

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: 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

Inland Leaders Charter
Schools

Contact Name and Title

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2017-20 Plan Summary

The Story

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

Inland Leaders Charter School is a transitional kindergarten through 8th grade site-based elementary and middle school with approximately 970 students in the heart of the Yucaipa City in San Bernardino County. ILCS opened in August of 2007, with a total of 9 classes. The school currently has approximately 970 students enrolled and a waitlist of over 450 students. Enrollment is open to any student through a random public drawing each spring. ILCS continues to keep its class sizes low with 24 to 1 in kinder through 3rd grades. In addition, ILCS limits its site-based class sizes to 26 students in the fourth through eighth grades, which is highly attractive to many families. In addition to the site-based students, ILCS maintains an independent study option for students whose parents wish to keep them at home for their education, but need a solid curricular program. Currently, there are 45 students enrolled in the full-time independent study program. In addition, ILCS offers a compulsory second session electives program for grades 3rd – 8th exposing students to a variety of extracurricular activities along with a myriad of choice electives for grades K – 8th. ILCS also offers a sports program which includes basketball, baseball, softball, soccer, track & field, cross country, & volleyball. Special education services are provided through Inland Leaders and overseen by the El Dorado SELPA.

ILCS currently has two campus locations, Bryant Street (BSC) that has grades TK-2nd and California Street (CSC) that has grades 3rd- 8th. The Bryant Street Campus leases a facility from Bryant Street Baptist Church, which has graciously allowed ILCS to operate during the day. The California Street Campus (CSC) is leased by the Yucaipa Calimesa Joint Unified School District through the use of Proposition 39.

LCAP Highlights

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

The LCAP highlights include the extensive use of surveys including all stakeholders, various community meetings, and the extension of LCAP conversations to special interest groups beyond the stipulated LCAP requirements. This year the school leadership held targeted LCAP workshops with Special Education, EL (English Learners), PACE (Pupil Acceleration) and independent study stakeholders to support these departments and their success.

In addition, our administrative team and teachers set targets (instructional goals) aligned with LCAP goals. The focus of our Professional Learning Communities (PLCs) energy has also been aligned with the LCAP goals. The school coordinated the Western Association of School and Colleges (WASC) self-study plan with the LCAP to unify the overall school action plan.

Parent and staff survey data revealed overall satisfaction and effectiveness of the school program encompassing school culture, student achievement, 21st-century schools, and teacher retention.

We are in our 2nd year of implementing our positive behavior intervention system, called ROAR, and are now using on-going data to leverage student/classroom behavior resulting in each class setting goals for improvement. Key strategies were implemented school-wide to support students with purpose & personal responsibility. Brainiac's with Heart was created to support our students toward purpose learning, academic proficiency, leadership, and kindness.

Community service was a schoolwide focus in which grade levels did presentations on their service which was integrated into project-based learning. We partnered with schools in Africa helping to build schools, raise money for clean water, and build homes in Mexico.

Teachers were trained in the beginning phase of Thinking Maps to address the area of critical thinking and writing.

A graphic/visual was designed to provide a visual of the program's four LCAP goals; Retain and Train the Best Teachers, 90% Proficient, Positive Leadership Culture, 21st Century School. This graphic is used on weekly bulletins and school documents as a reminder and focus for all staff on what we are trying to accomplish at ILCS through the LCAP process. In addition, another visual was created this current school year to help stakeholders understand how the LCAP school philosophy, student learner outcomes and the mission and vision all interact in the form of a tree.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

According to state-level dashboard data for student achievement, students at Inland Leaders made the most significant increase for all students in the area of mathematics with an increase of 21 points with 583 students tested. The overall status for all students is 28.7 points above the level 3 or proficient level. All groups increased significantly with point gains including Socially Economically Disadvantaged Students with a 15.7 increase, Students with Disabilities with a 37.1 increase, Hispanics with a 21.5 increase, Whites with a 20.6 increase. The English Learner population of students increased with 11.2 points. There were no orange or red colors on the state dashboard indicating an immediate need.

We have met our teacher retention goal with a 100% retention rate compared to the prior year. In terms of the 21st-century technology goal, the program has met its target to provide one to one devices for students in grades 1st through 8th grade. Kindergarten has the devices needed for their grade level. The school is also very proud of the 2nd year of implementation of our positive behavior system called ROAR. This program was created to improve overall school behaviors which encompasses our school culture LCAP goal. Behavior data is being used to leverage classroom behaviors where classes are setting goals to improve areas needed. For the elementary level, there has been a significant improvement in behavior incidents.

In order to meet our 90% student proficiency goal, all teachers in grades TK – 6 teach targeted interventions (Success Academy) after school. Achievement data indicates the program is making a significant impact in academic gains. Success Academy results demonstrated our ability to support students who are below proficiency and in need of extra support. During the 2016-2017 school year, there were 106 students in the success academy program from K through 6th grade. Once state testing and end of year summative assessments were given to 90 of the students, 34 (40%) students were exited due to the fact they were able to demonstrate proficient scores.

According to our school-wide survey administered addressing our four LCAP goals, data indicates a strong satisfaction from parents and staff. (95%).

All certificated staff members were trained in phase one of Thinking Maps as a result of previous survey data indicating a need for critical thinking and writing.

Referring to the LCFF Evaluation Rubrics, 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

According to the state level dashboard, EL students demonstrated the greatest need in the area of English Language Arts. EL + 4-year RFEPs and RFEPs demonstrated a decline in ELA. They are -21.6 from performance level 3 and decreased by 15 points. The greatest decrease was for RFEP students. They showed a medium range with 3.8 distance from a level 3, however, they decreased by 25.1 points

from the previous year. Socioeconomically disadvantaged English Language Arts scores are represented in yellow on the CA Dashboard, and in the medium range with -1.7 distance from level 3. Students with disabilities in English Language Arts scores are represented in yellow as well, and in the low range of -47.7 distance from level 3, with a slight increase of 3.7 points from prior year scores.

In the area of mathematics students with disabilities showed yellow on the dashboard with a low range of -32.7 point distance from level 3, but a significant increase of 37.1 points from the prior year.

As part of the LCAP and WASC process, the leadership team recognized the on-going need for consistent benchmark assessments to drive instruction and provide the data necessary to make sound instructional decisions. Teachers meet in PLCs to analyze the results of aligned assessments. Continued work in this area is needed.

Data on the ELA local benchmarks indicate that the special education and English language learner population in grades 1 & 2, resulted in only 20% of the students making the expected gains with a .75 year growth.

Teacher training

According to local survey data, great gains have been made in teacher perception of PLC's (from 55% thinking they were effective to 71%) however, there is a continued need of focus to continue the upward trend. Surveys also reveal teachers need clear communication and training in regards to the new Pillars Program to improve class instruction and evaluation (survey data indicates 81% apprehension). Finally, teachers surveyed noted that they need support with teaching critical thinking, writing, and using technology to implement "students as producers and global learning" (average of 41% feel effective).

School Culture

Student surveys demonstrated that students understand expectations for behavior, however, their perceptions of student behaviors of kindness and respect toward each other are lower than expected. It has improved from 2016-2017 to 2017-2018 by over 10% in K-6, but there is a continued need in this area, particularly in middle school, which decreased by 10%. Therefore, increased actions need to occur to support positive peer relationship amongst students to build a culture of kindness, empathy, and leadership. The LCAP team also recognized, through parent nights and surveys, the need to improve the orientation for new students to enhance the onboarding experience.

Referring to the LCFF Evaluation Rubrics, 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

Performance gaps currently exist for EL students in the area of ELA. EL students demonstrate a gap in ELA achievement scoring 21.6 points below level 3 and declined 15 points from the previous year. Students in special education made a significant increase with a 37.1 point growth, however, they show 47.7 points below level 3 on the state dashboard.

The school program will be focusing its efforts on intervention, professional development, and overall school-wide goals to eliminate the gaps noted for EL & special education students in ELA. The LCAP

team agrees that unified and consistent data is necessary for effective school-wide conversations to promote growth. Also targeted professional development for teaching staff is critical to achieve our LCAP goal of 90% and eliminate gaps in subgroups.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

ILCS has dedicated much of our energy each year to determine the most effective practices to improve services for our students and specifically unduplicated pupils which include homeless, free/reduced lunch and EL students.

Last year our teachers were assigned the task of teaching our intervention classes titled, Success Academy, after our lunch period rather than outside contractors or non-core teachers as the service providers. Thus, targeted students in need of math and/or ELA support received instruction from their core teachers in extra periods each week. This service did not add any additional cost yet produced better services. Data indicates an average 30% increase in Success Academy student proficiency on the state exam.

