | LCFF  |
| Budget Reference |     |     | 3000-3999 Employee Benefits;<br>Classified Ed Tech Benefit    |

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

Modified Goal

## Goal 2

English Learners will master the skills of the English Language Development Standards, Common Core State Standards, and California State Standards.

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

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Identified Need:

Throughout the 18-19 school year, the percentage of English Learners performing at grade level showed growth from the first Diagnostic Assessment to the final Diagnostic Assessment administered in the spring. However, data (e.g. SBAC and local assessments) still show English Learners performing lower than our student population overall.

### Expected Annual Measurable Outcomes

| Metrics/Indicators                       | Baseline                                  | 2017-18   | 2018-19   | 2019-20  |
|--|---|---|---|--|
| English Learner<br>Reclassification Rate | English Learner<br>Reclassification Rate: | By Spring 2018, at least<br>80% of English Learners | By Spring 2019, at least<br>80% of English Learners | Annual reclassification rate<br>will exceed 10% of English |



|  |   |   |   |   |
|--|---|---|---|---|
|  | <p>8.82%</p> <p>Percentage of English Learners who progress in English Proficiency (as measured by CELDT): 47%</p> <p>Percentage of English Learners who progress in English Proficiency (as measured by Student ELD Portfolio Grades):</p> | <p>will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.</p> | <p>will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.</p> | <p>Learners as measured by CALPADS reporting.</p>   |
| Progress toward Reclassification                             | Baseline will be established in 2017.   | At least 80% of English Learners will remain on-track toward reclassification as measured by the number of years enrolled in a US school and their rate of progress toward ELPAC Level 4.   | At least 80% of English Learners will remain on-track toward reclassification as measured by the number of years enrolled in a US school and their rate of progress toward ELPAC Level 4.   | At least 80% of English Learners will remain on-track toward reclassification as measured by the number of years enrolled in a US school and their rate of progress toward ELPAC Level 4. |
| Performance in ELA and Math on SBAC and Internal Assessments | Smarter Balanced and/or Internal Benchmark Results for English Learners: 30% (Smarter Balanced) 42% (Internal Benchmark   | The percentage of English Learners proficient on ELA and Math will increase by 2% over the previous year as measured by SBAC and/or internal assessments.   | The percentage of English Learners proficient on ELA and Math will increase by 2% over the previous year as measured by SBAC and/or internal assessments.   | The percentage of English Learners proficient on ELA and Math will increase by 2% over the previous year as measured by SBAC and/or internal assessments.                                 |
| Teacher Observations   | 100% of English Learners have access to and be taught the Common Core State Standards and the ELD Standards   | All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.  | All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.  | All English Learners will have access to and be taught the Common Core State Standards, CA State Standards and the ELD Standards, as measured by teacher observations.                    |

|                   |                                 |   |   |   |
|-------------------|---------------------------------|---|---|---|
| Parent Engagement | Two or more workshops provided. | We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas. | We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas. | Increase the number of opportunities for parents/families to receive training on school programs and academic initiatives specifically for parents/families of English Learners, as measured by a minimum of two workshops held annually. |
|-------------------|---------------------------------|---|---|---|

## Planned Actions / Services

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

### Goal 2, Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

2017-18

2018-19

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Select from New Action, Modified Action, or Unchanged Action:

Select from New Action, Modified Action, or Unchanged Action:

| Modified Action   | Unchanged Action | Modified Action   |
|---|------------------|---|
| <p>A. Parent Participation: Hold and translate parent meetings/workshops in topics such as how to support their children's learning, parenting and other family management skills. Prepare and disseminate handbooks and other information to parents to facilitate their participation in school activities and their child's learning in English and Spanish. Host regular District-level English Learner Advisory Committee (DELAC) meetings that are translated in English and Spanish to provide reading and writing strategies, review data of performance for English Learners on interim benchmark tests/State Standardized Tests/CELDT/ELPAC, and to provide training on English Learner supplemental materials such as Reading A-Z materials.</p> |                  | <p><b>Parent Participation:</b></p> <p>Hold and translate parent meetings/workshops in topics such as how to support their children's learning, parenting and other family management skills.</p> <p>Prepare and disseminate handbooks and other information to parents to facilitate their participation in school activities and their child's learning in English and Spanish.</p> <p>Host regular District-level English Learner Advisory Committee (DELAC) meetings that are translated in English and Spanish to provide reading and writing strategies, review data of performance for English Learners on internal assessments and State Standardized Tests, ELPAC, reclassification process and to provide training on English Learner supplemental materials such as Reading A-Z materials.</p> |

### Budgeted Expenditures

|                  | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$45,380 (repeat expenditure)   | \$45,380 (repeat expenditure)   | \$45,380 (repeat expenditure)   |
| Source           | LCFF  | LCFF  | LCFF  |
| Budget Reference | 2000-2999 Classified Salaries; Classified Salary (repeated in Goal 1 Actions E and F) | 2000-2999 Classified Salaries; Classified Salary (repeated in Goal 1 Actions E and F) | 2000-2999 Classified Salaries; Classified Salary (repeated in Goal 1 Actions E and F) |
| Amount           | \$8,344 (repeat expenditure)  | \$8,344 (repeat expenditure)  | \$8,344 (repeat expenditure)  |
| Source           | LCFF  | LCFF  | LCFF  |

Budget Reference

3000-3999 Employee Benefits; Classified Benefits

3000-3999 Employee Benefits; Classified Benefits

3000-3999 Employee Benefits; Classified Benefits

**Goal 2, Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

B. Extended Learning Opportunities: Extended day academic opportunities targeting English learners needing additional support in ELD or mastering content standards. These include activities such as before and after school, intervention, and summer school programs. The After School Expanded Learning program contributes towards the success of English Learner students through the incorporation of a

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Extended Learning Opportunities:**  
  
Extended day academic opportunities targeting English Learners needing additional support in ELD or mastering content standards will continue to be offered. These include activities before and after school, intervention, and summer school programs.

variety of targeted elements centered on increasing the language proficiency of English Learners. Targeted elements will include ongoing professional development for after school program leaders centered on English Learner instruction, full student inclusion in after school programs and activities with opportunities to practice oral English skills, program leader collaboration with day school teachers to stay abreast of student achievement levels, and the incorporation of music development classes such as percussion, string, and wind instruments to promote language development in a least restrictive environment. The school principal and program director will conduct periodic on-site observations to ensure that English Learners are being held to high expectations and actively participating in the programs and activities designed to ensure their linguistic success.

The after school Expanded Learning program will operate throughout the year. This program contributes towards the success of English learner students through the incorporation of a variety of targeted elements centered on increasing the language proficiency of English Learners.