Student services were also increased by the addition of a teacher on assignment (Dean of Students) at the California Street Campus, focusing specifically on student support with discipline, 504s, IEPs, & SSTs (Student Success Team). This position allowed the principal to maintain more hours of instructional coaching and instructional support. In addition, the school will continue to provide summer school for students who are demonstrating below proficient scores on state and local assessments during the summer of 2018. These students will be invited to attend classes of no more than 12 students with a credentialed teacher to increase their instructional time and provide targeted lessons for their areas of need in math and language arts.

In regards to additional services, the program added more support for students dealing with emotional/behavioral issues by the addition of two staff members designated as counselors. A total of three counselors at ILCS now provide services for students in general and special education struggling with social/emotional issues that present challenges to their learning.

One other service highlight, that is sometimes overlooked, is the improvement of our school lunches to motivate students to eat the healthy school lunches provided. Larger numbers of low-income students are participating in the lunch service.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 8,317,542
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,919,157

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP

year not included in the LCAP.

Fund expenditures that are not generally included in the LCAP include staff salaries that are not directly tied to LCAP goals and actions such as custodial or office clerks for example. Also, ongoing operational expenses are not included such as basic school supplies. Other expenses include rent costs for facilities, fundraising costs, district oversight fees, and a multitude of other expenses not tied to the four ILCS LCAP goals.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$9,579,933

Annual Update

LCAP Year Reviewed: 2017-18

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 Retain and train a highly qualified instructional staff that supports high expectations and innovation resulting in high student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected

-Retain core teachers from year to year at 95%

100% of all core teachers credentialed and appropriately assigned

Actual

100% retention rate attained with 38 of our 38 core teachers (100%) continuing at ILCS.

100% of all core teachers credentialed and appropriately assigned.

Expected

- Provide professional development for all teachers to support all students and groups
- Increase/Decrease the results of professional development in the following area
- PLC satisfaction rating results at 68%
- Technology use at 86%
- 21st Century skills
- Critical thinking 54%
- Students as creators, producers, & global learners 23%
- Support for teaching writing 20%

Increase student proficiency rate in ELA and math on state and local benchmarks
3% more students proficient in math and ELA on state and local benchmarks.

Actual

Several areas of the survey improved with the exception of a few sections remaining the same. In regards to professional learning communities, the data improved from only 55% of our teachers believing PLC's were valuable to now 71% believe in their value. We did meet our PLC goal of 68%. "Teachers feeling effective in using technology" went from 72% to 87% which met our goal of 86%. In regards to 21st-century skills, both areas improved. Feeling effective in teaching critical thinking went from 39% to 46%. However, our goal was 54% and was not quite met. As for students as creators, producers, & global learners, the results went from 17% to 37% which met the goal of 23%. As for students as writers, 46% of teachers stated they still need support in writing which is the same as last year. We did not meet this goal as we were delayed in offering Thinking Maps Training.

State Assessment - Math 9% growth for all students
State Assessment - ELA 8% growth for all students
Benchmarks
STAR - All grades made the expected gain of at least a year's growth, with the exception of 6th & 7th grade, which averaged .4 of a year's growth.
Let's Go Learn ELA - 1st/2nd Grades - 9% gain - Students scoring Advanced -
Let's Go Learn Math - 1st Grade - 24% gain - Students scoring Advanced - 2nd Grade - 18% gain - Students scoring Advanced
ESGI - 30% Gain

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to hire highly qualified teachers with CLAD or EL instruction qualifications by ensuring new hires are: -credentialed -screened and observed “teaching in action” prior to hiring.	Hired NCLB qualified teachers with CLAD or EL instruction qualifications at 100% placement despite surrounding districts abandoning the NCLB requirements due to the new federal ESSA.	\$2,542,691	\$2,599,425.06

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Targeted training for teachers to work with sub-groups of students to scaffold common core and engage them in the learning process including areas of professional learning communities, reading/writing & 21st-century skills. This will include designated teachers to attend a PLC conference, Special	Professional development for teachers to support all students and subgroups is evidenced in our professional development calendar, team lead weekly notes, and innovation day agendas. Professional development was focused on Professional Learning Communities by sending 2	\$22,500	\$22,144

Planned Actions/Services

education workshops, Thinking Maps training, along with technology training. Additionally, the work of Doug Fisher's Visibly Literacy along with his strategies & Text complexity grid will be utilized.

Actual Actions/Services

teachers and an administrator to PLC training who then presented and trained the staff. Professional learning communities met every Tuesday afternoon from 2:00 to 3:30 p.m. In addition, formal professional development was provided by the Thinking Maps Company to all teachers to support the areas of critical thinking (21st-century skills) & writing. Professional development also included but not limited to focused data trainings & task performance scoring. In addition, teachers attended conferences on Primary instruction, Thinking Maps Trainer of Trainers, Charter Conference, & the CUE conference.

Budgeted Expenditures**Estimated Actual Expenditures****Action 3****Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Fully Implement the performance pay scale and “Pillars” program for teachers who wish to advance to higher levels of pay through the evaluation/observation system via staff/PLC meetings and/or evaluation meetings. This will require extra paid days for the staff involved.

The Pillars Program is in the 1st year of being fully implemented. Six teachers applied to advance to the master's column. Of those, 3 teachers decided to move forward. The administration team has met regularly to discuss and become familiar with the guide. A resource guide is being created to support teachers to clarify and provide a greater understanding of each rubric expectation.

\$3,500

\$775

Action 4

Planned Actions/Services

UPGRADE 11.0 for teachers to raise the level of expectation and performance.

Actual Actions/Services

Upgrade 11.0 was implemented for all teachers to raise the level of expectation in areas such as professional dress, teacher reflection videotaped lessons, extra support for at-risk students through the success academy, and setting intentional teaching targets.

Budgeted Expenditures

No cost

Estimated Actual Expenditures

No cost

Action 5

Planned Actions/Services

Train teachers to effectively utilize digital schoolwide benchmarks for grades K-8 to include a schoolwide clear plan for data analysis at the administration, teacher, and student level. Benchmarks to include skills assessments, Let's Go Learn, & Pearson ELA & math for grades 1-5. Grades 6-8 to be determined. Teachers will also use IABs in grades 3-8 for ELA and math.

Actual Actions/Services

A team of teachers assembled in the summer to create a schoolwide master calendar for assessments to be administered with a timeline. The timelines include dates for the following assessments: STAR, Let's Go Learn ELA & math, Pearson, Performance Tasks, IAB'S. The dates vary per grade level. Data analysis has taken place in weekly PLC's led by team leads guided by key questions: 1. What do we want all students to learn, know, & be able to do? (Essential Standards/what is proficiency?) 2. How will we know students have learned it? (CFAs aligned to proficiency) 3. How do we respond when students don't learn? (Interventions) 4. How do we respond when students have already learned the content? (Enrichment)

Budgeted Expenditures

\$10,500

Estimated Actual Expenditures

\$14,907- Illuminate

Analysis

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

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

The overall implementation included a real combined effort by the School Board, administration, and teachers to develop a targeted plan to retain staff and train them for greater success. This plan included hiring highly qualified credentialed teachers. It also included the continued development of the "Pillars of Success" and resources to support teachers understanding. In addition, formal professional development occurred as evidenced by our professional development calendar, lead teacher notes, and innovation day agendas. Teachers met regularly in PLC groups which were guided by our LCAP goals. This year for our benchmarks, a school-wide assessment calendar was created for all assessments by grade levels. Administration met weekly to review the Pillars rubrics and discuss the use of the rubrics and how to effectively use and communicate their meaning.

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

Overall, Goal one seems successful based on data analysis. Going into the 2018-2019 school year 96% of all teachers indicated their return with all teachers being credentialed for the following year. Upgrade 11.0 was implemented with success. Survey data indicates that all teachers are highly satisfied with working at ILCS and that they feel valued and appreciated with 100% agreeing. We were effective in our 2nd phase of implementing school-wide benchmarks. However, we recognize the need to make decisions regarding a clear assessment plan and calendar as to what assessments are most effective and when to administer them in order to analyze data at the administration level to ensure we are meeting our data targets. Additionally, we provided over 40 hours of professional development as evidenced by our school-wide professional development calendar, team lead weekly notes and innovation day agendas. Professional development included but not limited to focused PLC & data training, task performance scoring, & a school-wide initial training of Thinking Maps. In addition, teachers attended conferences on focused instruction including ASCD , primary Instruction & technology conferences. The Pillars of Success was in its first year of implementation. We recognize there is a need to continue with training staff in this area. Overall, most objectives were met and the school will anxiously await state-wide test scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences exist between budgeted expenditures and estimated actuals except in Action 3 in which most Pillars Committee work was accomplished prior to the summer and extra duty stipends were not necessary to complete the tasks.