Targeted elements will include:

- ongoing PD for Expanded Learning program leaders centered on English learner instruction.
- full student inclusion in after school programs and activities with opportunities to engage in meaningful academic discourse.
- program leader collaboration with day school teachers to stay abreast of student achievement levels.
- and the incorporation of music development classes to promote language development in a least restrictive environment.

We will continue implementation of/collaboration with:

- Read to Lead, a web-based reading program for reading fluency which helps students to articulate what they read in school and at home.
- Girls Scouts of America social and emotional life skills.

The school principal and program director will conduct periodic on-site observations to ensure that English Learner students are being held to high expectations and actively participating in the programs and activities designed to ensure their linguistic success.

## Budgeted Expenditures

|                  | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$207,754 (repeat expenditure)  | \$207,754 (repeat expenditure)  | \$207,754 (repeat expenditure)  |
| Source           | After School Education & Safety   | After School Education & Safety   | After School Education & Safety   |
| Budget Reference | 4000-4999 Books and Supplies; Expanded Learning Program (repeated in Goal 1 Action E) | 4000-4999 Books and Supplies; Expanded Learning Program (repeated in Goal 1 Action E) | 4000-4999 Books and Supplies; Expanded Learning Program (repeated in Goal 1 Action E) |

### Goal 2, Action 3

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**Location(s):**

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

All Schools

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

C. Data Tracking: ELD Portfolios are maintained for each student that reflect the depth and breadth of his/her work. Student progress will be monitored on an ongoing basis with state and local assessments. The site administrators will work with curriculum specialists and teachers, and teachers will work with each other to analyze assessment data to inform instruction.

C. Data Tracking: ELD Portfolios are maintained for each student that reflect the depth and breadth of his/her work. Student progress will be monitored on an ongoing basis with state and local assessments. The site administrators will work with curriculum specialists and teachers, and teachers will work with each other to analyze assessment data to inform instruction. ELD portfolios and report cards will be updated to reflect the new ELD standards.

**Data Tracking:**

ELD Portfolios are maintained for each student that reflect the depth and breadth of his/her work. Student progress is monitored on an ongoing basis and based on state and local assessments.

The site administrators will work with instructional coaches and teachers, and teachers will work with each other to analyze assessment data to inform instruction.

**Budgeted Expenditures**

|                  | 2017-18 | 2018-19 | 2019-20   |
|------------------|---------|---------|---|
| Amount           | \$0     | \$0     | \$25,000  |
| Source           |         |         | LCFF  |
| Budget Reference |         |         | 1000-1999 Certificated Salaries;<br>Certificated ELD Coordinator Salaries |
| Amount           | \$0     | \$0     | \$7,500   |
| Source           |         |         | LCFF  |
| Budget Reference |         |         | 3000-3999 Employee Benefits;<br>Certificated ELD Coordinator Benefits     |

**Goal 2, Action 4**

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

**Students to be Served:**

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

**Location(s):**

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

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

D. Professional Development: Regular professional development for teachers and administrators will focus on the following three areas: - supporting Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy. - implementing the ELD standards and implementation within the instructional program, including professional development in designated and integrated ELD supports in the curriculum, training in SIOP (Sheltered Instruction Observation Protocol) to help English Learners, training in the ELPAC, and training in supporting Long Term English Learners. Observations will happen systematically, and feedback will be provided.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

D. Professional Development: Regular professional development for teachers and administrators will focus on the following three areas: - supporting Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy. - implementing the ELD standards and implementation within the instructional program, including professional development in designated and integrated ELD supports in the curriculum, training in SIOP (Sheltered Instruction Observation Protocol) and other English Development Instruction strategies to help English Learners, and training in the ELPAC, and training and supporting Long Term English Learners. Observations will happen systematically, and feedback will be provided.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Professional Development-English Learner Focused**

Regular professional development for teachers and administrators will include the following areas:

- Supporting Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy.
- Effectively implementing the ELD standards within Integrated and Designated ELD Instruction
- Continued training in English Development Instruction strategies
- Continued training in supporting the needs of Long Term English Learners

Observations will continue to happen systematically and feedback will be provided.



## Budgeted Expenditures

|                  | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$2,448  | \$2,448  | \$2,448  |
| Source           | Federal Revenues - Title III   | Federal Revenues - Title III   | Federal Revenues - Title III   |
| Budget Reference | 4000-4999 Books and Supplies;<br>SIOF Training   | 4000-4999 Books and Supplies;<br>SIOF Training   | 4000-4999 Books and Supplies;<br>SIOF Training   |
| Amount           | \$3,404  | \$3,404  | \$3,404  |
| Source           | Federal Revenues - Title III   | Federal Revenues - Title III   | Federal Revenues - Title III   |
| Budget Reference | 5000-5999 Services and Other Operating Expenses;<br>Professional Development in implementation of Designated and Integrated Supports within the ELA curriculum | 5000-5999 Services and Other Operating Expenses;<br>Professional Development in implementation of Designated and Integrated Supports within the ELA curriculum | 5000-5999 Services and Other Operating Expenses;<br>Professional Development in implementation of Designated and Integrated Supports within the ELA curriculum |

## Goal 2, Action 5

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

E. Teaching Strategies: Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia are used extensively throughout the instructional program. Ongoing monitoring of student progress takes place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the English Learner is fully integrated into the core instructional program and is coordinated with all program and services. Small group instruction will occur with

**Teaching Strategies:**  
 Teachers and school leadership continue to monitor student progress throughout the year.  
 Specific ELD strategies are implemented into daily designated and integrated ELD instruction. Observations take place throughout the year to monitor the implementation of these strategies.  
 Additionally, word banks are utilized by all teachers to help students retain content-area vocabulary and support them in using it.

students to ensure that intervention and language development continue to progress for students.

Teachers continue to incorporate language objectives into lessons to support the linguistic development of all students and, particularly, English Learner.

Small group instruction continues to take place to support student learning and ensure students continue to make progress toward grade level standards.

## Goal 2, Action 6

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

F. Band Level and RFEP: Students will be

F. Band Level and RFEP: Students will be

**ELPAC Levels and RFEP (Reclassified)**

tracked through Powerschool based on their ELD status. Students are moved ELD levels based on their performance on the CELDT, internal benchmark assessments, meeting ELD standards through their ELD level specific folder, and academic performance. As well, students are considered for RFEP based on the criteria in the school's EL Master Plan. All of this data is tracked through Powerschool and Schoolnet.

tracked through Powerschool based on their ELD status. Students are moved ELD levels based on their performance on the CELDT, internal benchmark assessments, meeting ELD standards through their ELD level specific folder, and academic performance. As well, students are considered for RFEP based on the criteria in the school's EL Master Plan. All of this data is tracked through Powerschool and Schoolnet. Teachers also document RFEP progress at least 3 times a year using the RFEP Progress Monitoring Tracker form.