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

Currently, goal one is relevant for the success of the school program and continued work is warranted in the area of teacher retention and training. Survey work administered to certificated staff indicates apprehension toward the Pillars of Success Scale with 81% indicating apprehension or not sure of the program. This is an increase from the previous year of 78%. The Pillars of Success program will require an increased focus during its 2nd year of implementation year (2018-2019). Additional targeted professional development will be implemented in the areas of professional learning communities, critical thinking, writing, and technology. Survey data indicates that professional learning communities effectiveness has increased with 71% of our teachers stating effectiveness compared to 55% last year. We still feel the need to continue with training in 2018-2019 to increase our survey results. Teachers also indicated a need for training in critical thinking & writing with 40% of the teachers stating the need. A small percentage of teachers responded feeling effective in teaching 21st-century skills in using technology to create and teaching critical thinking with 46%, feeling effective while a smaller percentage, 30%, feel effective in teaching global learning. Data also indicates that 80% of our teachers mainly use technology for assessments and web-based programs. However, survey results increased significantly in the area of using technology for creating projects & writing with 60% indicating use. Additionally, there is a need to have a consistent school-wide benchmark system for data analysis for our kinder-8th grade teams and decisions need to be made on what benchmarks will be used for grades 2-8 with a clear assessment calendar and plan in place for data analysis at the administration and teacher level to ensure our school-wide data targets are being discussed and met.

Goal 2

Goal #2 Effective use and access of technology in every class to improve student achievement and 21st century skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected

1 to 1 Ipads/Chromebook for each students (K-2) -2017-2018: Number of Laptops to be counted

Actual

1 to 1 Chromebooks were ordered and provided to every 1st & 2nd grade student at the site based program. Ipads were pushed down from 1st grade to kindergarten providing them with the Ipads needed to fulfill their needs.

Expected

Digital benchmarks for grades K-8 - 2017-2018: Data usage report:
100% of all digital benchmarks administered

Actual

School-wide digital benchmarks were implemented school-wide. A committee met the summer of 2017 to create an assessment calendar with dates and assessments to be administered. TK - K used ESGI. K - 2nd grade administered Let's Go Learn in both ELA & Math. 1st - 6th grades administered the STAR & Pearson assessment in ELA and Pearson in Math. 7th & 8th-grade teachers administered the STAR assessment & IAB's. Professional learning communities used the data to support student achievement. Data usage reports indicate all teachers administered ESGI and Let's Go Learn. STAR data indicated teachers in grades 1st - 8th grades administered the STAR assessment. Pearson assessment is unclear as various teachers gave the assessment hard copy or online. Data was also lost at the beginning of the year. Data usage indicated middle school administered the IAB's for both ELA & math.

Expected

Increase student proficiency rate in ELA and math on state and local benchmarks
- 3% more students proficient in math and ELA on state and local benchmarks

Effective use of technology – 21st-century skills - 2017-2018: Teacher survey: 70% feel effective

Actual

On the state assessments, our goal of 3% was met for both math & ELA. Math scores indicate a 9% gain and ELA indicates an 8% gain. Our schoolwide benchmarks for TK -Kindergarten goals were met for the ESGI assessment indicating a minimum of 30% gains in the various assessments. On the STAR assessment, grades, 1st - 6th met the goal of an increase of one year's growth. 6th & 7th-grade students did not meet the STAR goal making a .4 year gain.

Pearson assessment is unclear as various teachers gave the assessment hard copy or online. Data was also lost at the beginning of the year due to some technical malfunctions with the program. Data usage indicated middle school administered the IAB's for both ELA & math.

Survey data indicates the goal of 70% was not met, however the staff is making gains in the effective use of technology using 21st-century skills going from an overall average of 40% to 52%. Data indicates the following increase with teachers feeling effective: - critical thinking from 39% to 46% - creating projects from 28% to 57% - creating blogs/digital stories from 5% to 24%. The average scores are 52%.

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase Ipads/Chromebook for Kindergarten – 2nd grade students for 1-1 technology in these grades	1 to 1 Chromebooks were ordered and provided to every 1st & 2nd grade student at the site based program. Ipads were pushed down from 1st grade to kindergarten providing them with the Ipads needed to fulfill their needs.	\$20,200	\$33,879

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Training for teachers to integrate 21st century skills and the effective use of technology using the SAMR technology model and digital benchmark systems.	Teachers were trained in the initial implementation phase of thinking Maps which addressed the needs of critical thinking and writing. The online components will be introduced in August of 2018. The SAMR technology model itself was not implemented, however, data indicates teachers are using technology with students above and beyond assessments. The staff is making gains in the	\$5,500	\$10,648 in materials, supplies and training for Thinking Maps \$778 in CUE conference fees

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

effective use of technology going from an overall average of 40% to 52%. Data indicates the following increase with teachers feeling effective: writing from 17% to 62% - critical thinking from 28% to 40% - creating projects from 28% to 62% - creating blogs/digital stories from 5% to 27%. The average overall score was 52%. Data also indicates that teachers are using technology for more than assessments and web-based programs. Teachers are also using digital benchmark results to drive their professional learning communities.

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Provide WIFI and Chromebook devices for checkout to families on as a needed basis.

WIFI mobile hot spots and computer devices have been checked out to families as needed. The need for the year was 4 hot spots and 7 computer devices.

\$4,400

\$840.00

Action 4

Planned Actions/Services

“2nd” session instruction for all 3rd grade students in the area of integrating writing and technology to provide 1 additional hour a week for the entire school year.

Actual Actions/Services

2nd session for all 3rd grade students in the area of integrating writing and technology was offered, required, and implemented for all students.

Budgeted Expenditures

\$9,500

Estimated Actual Expenditures

\$7,784

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Pilot the “Looking Glass” project that provides synchronous instruction to independent study students through digital medium and technology. Select students will be provided access to the project.

The Looking Glass project was piloted for 8th grade students in the content area of math.

\$7,500

No costs incurred. Use of current devices already purchased.

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

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

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

Our goal of the effective use and access of technology in every class to improve student achievement and 21st century skills was implemented. All students in grades 1st - 8th grades are now 1 to 1 with devices. Kindergarten students needs are met with current devices. School-wide digital benchmarks were implemented school-wide. A committee met the summer of 2017 to create an assessment calendar with dates and assessments to be administered. TK - K used ESGI. K - 2nd grade administered Let's Go Learn in both ELA & Math. 1st - 6th grades administered the STAR & Pearson assessment in ELA and Pearson in Math. 7th & 8th grade teachers administered the STAR assessment & IAB's. Professional learning communities reviewed the data on an on-going basis to support student achievement.

On state assessments, our goal of 3% was met for both math & ELA. Math scores indicate a 9% gain and ELA indicates an 8% gain. On our school-wide benchmarks for Kindergarten-8th grade, the following goals were met/not met on the following assessments:

Met-STAR - Grades K-6 made the expected gain of at least a year's growth,
Not met- 6th & 7th grades averaged .4 of a year's growth on STAR.

Met-Let's Go Learn ELA - 1st/2nd Grades - 9% gain - Students scoring Advanced -
Met-Let's Go Learn Math - 1st Grade - 24% gain - Students scoring Advanced - 2nd Grade - 18% gain - Students scoring Advanced
Met-ESGI - 30% Gain

The Pearson Envision math & ReadyGen assessments were administered to varying degrees and in both hard copy and/or online assessments. The data available does not indicate growth over time but instead measures proficiency on assessed standards. We recognize this as a weakness and will be examining future assessments to measure growth.

The Interim Benchmark Assessments (IABs)
Teachers use the Interim Assessment Blocks as formative assessments, which allow the student and teacher to predict success on SBAC's summative assessment. Teachers adjust their teaching based on the success or struggle they observe.

Survey data indicates the goal of 70% was not met (52%) with staff feeling effective with technology using 21st century skills. The SAMR model was not fully implemented, however, the staff is making gains in the tech areas of students as creators, writers, & critical thinkers. This increase went from an overall average of 20% to 48%. Data indicates the following increase with teachers feeling effective: writing from 17% to 62% - critical thinking from 28% to 40% - creating projects from 28% to 62% - creating blogs/digital stories from 5% to 27%. 2nd session for 3rd graders was fully implemented. The Looking Glass project was piloted with 8th grade math students.