**Fluent English Proficient) Students:**

Student ELD level progress and progress toward reclassification is monitored by teachers and school leadership. The students individual ELD portfolio is managed by the teacher and leadership team and contains documentation regarding the students current level of performance and progress toward reclassification. Data is also tracked through Powerschool and Schoolnet.

Students are considered for reclassification based on the criteria in the school's EL Master Plan.

Teachers document RFEP progress at least 3 times a year using the RFEP Progress Monitoring Tracker form.

**Budgeted Expenditures**

|                  | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$3,204   | \$3,204   | \$3,204   |
| Source           | LCFF  | LCFF  | LCFF  |
| Budget Reference | 5000-5999 Services and Other Operating Expenses;<br>Powerschool | 5000-5999 Services and Other Operating Expenses;<br>Powerschool | 5000-5999 Services and Other Operating Expenses;<br>Powerschool |

**Goal 2, Action 7**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

G. Intervention: Long Term English Learners, students who are not moving band levels or being RFEP'd within an appropriate time are identified and additional support through our COST (Coordination of Services Team) and SST (Student Study Team) are provided. Additional tutoring after school is highly suggested and small group instruction within the academic day will be provided for students that are not progressing academically.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Intervention**

Long Term English Learners (LTEL) and students who are not progressing toward reclassification at the suggested rate based on their initial ELPAC placement are identified and additional support through our COST (Coordination of Services Team) and SSPT (Student Support and Progress Team) are provided.

Small group instruction within the academic day will also be provided.

**Budgeted Expenditures**

|        | 2017-18 | 2018-19 | 2019-20 |
|--------|---------|---------|---------|
| Amount | \$0     | \$0     | \$0     |

|                  |  |  |  |
|------------------|--|--|--|
| Source           |  |  |  |
| Budget Reference |  |  |  |

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

Modified Goal

### Goal 3

All students will be taught by qualified teachers.

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

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
 Local Priorities:

#### Identified Need:

To help maintain academic excellence, ISANA Academies requires all classroom teachers to be highly qualified and to hold all necessary credentials for the course or courses they teach. All stakeholders expect all faculty and support staff will have the appropriate credentials and certifications necessary and applicable to their position.

#### Expected Annual Measurable Outcomes

| Metrics/Indicators  | Baseline   | 2017-18  | 2018-19  | 2019-20  |
|---|--|--|--|--|
| Teachers Fully Credentialed and Appropriately Assigned (as measured by SARC, Paycom (HR Internal Data) and CALPADS) | Percentage of Teachers holding credentials appropriate to their job assignment (SARC, HR Internal Data, CALPADS): 100% | We will have 100% qualified teachers as measured by appropriate credentialing and job assignments. | We will have 100% qualified teachers as measured by appropriate credentialing and job assignments. | We will have 100% qualified teachers as measured by appropriate credentialing and job assignments. |

#### Planned Actions / Services

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

### Goal 3, Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

A. Teacher Feedback and Observations: Teachers will be observed on a regular basis through a coaching model by Curriculum Specialists to ensure that multiple, effective instructional strategies are being utilized daily as they instruct their student groups of English Learners, socioeconomically disadvantaged students, and foster youth. Instructional modeling will be conducted by the Curriculum Specialist. The Principal will conduct three formal observations through My Learning Plan a

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

A. Teacher Feedback and Observations: School leadership team will work with each teacher to set goals for the school year. Classroom observations will be conducted to support progress towards these goals. Teachers will be observed on a regular basis through a coaching model by Curriculum Specialists to ensure that multiple, effective instructional strategies are being utilized daily as they instruct their student groups of English Learners, socioeconomically disadvantaged students, and foster youth.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Teacher Feedback and Observations:** School leadership team will work with each teacher to set goals for the school year. Classroom observations will be conducted and feedback will be provided by Instructional Coaches to support teachers in making progress towards these goals. In addition, observations will focus on ensuring that multiple, effective instructional strategies are being utilized daily as teachers instruct student groups of English Learners, socioeconomically

|   |   |  |
|---|---|--|
| <p>year with pre- and post- conferences with the teacher. Areas of strength and improvement are discussed. Additional support is provided for new teachers.</p> | <p>Instructional modeling will be conducted by the Curriculum Specialist. The Principal will conduct three formal observations through My Learning Plan a year with pre- and post- conferences with the teacher. Areas of strength and improvement are discussed. Additional Support is provided for newer teachers. School leadership team will also review lesson plans and provide feedback on a weekly basis.</p> | <p>disadvantaged students, and foster youth. Instructional Coaches provide additional support through, for example, modeling and co-teaching.</p> <p>Principals will conduct three formal observations through My Learning Plan a year with pre- and post- conferences with the teacher. Areas of strength and improvement are discussed. Additional Support is provided for newer teachers.</p> <p>School leadership team will also review lesson plans and provide feedback on a weekly basis.</p> |
|---|---|--|

### Budgeted Expenditures

|                  | 2017-18  | 2018-19  | 2019-20   |
|------------------|--|--|---|
| Amount           | \$1,505  | \$1,505  | \$1,505   |
| Source           | LCFF   | LCFF   | LCFF  |
| Budget Reference | 4000-4999 Books and Supplies;<br>My Learning Plan                    | 4000-4999 Books and Supplies;<br>My Learning Plan                    | 4000-4999 Books and Supplies;<br>My Learning Plan                   |
| Amount           | \$63,808   | \$63,808   | \$133,361   |
| Source           | LCFF   | LCFF   | LCFF  |
| Budget Reference | 1000-1999 Certificated Salaries;<br>Curriculum Specialists' Salaries | 1000-1999 Certificated Salaries;<br>Curriculum Specialists' Salaries | 1000-1999 Certificated Salaries;<br>Instructional Coaches' Salaries |
| Amount           | \$16,459   | \$16,459   | \$40,008  |
| Source           | LCFF   | LCFF   | LCFF  |
| Budget Reference | 3000-3999 Employee Benefits;<br>Curriculum Specialists' Benefits     | 3000-3999 Employee Benefits;<br>Curriculum Specialists' Benefits     | 3000-3999 Employee Benefits;<br>Instructional Coaches' Benefits     |

### Goal 3, Action 2



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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

B. Professional Development: Celerity's leadership team will conduct surveys before and after Professional Developments in order to gather teacher interest and needs in professional development, as well as assess how effective the professional development sessions were. They will use this data to plan future professional developments. We will also analyze data from qualified status of teachers as well as teacher longevity and experience to plan professional development. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. Input from teachers will be critical throughout this

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Professional Development:**  
ISANAs leadership team will conduct surveys before and after Professional Developments in order to gather teacher interest and needs in professional development, as well as assess how effective the professional development sessions were. This information will be used to plan future professional developments.  
  
We will also analyze data from qualified status of teachers as well as teacher longevity and experience to plan professional development.  
  