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

1 to 1 Chromebooks were ordered and provided to every 1st & 2nd grade student at the site based program. iPads were pushed down from 1st grade to kindergarten providing them with the iPads needed to fill their needs. School-wide digital benchmarks were implemented school-wide with a calendar in place. There is a need to re-examine the digital benchmarks and develop/implement standard growth that can be measured over time. The data from benchmarks is not clear and consistent. State assessments indicate we exceeded our goal of 3% with students making gains of 9% in math and 8% in ELA. Teachers were trained in the initial implementation phase of thinking Maps which addressed the needs of critical thinking and writing. The online components will be introduced in August of 2018. Data indicates teachers are using technology with students above and beyond the online assessments. . The staff is making gains in the effective use of technology going from an overall average of 20% to 48%. The SAMR model was not fully implemented, however, data indicates the following increase with teachers feeling effective: writing from 17% to 62% - critical thinking from 28% to 40% - creating projects from 28% to 62% - creating blogs/digital stories from 5% to 27%. The average score is 48%. Teachers are also using digital benchmark results to drive their professional learning communities. WiFi mobile hotspots and computer devices have been checked out to families as needed. The need for the year was 4 hot spots and 7 computer devices. 2nd session for all 3rd grade students in the area of integrating writing and technology was offered, required, and implemented for all students. The Looking Glass project was piloted for 8th grade students in the content area of math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences exist only in that certain costs were not incurred due to the fact that current resources and schedules were managed in that expenses were not necessary to complete the actions and services.

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

Currently, goal 2 is still needed for the success of our school program as work is needed in the areas of schoolwide consistent benchmarks for clear data analysis at all levels. There is also a need for using technology for 21st-century skills. Although the data is improving, the goal is to raise the % of effectiveness. The staff is making gains in the effective use of technology going from an overall average of 20% to 48%. Data indicates the following increase with teachers feeling effective: writing from 17% to 62% - critical thinking from 28% to 40% - creating projects from 28% to 62% - creating blogs/digital stories from 5% to 27%. The average scores are 48%.

Goal 3

Goal #3 90% of all students demonstrating proficiency in math, ELA, and science on standardized assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

Annual Measurable Outcomes

Expected

Increase student proficiency rate in ELA math and science on state and local benchmarks -3% more students proficient in math, ELA and science (baseline year) on state and local benchmarks

Increase student proficiency rate for English Language Learners - 3% more students proficient in math and ELA on state and local benchmarks

Actual

We did meet our 3% proficiency goal for both ELA & math on the state assessment. For math proficiency rate grew by 9% and for ELA 8%.

We did not meet our goal of a 3% increase in math or ELA for EL learners. For math, we decreased by 15% and for ELA we decreased by 7%. For 2016 in math percent proficient was 34% and in 2017 19%. For 2015 in math percent proficient was 20% and in 2017 13%.

Expected

Increase student proficiency rate for socioeconomically disadvantaged students
- 3% more students proficient in math and ELA on state and local benchmarks.

Actual

We did meet our goal of a 3% increase in math for our socioeconomically disadvantaged students. Math scores increased from 45% in 2016 to 51% in 2017 indicating a 6% proficiency growth. For ELA we did not meet our goal. ELA percent proficient was at 50%, and in 2017 we grew to 51% indicating only 1% positive growth.

Actions/Services

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

Action 1

Planned Actions/Services

Analyze curriculums through the use of assessment data to determine effectiveness of the program being used.

Actual Actions/Services

Data was analyzed by teachers and was at the beginning stages of being analyzed at the administration level. Effectiveness has not been determined as it was the first year of an assessment implementation plan with a calendar in place for school-wide use.

Budgeted Expenditures

No Cost

Estimated Actual Expenditures

No cost incurred. Administrative staff provided the analysis through their regularly scheduled time.

Action 2

Planned Actions/Services

Provide targeted and focused professional development to core teachers and administration to provide a greater depth of understanding and implementation of the common core standards specifically in the areas of reading, writing, & 21st-century skills.

Actual Actions/Services

The initial phase of Thinking Maps training was provided to all core teachers to address the needs of critical thinking & writing. The second phase of online training will occur in August 2018. As follow up to Doug Fisher's training, the focus from administration to teachers has been around three essential questions students should be able to answer: what are you learning? why are you learning this? How do you know you have learned this? During professional learning communities the focus has been on data analysis and student learning.

Budgeted Expenditures

\$8,500

Estimated Actual Expenditures

\$10,648- Thinking Maps

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Provide high quality interventions that demonstrate marked improvements in student achievement through data/curriculum analysis and decrease subgroup achievement gaps through the use of core teachers after the lunch period.

Interventions were taught by all core teachers at each grade level. Students were expected to attend if data revealed an ELA and/or math area of need. Data revealed that positive student achievement is occurring. For math, an average 15% of the students were proficient on the state assessment and for ELA an average of 28% were proficient on the state exam.

\$12,500 for teachers who wish to teach additional intervention hours.
(Limited amount due to responsibility shifted to teachers as part of their instructional day)

1150 object code- \$7,892

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Unify and implement schoolwide/grade level digital benchmarks in math and ELA to monitor student progress and inform instruction aligned to CAASSP and state level assessments with a clear plan and calendar in place.

In the summer of 2017, a team met to create an assessment calendar with assessments to be administered and clear dates. The following school-wide digital benchmarks were administered each trimester. TK & Kindergarten - the ESGI assessment. Kindergarten - 2nd grades - the Let's Go Learn assessments. 1st - 8th grades - STAR - 1st - 6th grades - Envision Pearson for Math & ReadyGen Pearson for Reading - 7th & 8th grades - IAB's for both math & reading. Student progress was monitored in weekly teacher professional learning communities. The administration team has analyzed data each trimester.

\$10,000

\$775- Summer meeting cost

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Summer school classes for targeted students and sub groups in need of extra support in the areas of reading and math with enrichment built into the daily schedule.

Summer school was offered in 2017. 98 students participated with 12 per grade level. The program was 4 weeks long with 3 days of attendance each week. Data driven decisions were made for student enrollment. Additional students were invited. Enrichment classes included art, STEM Legos, and Robotics

\$28,000

\$19,867- Classified and Certificated salary

Action 6

Planned Actions/Services

Teacher training in the area of Next Generation Science Standards (NGSS) to be done by “trainer of trainers” at ILCS in all grade levels. Begin the process for curriculum mapping.

Actual Actions/Services

Two lead teachers piloted various science curriculums. A webinar was held to share with lead teachers to explore possible curriculums. Grade levels are exploring StemScope for purchase. The process for curriculum mapping is at the beginning stages.

Budgeted Expenditures

\$3,500

Estimated Actual Expenditures

No expenses

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The intentional focus of data aggregation for the English Language Learners and socioeconomically disadvantaged student (SES) population at the administration and teacher level through the use of the Illuminate Data System. Parent workshops to provide strategies to support student achievement at home.	Professional Learning Communities were data driven. Training occurred to ensure PLC were effective. Data discussions occurred around struggling students consistently which included EL and socioeconomically disadvantaged students. The administration team started discussions and analyzed data regarding our subgroups. Parent workshops were held to help parents support their children at home.	\$2,500	\$740
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Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

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

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

Overall we did not meet our 90% proficiency goal as demonstrated on state assessments in the areas of math, ELA & science. However, data was analyzed both at the teachers and administration level. Professional Learning Communities were data driven. Training occurred to ensure PLC were effective. Data discussions occurred around struggling students consistently which included EL and socioeconomically disadvantaged students. The administration team started discussions and analyzed data regarding our subgroups. Parent workshops were held to show parents how to support their children at home. In the summer of 2017, a team met to create an assessment calendar with assessments to be administered and clear dates. The following school-wide digital benchmarks were administered each trimester. TK & Kindergarten - the ESGI assessment. Kindergarten - 2nd grades - the Let's Go Learn assessments. 1st - 8th grades - STAR - 1st - 6th grades -Envision Pearson for Math & ReadyGen Pearson for Reading - 7th & 8th grades - IAB's for both math & reading. Student progress was monitored in weekly teacher professional learning communities. The administration team has analyzed data each trimester. The initial phase of Thinking Maps training was provided to all core teachers to address the needs of critical thinking & writing to meet the needs of 21st-century skills. The second phase of online training will occur in August 2018. As follow up to Doug Fisher's training, the focus of administration and teachers has been around three essential questions students should be able to answer: what are you learning? why are you learning this? how do you know you have learned this? During professional learning communities the focus has been on data analysis and student learning. Interventions were taught by all core teachers at each grade level. Students were expected to attend if data revealed an ELA and/or math deficiency. Data revealed that student achievement is occurring. For math, an average 15% of the intervention students were proficient on the state assessment and for ELA an average of 28% were proficient on the state exam. Summer school was offered in 2017. 98 students participated with 12 per grade level. The program was 4 weeks long with days of attendance each week. Data driven decisions were made for student enrollment. Additional students were invited. Enrichment classes included art, STEM Legos, and Robotics. Two lead teachers piloted various science curriculums. A webinar was held to share with lead teachers to explore a possible curriculum. Grade levels are exploring StemScope for possible purchase. The process for curriculum mapping is in the beginning stages.

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

All actions and services were implemented at varying degrees. This is the first year of curriculum assessments being implemented school-wide along with a calendar plan in place. Student progress was monitored in weekly teacher professional learning communities. The administration team has analyzed data each trimester. During professional learning communities the focus has been on data analysis and student learning. Data was analyzed by teachers along with the administration level. Focused and targeted professional development was geared toward our 90% proficiency rate which included the initial phase of Thinking Maps training to address the needs of critical thinking & writing. Professional development also included Doug Fisher's key questions students should be able to answer: what are you learning? why are you learning this? How do you know you have learned this? The effectiveness of the curriculum has not been determined as it was the first year of an assessment implementation plan with a calendar in place for school-wide use. Interventions were taught by all core teachers at each grade level. Students were expected to attend if data revealed an ELA and/or math area of need. Data revealed that student achievement is occurring. For math, an average 15% of the students were proficient on the state assessment and for ELA an average of 28% were proficient on the state exam. The following school-wide digital benchmarks were administered each trimester. TK & Kindergarten - the ESGI assessment. Kindergarten - 2nd grades - the Let's Go Learn assessments. 1st - 8th grades - STAR - 1st - 6th grades -Envision Pearson for Math & ReadyGen Pearson for Reading - 7th & 8th grades - IAB's for both math & reading. DATA indicated the following benchmark data:

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences are noted in action areas 4,6 and 7. Action 4 did not require extra meetings with teachers during the summer as much of the work was completed prior to summer session and only 3 hours of time for 7 teachers were needed during the summer session. Action 6 did not have any expenses for teacher training in the area of NGSS. The lead science teachers attended training on their own time and a free school-wide webinar was provided to the entire staff. Training occurred using free resources. Action 7 is a noted area of needed support and the only expenses incurred involved the training of teachers in supporting EL students.

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

In light of the new Common Core assessments, the school has determined the 90% proficiency goal to better reflect the rigor of the state assessment and recognize that the 90% proficiency may not be achieved until future years to come. Based on the history of student performance the goal was set at 3% and will continue to at this percent. On the state level dashboard the EL and students with disabilities students demonstrated the greatest decline and need in the area of ELA EL students had a 15 point decline showing 21.6 points below level 3 and students with disabilities did show an increase of

37.1 points, however, are still 3.7 points below level 3. Students with disabilities also are low in math showing 32.7 below level 3. They did make a 37.1 point gain. In order to better analyze data as a school for school-wide data trends, we recognize the need to better analyze the data to decide on consistent and clear assessments to show growth trends and analysis of all students and particularly the subgroups in need. Parent workshops will be offered to support our EL students. Data indicates the need to continue to improve upon our approach to professional learning communities to support student success along with targeted PD in the areas of critical thinking & writing, & 21st century skills. 71% of teachers indicate they agree with professional learning communities being effective. We recognize this has been our first year of using Pearson's assessments for ELA & math and need to analyze the data for curriculum effectiveness. Our benchmark assessments to be used also need to be analyzed for standard growth over time. Our intervention programs will be data-driven each trimester and will be analyzed at the administration level. For our NGSS action, a committee will meet in the summer of 2018 to discuss/decide on lessons to be taught as we pilot StemScopes.

Goal 4

Goal #4 -Ensure all sites have a positive school culture focused on high standards for all stakeholders with an intentional focus on leadership.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

Expected

Suspension rate - 2017-2018: student suspensions - 9

Attendance rates - Increase to 96.5% attendance

Parent Satisfaction - Survey: Increase to 93% satisfied

Actual

Student suspension rates at 14.

School attendance rates - 96%. We did not meet our annual attendance rate by .5%.

Parent satisfaction survey ratings above 95% (97%)

Expected

Major incident rate - Number of incidents: 8

Participation in Service Learning Projects - Number of students and hours participated

Actual

Major incidents rate - Number of incidents 24
 Elementary Level - 12 Major Incidents
 Middle School Level - 12 Major Incidents

All Students participated in Service Learning Projects - The hours expected by grade levels - K - 2nd grades 6 to 8 - 3rd - 8th - 10-15. All students met the hours needed.

Actions/Services

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

Action 1**Planned Actions/Services**

Summer staff meetings to refine the schoolwide PBIS ROAR process & program.

Actual Actions/Services

In the summer of 2017, a committee of teachers met to create a calendar of our ROAR activities to be implemented.

Budgeted Expenditures

\$4,200

Estimated Actual Expenditures

\$350

Action 2**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Communicate schoolwide high expectations via parent square, parent conferences, and teacher websites to all stakeholders.

Administration & teachers sent out messages regarding our school-wide high expectations via parent square, parent conferences, and teachers websites. The administration also held Student Contract Accountability Team meetings for families needing support in this area along with new student orientations for new families.

\$2,400

\$2,400

Action 3

Planned Actions/Services

Assign and/or recruit a staff member to develop and implement a program to support students & families who have been through the School Contract Accountability Team (SCAT) process more than once via leadership class/workshops at BSC & CSC.

Actual Actions/Services

Parent workshops were offered to all families and some SCAT families did attend. A concerted effort was made at BSC with learning for a purpose which targeted students struggling to get to school. At CSC beginning meetings occurred with 3 teachers to mentor students struggling. A single staff member was not recruited to for this program.

Budgeted Expenditures

\$3,500

Estimated Actual Expenditures

No expense

Action 4**Planned Actions/Services**

Schoolwide/grade level leadership community service projects in place to develop a global view for students and the impact of service on our world

Actual Actions/Services

All grades did grade level service projects and presented at an innovation day in May of 2018. These projects included a global view for students focusing on such service as partnerships with schools in Africa, water wells, building homes in Mexico along with other projects.

Budgeted Expenditures

\$2,500

Estimated Actual Expenditures

\$1,081- Africa project costs

Action 5**Planned Actions/Services**

Print & provide survey/ Illuminate data reports to students in the areas of discipline and behavior/achievement to promote actions for improvement.

Actual Actions/Services

Teachers were given access and data was shared with grade levels to improve behavior. Classrooms set goals to improve behavior data.

Budgeted Expenditures

Cost already associated with Illuminate and survey products. No additional cost.

Estimated Actual Expenditures

no cost

Action 6**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Implement schoolwide leadership initiatives regarding our student to student concerns of kindness & respect toward one another and celebrate our successes.	School-wide initiatives took place at the elementary level to improve student behavior in the classroom Part of the ROAR acronym is respect. A month was spent at the beginning of the year to clearly articulate with students what respect is at ILCS. Activities were offered and behavior data was monitored throughout the year. Kindness initiatives were launched with our K- 2nd grade students with weekly check-ins, goals, and Braniac In Action secret agents.	\$2,500	\$244
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

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

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

This goal to ensure all sites have a positive school culture focused on high standards for all stakeholders through leadership and healthy environments was at the forefront of stakeholders conversations & actions. Overall our data indicates we are moving in a positive direction. In the summer of 2018, a committee of teachers met to refine the schoolwide Positive Behavioral Intervention and Supports (PBIS) ROAR process & program. School-wide initiatives took place at the elementary level to improve student behavior in the classroom Part of the ROAR acronym is respect. A month was spent at the beginning of the year to clearly articulate with students what respect represents at ILCS. Activities were offered and behavior data was monitored throughout the year. Teachers were given access and data was shared with grade levels to improve behavior. Classrooms set goals to improve behavior data. Kindness initiatives were launched with our K- 2nd grade students with weekly check-ins, goals, and Brainiacs in Action (BIA) secret agents. Parent workshops were offered to all families and some SCAT families did attend. A concerted effort was made at BSC with learning for a purpose which targeted students struggling to get to school. At CSC beginning meetings occurred with 3 teachers to mentor students struggling. A single staff member was not recruited to for this program. Administration & teachers sent out messages regarding our school-wide high expectations via parent square, parent conferences, and teachers websites. The administration also held SCAT meetings for families needing support in this area along with new student orientations for new families. All grades did grade level service projects and presented at an innovation day in April of 2018. These projects included a global view for students focusing on such service as partnerships with schools in Africa, water wells, building homes in Mexico along with other projects.