Professional development activities will be designed and selected based on staff strengths

|          |  |   |
|----------|--|---|
| process. |  | and needs in relation to student achievement results. Input from teachers will remain critical throughout this process. |
|----------|--|---|

### Budgeted Expenditures

|                  | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$800   | \$800   | \$800   |
| Source           | LCFF  | LCFF  | LCFF  |
| Budget Reference | 5000-5999 Services and Other Operating Expenses;<br>Survey Monkey | 5000-5999 Services and Other Operating Expenses;<br>Survey Monkey | 5000-5999 Services and Other Operating Expenses;<br>Survey Monkey |

### Goal 3, Action 3

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

| Modified Action  | Unchanged Action | Modified Action   |
|--|------------------|---|
| <p>C. Leadership Meetings: The leadership team (led by the Principal and including the Curriculum Specialists) will ensure that professional development activities are coordinated to address staff needs in assisting unduplicated student groups (including English Learners, socioeconomically disadvantaged students, and foster youth) to meet or exceed state Common Core academic standards, NGSS, and the ELD Framework. Activities will be designed to help teachers integrate standards-based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes. Topics such as classroom management, intervention, and working with students' families will be addressed within the context of ensuring that all students meet or exceed state content and achievement standards. Additionally, to coordinate professional development activities, the Director and the Assistant Director of School Services hold administration meetings every Tuesday, in which the team is brought together to review professional development activities and calendars. Some of the coordinated services include EL, Title I, Special Education, and school-wide activities.</p> |                  | <p><b>Leadership Meetings:</b></p> <p>The leadership team (principal, instructional coaches, instructional coaches/admin in training) will ensure that professional development activities are coordinated to address staff needs in assisting unduplicated student groups (including English Learners, socioeconomically disadvantaged students, and foster youth) to meet or exceed state Common Core, ELD and NGSS standards.</p> <p>PD activities will be designed to help teachers integrate standards-based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes. Topics such as positive behavior support, classroom management, intervention, and working with students' families will be addressed within the context of ensuring that all students meet or exceed state content and achievement standards.</p> <p>Additionally, to coordinate professional development activities, ISANA central office staff (including the Chief Academic Officer, Directors of School Services, Pupil Services and SPED) will hold leadership and administration training at least twice a month, in which the team is brought together to review professional development activities and calendars. Some of the coordinated services include English Learners, Title I, Special Education, attendance, student achievement, parent outreach and school-wide activities.</p> |

## Budgeted Expenditures

|                  | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$105,920  | \$105,920  | \$141,144  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 1000-1999 Certificated Salaries;<br>Principal Salary | 1000-1999 Certificated Salaries;<br>Principal Salary | 1000-1999 Certificated Salaries;<br>Principal Salary |
| Amount           | \$27,321   | \$27,321   | \$42,343   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 3000-3999 Employee Benefits;<br>Principal Benefits   | 3000-3999 Employee Benefits;<br>Principal Benefits   | 3000-3999 Employee Benefits;<br>Principal Benefits   |

### Goal 3, Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**  
Select from New Action, Modified Action, or Unchanged Action:

**2018-19**  
Select from New Action, Modified Action, or Unchanged Action:

**2019-20**  
Select from New Action, Modified Action, or Unchanged Action:

|  |                  |                  |
|--|------------------|------------------|
| Modified Action  | Unchanged Action | Unchanged Action |
| D. Induction Program: Teachers take part in an Induction Program (formerly known as BTSA, Beginning Teacher Support and Assessment) in order to clear their credentials. |                  |                  |

### Budgeted Expenditures

|                  | 2017-18                            | 2018-19                            | 2019-20                            |
|------------------|------------------------------------|------------------------------------|------------------------------------|
| Amount           | \$11,000                           | \$10,000                           | \$10,000                           |
| Source           | LCFF                               | LCFF                               | LCFF                               |
| Budget Reference | 7000-7499 Other; Induction Program | 7000-7499 Other; Induction Program | 7000-7499 Other; Induction Program |

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

Modified Goal

### Goal 4

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

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

State Priorities: 1. Basic; 3. Parent involvement; 5. Pupil engagement; 6. School climate  
Local Priorities:

## Identified Need:

Continuing to have a supportive school culture is essential to the success students, staff and the school overall. The school will continue to maintain an ADA rate above 95%. We also continue to work on limiting chronic absenteeism.

## Expected Annual Measurable Outcomes

| Metrics/Indicators                                   | Baseline  | 2017-18        | 2018-19 | 2019-20  |        |  |  |  |
|--|---|----------------|---------|--|--------|--|--|--|
| Suspension Rate                                      | <table border="1"> <tr> <td>State Measures</td> <td></td> </tr> <tr> <td>Suspension Rate:</td> <td>2.04%</td> </tr> </table>                                      | State Measures |         | Suspension Rate:                                     | 2.04%  | By Spring 2018, our suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics. | By Spring 2019, our suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics. | Our suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics. |
| State Measures                                       |   |                |         |  |        |  |  |  |
| Suspension Rate:                                     | 2.04%   |                |         |  |        |  |  |  |
| Expulsion Rate                                       | <table border="1"> <tr> <td>State Measures</td> <td></td> </tr> <tr> <td>Expulsion Rate:</td> <td>0%</td> </tr> </table>  | State Measures |         | Expulsion Rate:                                      | 0%     | Our expulsion rate will maintain under 0.5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.   | Our expulsion rate will maintain under 0.5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.   | Our expulsion rate will maintain under 0.5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.   |
| State Measures                                       |   |                |         |  |        |  |  |  |
| Expulsion Rate:                                      | 0%  |                |         |  |        |  |  |  |
| Attendance Rate                                      | <table border="1"> <tr> <td>State Measures</td> <td></td> </tr> <tr> <td>Average Daily Attendance (ADA) Percentage for 16-17:</td> <td>96.51%</td> </tr> </table> | State Measures |         | Average Daily Attendance (ADA) Percentage for 16-17: | 96.51% | Our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.  | Our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.  | Our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.  |
| State Measures                                       |   |                |         |  |        |  |  |  |
| Average Daily Attendance (ADA) Percentage for 16-17: | 96.51%  |                |         |  |        |  |  |  |
| Chronic Absenteeism Rate                             | <table border="1"> <tr> <td>State Measures</td> <td></td> </tr> <tr> <td>Chronic Absenteeism Rate:</td> <td>3.62%</td> </tr> </table>                             | State Measures |         | Chronic Absenteeism Rate:                            | 3.62%  | Our chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 3% as  | Our chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 3% as  | Our chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 3% as  |
| State Measures                                       |   |                |         |  |        |  |  |  |
| Chronic Absenteeism Rate:                            | 3.62%   |                |         |  |        |  |  |  |

|  |   |   |   |   |                                |   |   |   |
|--|---|---|---|---|--------------------------------|---|---|---|
|  |   | measured by Powerschool and the California Dashboard/LCFF Evaluation Rubrics.   | measured by Powerschool and the California Dashboard/LCFF Evaluation Rubrics.   | measured by Powerschool and the California Dashboard/LCFF Evaluation Rubrics.   |                                |   |   |   |
| Middle School Drop Out Rate                              | <table border="1"> <tr> <td><b>State Measures</b></td> <td></td> </tr> <tr> <td>Middle School Dropout Rate</td> <td>Maintained at 0% in 2016-2017.</td> </tr> </table>  | <b>State Measures</b>   |   | Middle School Dropout Rate  | Maintained at 0% in 2016-2017. | Our middle school dropout rate will maintain under 0.5% as measured by DataQuest and Powerschool.                                     | Our middle school dropout rate will maintain under 0.5% as measured by DataQuest and Powerschool.                                     | Our middle school dropout rate will maintain under 0.5% as measured by DataQuest and Powerschool.                                     |
| <b>State Measures</b>                                    |   |   |   |   |                                |   |   |   |
| Middle School Dropout Rate                               | Maintained at 0% in 2016-2017.  |   |   |   |                                |   |   |   |
| FIT (Facilities Inspection Tool) Score<br>Good/Exemplary | <table border="1"> <tr> <td><b>Local Measures</b></td> <td></td> </tr> <tr> <td>FIT</td> <td>Good</td> </tr> </table>   | <b>Local Measures</b>   |   | FIT   | Good                           | We will maintain clean and safe facilities as measured by an overall score of Good or better on the FIT (Facilities Inspection Tool). | We will maintain clean and safe facilities as measured by an overall score of Good or better on the FIT (Facilities Inspection Tool). | We will maintain clean and safe facilities as measured by an overall score of Good or better on the FIT (Facilities Inspection Tool). |
| <b>Local Measures</b>                                    |   |   |   |   |                                |   |   |   |
| FIT  | Good  |   |   |   |                                |   |   |   |
| Stakeholder Survey Results and Participation Rate        | We will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/families completing the School input survey will increase from the year before by at least 2%. | We will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/families completing the School input survey will increase from the year before by at least 2%. | We will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/families completing the School input survey will increase from the year before by at least 2%. | We will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/families completing the School input survey will increase from the year before by at least 2%. |                                |   |   |   |

## Planned Actions / Services

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

### Goal 4, Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

A. Positive Discipline: A comprehensive approach to student discipline, focused on the needs of unduplicated students, is executed to promote a positive learning environment for unduplicated students using programs such as Love & Logic and the Celerity Peace Tree. Weekly professional developments for classified staff are held to address positive discipline, cleanliness, safety, and systems in place to promote a nurturing learning environment. These programs are an alternative to suspension.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

A. Positive Discipline: A comprehensive approach to student discipline, focused on the needs of unduplicated students, is executed to promote a positive learning environment. These programs include Love & Logic and the Celerity Peace Tree. Weekly professional developments for classified staff are held to address positive discipline, cleanliness, safety, and systems in place to promote a nurturing learning environment. Classified staff will also receive training on Love & Logic /Celerity Peace Tree before the start of the school year. New staff will also receive training on Love & Logic/Celerity Peace Tree while returning staff

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Positive Discipline:**  
The school will continue to implement a comprehensive approach to student discipline, focusing on the needs of unduplicated students, in order to promote a positive learning environment. Programs will include Love & Logic and the ISANA Peace Tree, as alternatives to suspension.  
  
Professional Developments for all staff, including classified, will be continue to be held to address positive discipline, cleanliness, safety, and systems in place to promote a nurturing learning environment. Workshops on



|  |   |  |
|--|---|--|
|  | will receive training on these topics that builds on last years trainings. These programs are an alternative to suspension. | Love & Logic and positive discipline will continue to be held for families.<br><br>The school will implement school-wide learning/behavior expectations. |
|--|---|--|

**Budgeted Expenditures**

|                  | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$234,336  | \$234,336  | \$234,336  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 2000-2999 Classified Salaries;<br>Classified Salaries        | 2000-2999 Classified Salaries;<br>Classified Salaries        | 2000-2999 Classified Salaries;<br>Classified Salaries        |
| Amount           | \$40,079   | \$40,079   | \$40,079   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 3000-3999 Employee Benefits;<br>Classified Employee Benefits | 3000-3999 Employee Benefits;<br>Classified Employee Benefits | 3000-3999 Employee Benefits;<br>Classified Employee Benefits |

**Goal 4, Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

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

English Learners, Foster Youth, Low Income

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

LEA-wide

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

All Schools

## Actions/Services

### 2017-18

Select from New Action, Modified Action, or Unchanged Action:

### 2018-19

Select from New Action, Modified Action, or Unchanged Action:

### 2019-20

Select from New Action, Modified Action, or Unchanged Action:

| Modified Action  | Unchanged Action | Modified Action  |
|--|------------------|--|
| <p>B. Parent Involvement: The school communicates with parents through a variety of ways. Every teacher has a cell phone so that parents have access to him/her in order to communicate about their children. Parents have access to teachers' email addresses as well. The school holds monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents also have access to Power School, our school information system, which allows them to see the grade book, benchmarks data, attendance, and projects. DELAC meetings are conducted monthly to inform parents of EL progress within core academic subjects. General parent meetings and School Site Council meetings will provide additional support and guidance to Foster Youth guardians. In addition, the school upholds an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.</p> |                  | <p><b>Parent Involvement:</b></p> <p>The school will continue to communicate with parents through a variety of ways. All teachers have school-issued cell phones and email addresses so that parents may easily contact teachers regarding their child.</p> <p>The school will continue to hold monthly parent meetings to communicate about the school, communicate information, and to elicit input from the parents.</p> <p>Parents continue to have access to PowerSchool, our school information system, allowing them to review their child's grades and attendance.</p> <p>DELAC meetings will continue to be held monthly to inform parents about EL achievement. School Site Council meetings will continue to be held monthly. General parent meetings will provide additional support and guidance to Foster Youth guardians.</p> <p>The school will uphold and open door policy. Parents of all students including foster youth and English Learners may request a meeting with the principal.</p> |

## Budgeted Expenditures

2017-18

2018-19

2019-20

|                  |   |   |   |
|------------------|---|---|---|
| Amount           | \$2,448   | \$2,448   | \$2,448   |
| Source           | LCFF  | LCFF  | LCFF  |
| Budget Reference | 5000-5999 Services and Other Operating Expenses;<br>Powerschool | 5000-5999 Services and Other Operating Expenses;<br>Powerschool | 5000-5999 Services and Other Operating Expenses;<br>Powerschool |

### Goal 4, Action 3

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

C. Attendance Meetings and Support: Calls will be made from the school site on the day of school that is missed by the student. After 3 unexcused absences, the family will meet with

C. Attendance Meetings and Support: Calls will be made from the school site on the day of school that is missed by the student. After 3 unexcused absences, the family will meet with

**Attendance Meetings and Support:**  
Calls will be made from the school on the day of school that is missed by the student. After 3

the principal to discuss attendance concerns and support will be provided tailored to the need of the unduplicated student. Ongoing support and meetings will take place thereafter to help families to find solutions to cut down on absenteeism. Meetings with the family are documented by the principal.

the principal to discuss attendance concerns and support will be provided, tailored to the need of the unduplicated student. Ongoing support and meetings will take place thereafter to help families to find solutions to cut down on absenteeism. We will develop a system of support for students who are chronically absent or at-risk of chronic absenteeism. Meetings with the family will documented by the principal.

unexcused absences, the family will meet with the principal to discuss attendance concerns and support will be provided, tailored to the need of the unduplicated student.