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

Survey data indicates an overall satisfaction rate above 95% by both parents and staff. With the focus on implementing and improving the culture at the student level. In he summer of 2018, a committee of teachers met to refine the school-wide PBIS ROAR process & program. A calendar was created along with timelines and activities to be implemented throughout the year. Each class set goals to improve student behavior.

Survey data indicates we have moved in a positive direction with elementary data of student respect and kindness toward each other improving an average of 10%. However, middle data indicates a decline in this area of an average of 10%.

Suspension rates increased from 9 to 14 in 2017-2018. Attendance rates were at 96% shy of our 96.5% goal. Major incidents increased from 8 to 27. All students met the service learning requirement for this outcome.

Our data indicates there is still work to be done in this area. Although data indicates we did not meet our outcomes in several areas, we recognize with the 2nd year of implementation of ROAR, the effective use of Illuminate with behavior data, and the support of our Dean of Students, our expectations of discipline documentation by teachers increased the numbers along with suspensions. We will be analyzing our outcomes for the future.

Overall, we have moved in a positive direction with initial implementation phases of our programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material difference occurred in action 1 in which extra summer meetings were not necessary for the action to be accomplished. Action 3 was staffed with volunteers which did not require a stipend or expense. Action 6 has a material difference in that most supplies and needed support came from volunteers and donations.

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

This goal is still relevant as data indicates. Survey results indicate there is a student to student concern with students lacking kindness or respecting one another. Survey work indicates that 70% at the elementary level and only 43% at the middle school level believe kids are kind to one another. Survey work also indicates that 56% at the elementary level and only 25% at the middle school level believe students are well behaved at ILCS. We also recognize that the same students or families are in accountability meetings each year. The school has concluded that students & families need training and support with topics such as student discipline, growth mindset, and high expectations. The school also notes that some of the global leadership projects implemented in the K-2 program will be implemented with students in grades 3-8. As part of this leadership opportunities include learning for a purpose and student voice and including them in the decision-making process. We recognize we were at the beginning stages of using illuminate data to monitor behavior and need to take it to the student level. ILCS recognizes the need to increase student supports in the area of career readiness. The team also notes the need for a continued effort school-wide regarding service projects with an emphasis on making a difference

globally.

Stakeholder Engagement

LCAP Year: 2018-19

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?

Inland Leaders Charter School (ILCS) has involved parents and the stakeholders of the school in its budgetary and decision-making processes. As a small school program, we have the advantage of being able to engage most, if not all, stakeholders in the LCAP process. The only stakeholders that we may need to engage more consistently are local industry and business groups. The management team administered surveys in February around our four LCAP goals to all stakeholders including students, parents, certificated, and classified staff. The team also held parent meetings in February including all stakeholders (Special education, English Language Learners, Socially Economically Disadvantaged, Independent Study, & general education) to ensure all voices were included in our planning & decision making. The LCAP plan has also been extensively discussed via the finance committee and through teacher Professional Learning Communities.

Impact on LCAP and Annual Update

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

The consultation of all stakeholders has had a great impact on the LCAP for the upcoming year. The results of the survey indicate several actions & services are needed. Through analysis of the 1st – 8th grade student survey we recognize there is a student to student issues of students not being kind or respecting each other. It has improved from 2016-2017 to 2017-2018, but there is a continued need in this area in all grades, however, in particularly in middle school. (2016-2017 -37-50% to 2017-2018 45-60% of students believe students are well behaved). Students did indicate that they know what is expected of them and are cared for by teachers.

We also recognize the need to continue to examine our professional learning communities as 71% of teachers indicated they agree to the value of

professional learning communities. This increased from 55% last year. Teachers also indicated the need for professional development in critical thinking & writing (an average of 35% indicated feeling effective). A low percentage of teachers also indicated they were proficient in teaching 21st-century skills in the areas of students as creators and global learning at 38%. In meeting with parents, it was noted that there is a need to launch a student mentor program to assist with the transition into ILCS from other schools.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.
(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Goal #1 - Retain and train a highly qualified instructional staff that supports high expectations and innovation resulting in high student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Identified Need:

Currently, goal one is relevant for the success of the school program and continued work is warranted in the area of teacher retention and training. Survey work administered to Certificated staff indicates apprehension toward the Pillars of Success Scale with 81% indicating apprehension or not sure. This % increased by 3% from 2017-2018. The Pillars of Success program will require an increased focus during its 2nd year of implementation (2018-2019). Additional targeted professional development will be implemented in the areas of professional learning communities, critical thinking, writing and 21st-century skills. Survey data indicates that teachers feel our professional learning communities (PLC's) are effective with 71% indicating this. Teachers also indicated a need for training in critical thinking & writing with over 40% of the teachers stating the need. Lastly, a small percentage of teacher's responded feeling effective in teaching 21st-century skills in using technology to create and teaching critical thinking with 52% feeling effective, while a smaller percentage, 30%, feel effective in teaching global learning. Data also indicates a high percentage of teachers use technology for assessments and web-based programs (83%). Technology is used by teachers for writing & critical thinking by approximately 52%. As for creating blogs and digital stories, the percent is much lower at 27%. We also recognize the need to develop or investigate school-wide benchmark system that shows standard growth level assessment over time which will be used for grades 1-8 with a clear assessment calendar and plan in place for data analysis at the administration and teacher level to ensure our school-wide data targets are being discussed and met

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Retain core teachers from year to year using the Human Resources database and statistics to measure success. The HR department will report the number of core teachers that were released/resigned from employment.

Retention rate 2016-2017
95% indicate returning
Retention rate 2015-2016
94% (33 of 35)
Retention rate 2014-2015
71% (25 of 35)

95% Retention rates for core teachers

95% Retention rates for core teachers

95% Retention rates for core teachers staff

Human Resource records will be accessed to determine the percent of core teachers appropriately assigned and credentialed.

Credentialed Teachers
2016-2017 - 100%
2015-2016 - 100%

100% of all core teachers credentialed and appropriately assigned

100% of all core teachers credentialed and appropriately assigned

100% of all core teachers credentialed and appropriately assigned

Metrics/Indicators**Baseline****2017-18****2018-19****2019-20**

Professional development surveys will be sent to staff annually with specific questions regarding professional development growth and future needs.

Professional development effectiveness/growth survey results
 PLC: 42% somewhat agree – 58% agree/strongly agree
 Technology use at 76% effectiveness
 Teaching 21st-century skills
 - Critical thinking at 44% effective
 - Students as creators, producers & global learners at 13% effective
 Support in teaching writing at 32%

Increase/Decrease the results of professional development in the following area
 PLC - results increased to 68%
 Technology use increased to 86%
 21st-century skills
 - Critical thinking increased to 54%
 - Students as creators, producers, & global learners increased to 23%
 Support for teaching writing decreased to 20%

Increase/Decrease the results of the professional development in the following areas:
 PLC – results increase to 78%
 Technology use increase to 96%
 21st Century skills
 - Critical thinking increase to 56%
 - Students as creators, producers, and global learners increase to 45% (Changed from 33%, because this year's data showed 37%)
 Support for teaching writing increase to 36% (46% needed support in 17-18).

Increase/Decrease the results of the professional development in the following areas:
 PLC – results increase to 88%
 Technology use – 100%
 21st Century skills
 - Critical thinking 66%
 - Students as creators, producers, and global learners 55%
 Support for teaching writing 26%

Metrics/Indicators**Baseline****2017-18****2018-19****2019-20**

Increase student proficiency rate in ELA and math on state and local benchmarks

State Proficiency 2016-2017: (Data Reflects 15-16 roster & scores)
 ELA – Elementary: 59%
 Middle School - 57%
 Math – Elementary – 58%
 Middle School – 53%

Math -
 Local Benchmark
 Proficiency 2016-2017
 Average 30% proficient for grades 2-5.

ELA
 Local Benchmark
 Proficiency
 Baseline data will be set in 2017-2018

3% more students proficient in math and ELA on state and local benchmarks

3% more students proficient in math and ELA on state and local benchmarks

3% more students proficient in math and ELA on state and local benchmarks

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students, Specific Student Groups, English Learners

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to hire highly qualified teachers with CLAD or EL instruction qualifications by ensuring new hires are:
-credentialed
-screened and observed “teaching in action” prior to hire.
(WASC critical need 2)

Continue to hire highly qualified teachers with CLAD or EL instruction qualifications by ensuring new hires are:
-credentialed
-screened and observed “teaching in action” prior to hire.
(WASC critical need 2)

Continue to hire highly qualified teachers with CLAD or EL instruction qualifications by ensuring new hires are:
-credentialed
-screened and observed “teaching in action” prior to hire.
(WASC critical need 2)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,542,691	\$2,707,657	\$2,788,887
Source	EPA Unrestricted LCFF	EPA Unrestricted LCFF	EPA Unrestricted LCFF
Budget Reference	1100: Teacher Salaries	1100: Teacher Salaries	1100: Teacher Salaries

Action #2

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

Students to be Served

Location(s)

All Students, Students with Disabilities

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

Targeted training for teachers to work with sub-groups of students to scaffold common core and engage them in the learning process including areas of professional learning communities, reading/writing & 21st-century skills. This will include designated teachers to attend a PLC conference, Special education workshops, Thinking Maps training, along with technology training. Additionally, the work of Doug Fisher's Visibly Literacy along with his strategies & Text complexity grid will be utilized.
(WASC critical need 3)

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

Modified

2018-19 Actions/Services

Targeted training for teachers to work with sub-groups of students to scaffold common core and engage them in the learning process including areas of professional learning communities, writing, critical thinking, & 21st-century skills. This will include designated teachers to attend a PLC conference, EL workshops, Thinking Maps training, along with technology training. Additionally, the work of Doug Fisher's Visibly Literacy along with his strategies & Text complexity grid will be utilized.
(WASC critical need 3)

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

Modified

2019-20 Actions/Services

Expanded training for teachers to work with sub-groups of students to scaffold common core and engage them in the learning process based on data analysis of student performance from the 2017-2018 school year.
(WASC critical need 3)

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$22,500	\$13,500	\$14,750
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted
Budget Reference	5200: Travel/ Conferences 5863: Prof Development 5864: Prof development other	5210: Conferences 5863: Prof Development 5864: Prof development	5210: Conferences 5863: Prof Development 5864: Prof development

Action #3

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged
---	---	---

for 2017-18

Modified

2017-18 Actions/Services

Fully Implement the performance pay scale and “Pillars” program for teachers who wish to advance to higher levels of pay through the evaluation/observation system via staff/PLC meetings and/or evaluation meetings. This will require extra paid days for the staff involved.
(WASC critical area 1)

for 2018-19

Modified

2018-19 Actions/Services

Refine the performance pay scale and roadmap for teachers who wish to advance to higher levels of pay through the evaluation system via staff/PLC meetings. Estimated that 3-5 teachers will move columns resulting in increases to teacher salaries. Create a plan to clearly communicate with teachers about the pillars rubrics & how it works.
(WASC critical area 1)

for 2019-20

Modified

2019-20 Actions/Services

Refine the performance pay scale and roadmap for teachers who wish to advance to higher levels of pay through the evaluation system via staff/PLC meetings. Estimated that 3-5 teachers will move columns resulting in increases to teacher salaries.
(WASC critical area 1)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,500	\$20,000	\$15,000
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted
Budget Reference	1100: Teacher salaries	1100: Teacher salaries	1100: Teacher salaries

Action #4

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
UPGRADE 11.0 for teachers to raise the level of expectation and performance.	Refine the UPGRADE 12.0 for teachers to raise the level of expectation and performance.	Refine the UPGRADE 13.0 for teachers to raise the level of expectation and performance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	No Cost	No Cost	No Cost
Budget Reference	No Cost	No Cost	No Cost

Action #5

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged
---	---	---

for 2017-18

Modified

2017-18 Actions/Services

Train teachers to effectively utilize digital schoolwide benchmarks for grades K-8 to include a schoolwide clear plan for data analysis at the administration, teacher, and student level. Benchmarks may to include skills assessments, Let's Go Learn, & Pearson ELA & math for grades 1-5. Grades 6-8 to be determined. Teachers will also use IAB's in grades 3-8 for ELA and math. Further assessments are being explored for a standard growth assessment to analyze growth over time.

for 2018-19

Modified

2018-19 Actions/Services

Refine benchmarks to be able to analyze standard growth over time and analyze the effectiveness of the schoolwide digital benchmarks for grades K-8 in regards to alignment with the state standards, CAASPP and the benchmarks ability to provide detailed information to teachers and administrators to make adjustments to the instructional programs.

for 2019-20

Modified

2019-20 Actions/Services

Continue to utilize digital benchmark assessments.
Determine if new assessments or supplemental assessments are required to support student learning in the areas of science and history.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,500	18,000	\$20,500
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted

Year	2017-18	2018-19	2019-20
Budget Reference	5816: Illuminate 4320: Ed software	5816: Illuminate 4320: Ed software	5816: Illuminate 4320: Ed software

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

Unchanged

Goal 2

Goal #2 - Effective use and access of technology in every class to improve student achievement and 21st century skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Identified Need:

Goal two represents an on-going need for all students in our school. We recognize the need for a higher level of integration of technology in the classroom as indicated in teacher surveys. Technology is mainly being used for assessment & web-based programs (83%). A small percentage of teacher’s responded feeling effective in teaching 21st century skills in using technology to create projects, and teach critical thinking with 46% feeling effective, while a smaller percentage, 30%, feel effective in teaching global learning. Technology is used by teachers for writing & critical thinking by approximately 52% of teachers. As for creating blogs and digital stories the percent is much lower at 27%. College/career readiness standards note that students need to be able to collaborate effectively and therefore more time needs to be set aside for students to do so. Students indicated “daily to weekly use” of technology (90%), but less than 55% in most grades indicated using technology for research and/or writing. The school will make a concerted effort to integrate technology at higher levels, along with students as creators, critical thinkers, & producers. Additionally we will replenish iPad/Chromebook for K-8th grades to support 1 to 1 with technology. The school has also determined a need to serve students in the local community by providing access to high quality instruction on our independent study program rather than solely depending on a parent/guardian for instruction.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1 to 1 ipads/Chromebook for each students (K-2)	2016-2017: Number of actual technology devices purchased	2017-2018: Number of Laptops to be counted	2018-2019: Replacement Plan in Place	2019-2020: Replacement Plan in Place
Digital benchmarks for grades K-8	2016-2017: Baseline data needed and will be determined in 2017-2018	2017-2018: Data usage report: 100% of all digital benchmarks administered Data reports indicate the following usage: TK - Kindergarten - ESGI data available Kindergarten - 2nd grades have used Let's Go Learn Grades 1st - 6th grade have used Pearson EnVision & ReadyGen Benchmark Assessments & STAR 7th & 8th Grades - STAR & IAB's	2018-2019: Data usage refinement and monitoring: 100% of all benchmarks administered.	2019-2020: Data usage refinement and monitoring: 100% of all benchmarks administered

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase student proficiency rate in ELA and math on state and local benchmarks	Math - Benchmark Proficiency 2016-2017 Average 30% proficient for grades 2-5. Baseline data will be set for other grades. ELA Benchmark Proficiency Baseline data will be set in 2017-2018	ELA STAR for grades K-8th grades - Growth by 1 grade level. Let's Go Learn - Growth by 1 grade level IAB's - 3% growth Baseline data will be set in 2018-2019 for Math & other assessments for ELA.	1 Grade level growth 3% more students proficient in math and ELA on state and local benchmarks	1 Grade level growth 3% more students proficient in math and ELA on state and local benchmarks
Effective use of technology Effective use of technology using 21st century skills	2016-2017: Teacher survey: 60% feel effective	2017-2018: Teacher survey: 70% feel effective	2018-2019: Teacher survey: 90% feel effective using technology 60% feel effective using technology for 21st century skills	2019-2020: Teacher survey: 95% feel effective using technology 70% feel effective using technology for 21st century skills

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Purchase ipads/Chromebook for Kindergarten – 2nd grade students for 1-1 technology in these grades

2018-19 Actions/Services

Replace Ipads/Chromebooks for Kindergarten – 8th grades students where needed

2019-20 Actions/Services

Replace iPad/Chromebooks for Kindergarten – 8th grades students where needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,200	\$10,000	\$12,000
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted
Budget Reference	4420: Computers	4420: Computers	4420: Computers

Action #2

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

Modified

2017-18 Actions/Services

Training for teachers to integrate 21st century skills and the effective use of technology taking it to the next level of integration and creating/developing standard growth digital benchmark systems.
(WASC critical area 3)

for 2018-19

Modified

2018-19 Actions/Services

Continued training for teachers to integrate 21st century skills, the effective use of technology, and refining the digital benchmark system.
(WASC critical area 3)

for 2019-20

Modified

2019-20 Actions/Services

Continued training for teachers to integrate 21st century skills, the effective use of technology, and refining the digital benchmark system.
(WASC critical area 3)

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$5,500

\$3,500

4,500

Source

LCFF unrestricted

LCFF unrestricted

LCFF unrestricted

**Budget
Reference**

5210: Conferences
5863: Prof Develop.