Ongoing support and meetings will take place thereafter to help families to find solutions to cut down on absenteeism.

Meetings will be documented by the principal.

The Attendance Improvement Task Force will work with the school to help implement best attendance improvement practices.

### Budgeted Expenditures

|                  | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$46,394   | \$46,394   | \$46,394   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 2000-2999 Classified Salaries;<br>Classified Salaries        | 2000-2999 Classified Salaries;<br>Classified Salaries        | 2000-2999 Classified Salaries;<br>Classified Salaries        |
| Amount           | \$9,183  | \$9,183  | \$9,183  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 3000-3999 Employee Benefits;<br>Classified Employee Benefits | 3000-3999 Employee Benefits;<br>Classified Employee Benefits | 3000-3999 Employee Benefits;<br>Classified Employee Benefits |

### Goal 4, Action 4

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

D. Behavioral and Academic Intervention: The school psychologist, school counselor, and resource specialists provide a system of personal support services for students. Through the use of COST (Coordination of Services Team) and SST (Student Success Team), students have readily available access to support services. Foster Youth, English Learners, and socioeconomically disadvantaged students have access to COST, SST, and support services on an as needed basis. Particular attention will be paid to older students.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

**Behavioral and Academic Intervention:**

The school psychologist, school counselor, and resource specialists provide a system of personal support services for students.

Through the use of COST (Coordination of Services Team) and SSPT (Student Support and Progress Team), students have readily available access to support services.

Foster Youth, English Learners, and socioeconomically disadvantaged students have access to COST, SSPT, and support services on an as needed basis. Particular attention will be paid to older students.

## Budgeted Expenditures

|                  | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$331,609  | \$331,609  | \$331,609  |
| Source           | Other State Revenues   | Other State Revenues   | Other State Revenues   |
| Budget Reference | 1000-1999 Certificated Salaries;<br>Certificated Salaries      | 1000-1999 Certificated Salaries;<br>Certificated Salaries      | 1000-1999 Certificated Salaries;<br>Certificated Salaries      |
| Amount           | \$85,536   | \$85,536   | \$85,536   |
| Source           | Other State Revenues   | Other State Revenues   | Other State Revenues   |
| Budget Reference | 3000-3999 Employee Benefits;<br>Certificated Employee Benefits | 3000-3999 Employee Benefits;<br>Certificated Employee Benefits | 3000-3999 Employee Benefits;<br>Certificated Employee Benefits |

### Goal 4, Action 5

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**  
Select from New Action, Modified Action, or Unchanged Action:

**2018-19**  
Select from New Action, Modified Action, or Unchanged Action:

**2019-20**  
Select from New Action, Modified Action, or Unchanged Action:

| Unchanged Action  | Unchanged Action | Modified Action   |
|---|------------------|---|
| E. Facilities Needs: Celerity will complete repairs and maintenance on the campus so that students continue attending a hazard-free school. Updates will occur as needed. |                  | <b>Facilities Needs:</b><br>ISANA will complete repairs and maintenance on the campus so that students continue attending a safe, clean and hazard-free school. Updates will occur as needed. |

### Budgeted Expenditures

|                  | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$11,767   | \$11,767   | \$11,767   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 2000-2999 Classified Salaries;<br>Facilities Management Salary | 2000-2999 Classified Salaries;<br>Facilities Management Salary | 2000-2999 Classified Salaries;<br>Facilities Management Salary |
| Amount           | \$2,805  | \$2,805  | \$2,805  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 3000-3999 Employee Benefits;<br>Facilities Management Benefits | 3000-3999 Employee Benefits;<br>Facilities Management Benefits | 3000-3999 Employee Benefits;<br>Facilities Management Benefits |



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$1,643,977

Percentage to Increase or Improve Services:

33.21%

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

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

The services provided for unduplicated pupils as described below (a combination of services limited to unduplicated students and services identified as LEA-wide but principally directed to and effective in meeting goals for unduplicated students) result in the required proportional increase (quantitative growth of services) or improvement (qualitative growth in services) in services for unduplicated pupils.

- Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s). (ie. the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”)
  - Goal 1:
    - Action 2 - This action describes professional development for teachers limited to teaching unduplicated student groups such as English Learners, socioeconomically disadvantaged students, and foster youth. Examples of these professional developments are how to differentiate implementation of the Common Core Standards for the student group, and how to create data-driven action plans and plan next instructional steps for the student group.
    - Action 7 - This action describes translation for parent involvement, particularly for parents of English learners.
    - Action 10 - This action describes how we will ensure all students from socioeconomically disadvantaged backgrounds have access to computers, due to a lack of technology in the homes of students who come from socioeconomically disadvantaged backgrounds.
    - Action 11 - This action describes particular conferences and guest speakers on teaching students from low socioeconomic backgrounds.
  - Goal 2:
    - Action 6 - This action describes how we track English Learners' progress through language proficiency levels.
- Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide. (ie. the action/service is being funded and provided to upgrade the entire educational program of the LEA)
  - Note: As our LEA has an unduplicated pupil percentage significantly higher than 80% below we will describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.
    - Goal 1:
      - Action 4 - This action describes intervention during the school day for students not meeting proficiency. This intervention is principally targeted to and based on the needs of unduplicated students. As their data is analyzed, particular intervention lessons are designed for them with their particular needs in mind. This has proven extremely effective in raising the achievement scores of our unduplicated students.

- Action 6 - This action describes our various councils for parent involvement, and how we share achievement results with and gather input from these councils. We primarily focus on our unduplicated students in these meetings. Connecting with these families has proven an important tool in raising the achievement of unduplicated students.
- Goal 2:
  - Action 1 - This action describes workshops for parents on student learning, and in particular the DELAC (District English Learner Advisory Council), which focuses on the needs of English Learners. Knowledge of the information we share in these meetings has helped parents raise the achievement of their children.
- Goal 3:
  - Action 1 - This action focuses on teacher observation and feedback. As part of this observation, we focus on the teacher's instruction of the unduplicated students in his/her class. This focus has positively impacted unduplicated students' achievement.
- Goal 4:
  - Action 1 - This action describes our positive discipline approach of Love and Logic and Peace Tree, two programs that are designed with the particular needs of unduplicated students in mind. These programs have created effective behavioral supports for our unduplicated students.
  - Action 2 - This action describes how we communicate with parents of unduplicated students. This has proven effective as is shown in our input survey results.
  - Action 3 - This action describes how we provide support for attendance for students, by giving particular support through phone calls and meetings tailored to the needs of unduplicated students. This support has proven effective in maintaining a high Average Daily Attendance.

**LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$1,694,114

Percentage to Increase or Improve Services:

33.00%

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

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

The services provided for unduplicated pupils as described below (a combination of services limited to unduplicated students and services identified as LEA-wide but principally directed to and effective in meeting goals for unduplicated students) result in the required proportional increase (quantitative growth of services) or improvement (qualitative growth in services) in services for unduplicated pupils.

- Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s). (ie. the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served")
  - Goal 1:
    - Action 2 - This action describes professional development for teachers limited to teaching unduplicated student groups such as English Learners, socioeconomically disadvantaged students, and foster youth. Examples of these professional developments are how to differentiate implementation of the Common Core Standards for the student group, and how to create data-driven



\$1,430,111

29.46%

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

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

The services provided for unduplicated pupils as described below (a combination of services limited to unduplicated students and services identified as LEA-wide but principally directed to and effective in meeting goals for unduplicated students) result in the required proportional increase (quantitative growth of services) or improvement (qualitative growth in services) in services for unduplicated pupils.

- **Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.** (ie. the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”)
  - Goal 1:
    - Action 2 - This action describes professional development for teachers limited to teaching unduplicated student groups such as English Learners, socioeconomically disadvantaged students, and foster youth. Examples of these professional developments are how to differentiate implementation of the Common Core Standards for the student group, and how to create data-driven action plans and plan next instructional steps for the student group.
    - Action 7 - This action describes translation for parent involvement, particularly for parents of English learners.
    - Action 10 - This action describes how we will ensure all students from socioeconomically disadvantaged backgrounds have access to computers, due to a lack of technology in the homes of students who come from socioeconomically disadvantaged backgrounds.
    - Action 11 - This action describes particular conferences and guest speakers on teaching students from low socioeconomic backgrounds.
  - Goal 2:
    - Action 6 - This action describes how we track English Learners' progress through language proficiency levels.
- **Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.** (ie. the action/service is being funded and provided to upgrade the entire educational program of the LEA)
  - **Note:** As our LEA has an unduplicated pupil percentage significantly higher than 55% (and indeed close to 100% of our students) below we will describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
    - Goal 1:
      - Action 4 - This action describes intervention during the school day for students not meeting proficiency. This intervention is principally targeted to and based on the needs of unduplicated students. As their data is analyzed, particular intervention lessons are designed for them with their particular needs in mind. This has proven extremely effective in raising the achievement scores of our

- unduplicated students.
- Action 6 - This action describes our various councils for parent involvement, and how we share achievement results with and gather input from these councils. We primarily focus on our unduplicated students in these meetings. Connecting with these families has proven an important tool in raising the achievement of unduplicated students.
- Goal 2:
  - Action 1 - This action describes workshops for parents on student learning, and in particular the DELAC (District English Learner Advisory Council), which focuses on the needs of English Learners. Knowledge of the information we share in these meetings has helped parents raise the achievement of their children.
- Goal 3:
  - Action 1 - This action focuses on teacher observation and feedback. As part of this observation, we focus on the teacher's instruction of the unduplicated students in his/her class. This focus has positively impacted unduplicated students' achievement.
- Goal 4:
  - Action 1 - This action describes our positive discipline approach of Love and Logic and Peace Tree, two programs that are designed with the particular needs of unduplicated students in mind. These programs have created effective behavioral supports for our unduplicated students.
  - Action 2 - This action describes how we communicate with parents of unduplicated students. This has proven effective as is shown in our input survey results.
  - Action 3 - This action describes how we provide support for attendance for students, by giving particular support through phone calls and meetings tailored to the needs of unduplicated students. This support has proven effective in maintaining a high Average Daily Attendance.
- Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.
  - N/A

# Expenditure Summary

| Expenditures by Budget Category                 |                             |                                     |             |
|---|-----------------------------|-------------------------------------|-------------|
| Budget Category                                 | 2018 Annual Update Budgeted | 2018 Annual Update Estimated Actual | 2019        |
| All Budget Categories                           | \$1,285,932                 | \$1,614,254                         | \$1,962,603 |
| 1000-1999 Certificated Salaries                 | 297,812                     | 450,175                             | 788,554     |
| 2000-2999 Classified Salaries                   | 375,441                     | 544,062                             | 398,441     |
| 3000-3999 Employee Benefits                     | 156,915                     | 215,654                             | 319,844     |
| 4000-4999 Books and Supplies                    | 128,597                     | 104,718                             | 128,597     |
| 5000-5999 Services and Other Operating Expenses | 302,167                     | 282,320                             | 302,167     |
| 7000-7499 Other                                 | 25,000                      | 17,325                              | 25,000      |

| Expenditures by Funding Source                               |                             |                                     |             |
|--|-----------------------------|-------------------------------------|-------------|
| Funding Source   | 2018 Annual Update Budgeted | 2018 Annual Update Estimated Actual | 2019        |
| All Funding Sources  | \$1,285,932                 | \$1,614,254                         | \$1,962,603 |
| After School Education & Safety                              | 207,754                     | 163,800                             | 207,754     |
| Federal Revenues - Title I                                   | 116,550                     | 149,158                             | 119,150     |
| Federal Revenues - Title III                                 | 52,102                      | 56,427                              | 5,852       |
| Other State Revenues   | 12,186                      | 0                                   | 429,331     |
| LCFF Base/Not Contributing to Increased or Improved Services | 188,942                     | 230,025                             | 211,811     |
| LCFF S & C/Contributing to Increased or Improved Services    | 708,398                     | 1,014,844                           | 988,705     |

| Expenditures by Budget Category and Funding Source |                |      |      |      |
|--|----------------|------|------|------|
| Budget Category                                    | Funding Source | 2018 | 2018 | 2019 |

|   |  | Annual Update<br>Budgeted | Annual Update<br>Estimated Actual |             |
|---|--|---------------------------|-----------------------------------|-------------|
| All Budget Categories                           | All Funding Sources  | \$1,285,932               | \$1,614,254                       | \$1,962,603 |
| 1000-1999 Certificated Salaries                 | Federal Revenues - Title I                                   | 0                         | 0                                 | 2,000       |
| 1000-1999 Certificated Salaries                 | Other State Revenues   | 0                         | 0                                 | 331,609     |
| 1000-1999 Certificated Salaries                 | LCFF Base/Not Contributing to Increased or Improved Services | 64,042                    | 86,835                            | 77,720      |
| 1000-1999 Certificated Salaries                 | LCFF S & C/Contributing to Increased or Improved Services    | 233,770                   | 363,340                           | 377,225     |
| 2000-2999 Classified Salaries                   | Federal Revenues - Title I                                   | 57,944                    | 102,156                           | 57,944      |
| 2000-2999 Classified Salaries                   | Federal Revenues - Title III                                 | 25,000                    | 26,481                            | 0           |
| 2000-2999 Classified Salaries                   | LCFF Base/Not Contributing to Increased or Improved Services | 11,767                    | 12,720                            | 11,767      |
| 2000-2999 Classified Salaries                   | LCFF S & C/Contributing to Increased or Improved Services    | 280,730                   | 402,705                           | 328,730     |
| 3000-3999 Employee Benefits                     | Federal Revenues - Title I                                   | 7,702                     | 20,432                            | 8,302       |
| 3000-3999 Employee Benefits                     | Federal Revenues - Title III                                 | 6,250                     | 5,296                             | 0           |
| 3000-3999 Employee Benefits                     | Other State Revenues   | 12,186                    | 0                                 | 97,722      |
| 3000-3999 Employee Benefits                     | LCFF Base/Not Contributing to Increased or Improved Services | 18,479                    | 14,976                            | 27,670      |
| 3000-3999 Employee Benefits                     | LCFF S & C/Contributing to Increased or Improved Services    | 112,298                   | 174,950                           | 186,150     |
| 4000-4999 Books and Supplies                    | Federal Revenues - Title I                                   | 50,904                    | 26,570                            | 50,904      |
| 4000-4999 Books and Supplies                    | Federal Revenues - Title III                                 | 2,448                     | 12,325                            | 2,448       |
| 4000-4999 Books and Supplies                    | LCFF Base/Not Contributing to Increased or Improved Services | 49,823                    | 28,368                            | 49,823      |
| 4000-4999 Books and Supplies                    | LCFF S & C/Contributing to Increased or Improved Services    | 25,422                    | 37,455                            | 25,422      |
| 5000-5999 Services and Other Operating Expenses | After School Education & Safety                              | 207,754                   | 163,800                           | 207,754     |
| 5000-5999 Services and Other Operating Expenses | Federal Revenues - Title III                                 | 3,404                     | 0                                 | 3,404       |

|   |  |        |        |        |
|---|--|--------|--------|--------|
| 5000-5999 Services and Other Operating Expenses | LCFF Base/Not Contributing to Increased or Improved Services | 34,831 | 82,126 | 34,831 |
| 5000-5999 Services and Other Operating Expenses | LCFF S & C/Contributing to Increased or Improved Services    | 56,178 | 36,394 | 56,178 |
| 7000-7499 Other                                 | Federal Revenues - Title III                                 | 15,000 | 12,325 | 0      |
| 7000-7499 Other                                 | LCFF Base/Not Contributing to Increased or Improved Services | 10,000 | 5,000  | 10,000 |
| 7000-7499 Other                                 | LCFF S & C/Contributing to Increased or Improved Services    | 0      | 0      | 15,000 |

**Expenditures by Goal and Funding Source**

| Funding Source |  | 2019 |
|----------------|--|------|
|----------------|--|------|

Students will master the skills of the Common Core State Standards and California State Standards.

|  |           |
|--|-----------|
| All Funding Sources  | \$787,729 |
| After School Education & Safety                              | 207,754   |
| Federal Revenues - Title I                                   | 119,150   |
| Other State Revenues   | 12,186    |
| LCFF Base/Not Contributing to Increased or Improved Services | 186,439   |
| LCFF S & C/Contributing to Increased or Improved Services    | 262,200   |

English Learners will master the skills of the English Language Development Standards, Common Core State Standards, and California State Standards.

|   |          |
|---|----------|
| All Funding Sources                                       | \$41,556 |
| Federal Revenues - Title III                              | 5,852    |
| LCFF S & C/Contributing to Increased or Improved Services | 35,704   |

All students will be taught by qualified teachers.

|  |           |
|--|-----------|
| All Funding Sources  | \$369,161 |
| LCFF Base/Not Contributing to Increased or Improved Services | 10,800    |
| LCFF S & C/Contributing to Increased or Improved Services    | 358,361   |



All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

|  |           |
|--|-----------|
| All Funding Sources  | \$764,157 |
| Other State Revenues   | 417,145   |
| LCFF Base/Not Contributing to Increased or Improved Services | 14,572    |
| LCFF S & C/Contributing to Increased or Improved Services    | 332,440   |

**Annual Update Expenditures by Goal and Funding Source**

| Funding Source | 2018<br>Annual<br>Update<br>Budgeted | 2018<br>Annual<br>Update<br>Estimated<br>Actual |
|----------------|--------------------------------------|---|
|----------------|--------------------------------------|---|

Goal 1: Students will master the skills of the Common Core State Standards.

|  |           |           |
|--|-----------|-----------|
| All Funding Sources  | \$704,051 | \$944,422 |
| After School Education & Safety                              | 207,754   | 163,800   |
| Federal Revenues - Title I                                   | 116,550   | 149,158   |
| Federal Revenues - Title III                                 | 46,250    | 44,102    |
| Other State Revenues   | 12,186    | 0         |
| LCFF Base/Not Contributing to Increased or Improved Services | 163,570   | 209,041   |
| LCFF S & C/Contributing to Increased or Improved Services    | 157,741   | 378,321   |

Goal 2: English Learners will master the skills of the English Language Development Standards and Common Core State Standards.

|   |         |          |
|---|---------|----------|
| All Funding Sources                                       | \$9,056 | \$12,925 |
| Federal Revenues - Title III                              | 5,852   | 12,325   |
| LCFF S & C/Contributing to Increased or Improved Services | 3,204   | 600      |

Goal 3: All students will be taught by qualified teachers.

|  |           |           |
|--|-----------|-----------|
| All Funding Sources  | \$225,813 | \$363,433 |
| LCFF Base/Not Contributing to Increased or Improved Services | 10,800    | 5,720     |

|   |           |           |
|---|-----------|-----------|
| LCFF S & C/Contributing to Increased or Improved Services   | 215,013   | 357,713   |
| Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. |           |           |
| All Funding Sources   | \$347,012 | \$293,474 |
| LCFF Base/Not Contributing to Increased or Improved Services  | 14,572    | 15,264    |
| LCFF S & C/Contributing to Increased or Improved Services   | 332,440   | 278,210   |

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