5210: Conferences
5863: Prof Develop

5210: Conferences
5863: Prof Develop.

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

Modified

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

Modified

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

Modified

2017-18 Actions/ServicesProvide WIFI and Chromebook devices for
checkout to families on as a needed basis.
(WASC critical area 3)**2018-19 Actions/Services**Expand the access to families by providing
WIFI and Chromebook devices for checkout
to families on as a needed basis.
(WASC critical area 3)**2019-20 Actions/Services**Further expand WIFI and Chromebook
devices for checkout to families on as a
needed basis.
(WASC critical area 3)**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,400	\$1,500	\$1,700
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted
Budget Reference	4400: Noncapitalized equipment 5910: Internet/	4400: Noncapitalized equipment 5910: Internet/	4400: Noncapitalized equipment 5910: Internet/

Action #4

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

Students to be Served

Location(s)

Specific Student Groups, 3rd Grade Students

Specific Schools, CSC

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

Unchanged

for 2018-19

Modified

for 2019-20

Modified

2017-18 Actions/Services

“2nd” session instruction for all 3rd grade students in the area of integrating writing and technology to provide 1 additional hour a week for the entire school year.
(WASC critical area 3)

2018-19 Actions/Services

“2nd” session instruction for all 3rd grade students in the area of integrating writing and technology to provide 1 additional hour a week for the entire school year.
(WASC critical area 3)

2019-20 Actions/Services

“2nd” session instruction for all 3rd grade students in the area of integrating writing and technology to provide 1 additional hour a week for the entire school year.
(WASC critical area 3)

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$9,500

\$9,750

\$10,000

Source

LCFF unrestricted

LCFF unrestricted

LCFF unrestricted

**Budget
Reference**2200: classified support
5854: Consultants other2200: classified support
5854: Consultants other2200: classified support
5854: Consultants other**Action #5**

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

Students to be Served**Location(s)**

Specific Student Groups, Target groups - Pilot groups

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

Modified

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Pilot the “Looking Glass” project that provides synchronous instruction to independent study students through digital medium and technology. Select students will be provided access to the project.

Continue to pilot the “Looking Glass” project to a small cohort of independent study students and refine the program. The focus will be middle school and 2 content areas.

Continue to implement the “Looking Glass” program for independent study students as an option. The focus will be middle school with the addition of 2 content areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$3,500	\$4,750
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted
Budget Reference	1101: Teacher stipends	1101: Teacher stipends	1101: Teacher stipends

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

Unchanged

Goal 3

Goal #3 90% of all students demonstrating proficiency in math, ELA, and science on standardized assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

Identified Need:

In light of the new Common Core assessments, the school has determined the 90% proficiency goal to better reflect the rigor of the state assessment and recognize that the 90% proficiency may not be achieved until future years to come. Based on the history of student performance the goal was set at 3% and will continue to at this percent. On the state level dashboard the EL and students with disabilities students demonstrated the greatest decline and need in the area of ELA EL students had a 15 point decline showing 21.6 points below level 3 and students with disabilities did show an increase of 37.1 points however are still 3.7 points below level 3. Students with disabilities also are low in math showing 32.7 below level 3. They did make a 37.1 point gain. In order to better analyze data as a school for school-wide data trends, we recognize the need to better analyze the data to decide on consistent and clear assessments to show growth trends and analysis of all students and particularly the subgroups in need. Parent workshops will be offered to support our EL students. Data indicates the need to continue to improve upon our approach to professional learning communities to support student success along with targeted PD in the areas of critical thinking & writing, & 21st century skills. 71% of teachers indicate they agree with professional learning communities being effective. We recognize this has been our first year of using Pearson's assessments for ELA & math and need to analyze the data for curriculum effectiveness. Our intervention programs will be data-driven each trimester and will be analyzed at the administration level. For our NGSS action, a committee will meet in the summer of 2018 to discuss/decide on lessons to be taught as we pilot

StemScope. Data also indicates the need for create strategies around the listening/speaking strand of the CAASP.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase student proficiency rate in ELA math and science on state and local benchmarks	Math - Benchmark Proficiency 2016-2017 Average 30% proficient for grades 2-5. Baseline data will be set for other grades. ELA Benchmark Proficiency Baseline data will be set in 2017-2018 Science (no baseline)	3% more students proficient in math, ELA and science (baseline year) on state and local benchmarks	3% more students proficient in math, ELA and science on state and local benchmarks 1 year growth on Benchmarks	3% more students proficient in math, ELA and science on state and local benchmarks 1 year growth on Benchmarks
Increase student proficiency rate for English Language Learners	Baseline data to be determined in 2017-2018 for math and ELA	3% more students proficient in math and ELA on state and local benchmarks 1 Years growth on benchmarks	3% more students proficient in math and ELA on state and local benchmarks 1 years growth on benchmarks	3% more students proficient in math and ELA on state and local benchmarks 1 years growth on benchmarks

Increase student proficiency rate for Socioeconomically disadvantaged students	Baseline data to be determined in 2017-2018 for math and ELA	3% more students proficient in math and ELA on state and local benchmarks 1 year growth on benchmarks	3% more students proficient in math and ELA on state and local benchmarks 1 year growth on benchmarks	3% more students proficient in math and ELA on state and local benchmarks 1 year growth on benchmarks
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Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students, Specific Student Groups, English Learners & Socioeconomically Disadvantaged Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

Analyze curriculums through the use of assessment data to determine effectiveness of the program being used.

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

Modified

2018-19 Actions/Services

Analyze curriculum through the use of assessment data to determine effectiveness of the program being used. Purchase new intervention materials necessary for student growth including subgroups of EL and socioeconomically disadvantaged students. (WASC critical area 2)

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

Modified

2019-20 Actions/Services

Refine and revise curriculums being used and the effectiveness of the programs through the use of achievement data. (WASC critical area 2)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost	\$ 22,000	No cost
Source	No Cost	LCFF unrestricted	No Cost

**Budget
Reference**

No Cost

4200: Books and other reference
materials

No Cost

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

2017-18 Actions/Services**Select from New, Modified, or Unchanged
for 2018-19**

Modified

2018-19 Actions/Services**Select from New, Modified, or Unchanged
for 2019-20**

Modified

2019-20 Actions/Services

Provide targeted and focused professional development to core teachers and administration to provide a greater depth of understanding and implementation of the common core standards specifically in the areas of reading, writing, & 21st century skills.

Provide targeted and focused professional development to core teachers to provide a greater depth of understanding and implementation of the common core standards specifically in the area of critical thinking and writing.

Provide targeted and focused professional development to core teachers to provide a greater depth of understanding and implementation of the common core standards as determined by 2018-2019 student achievement data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,500	\$9,200	\$9,600
Source	LCFF Unrestricted	LCFF Unrestricted	LCFF Unrestricted
Budget Reference	LCFF 5863 LCFF 5210	LCFF 5863 LCFF 5210	LCFF 5863 LCFF 5210

Action #3

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

Students to be Served

All Students, Specific Student Groups, EL Students

Location(s)

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Provide high quality interventions that demonstrate marked improvements in student achievement through data/curriculum analysis and decrease subgroup achievement gaps through the use of core teachers after the lunch period.

Provide high quality interventions that demonstrate marked improvements in student achievement through data/curriculum analysis and decrease subgroup achievement gaps through the use of core teachers after the lunch period.

Provide high quality interventions that demonstrate marked improvements in student achievement through data analysis and decrease subgroup achievement gaps through the use of core teachers after the lunch period.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20**

Amount	\$12,500 for teachers who wish to teach additional intervention hours. (Limited amount due to responsibility shifted to teachers as part of their instructional day)	\$10,500	\$10,500
Source	LCFF: supplemental	LCFF: supplemental	LCFF: supplemental
Budget Reference	LCFF 1400: Certificated extra pay	LCFF 1400: Certificated extra	LCFF 1400: Certificated extra

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

Unify and implement schoolwide/grade level digital benchmarks in math and ELA to monitor student progress and inform instruction aligned to CAASSP and state level assessments with a clear plan and calendar in place.

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

Modified

2018-19 Actions/Services

Develop/investigate standard growth assessments to be able to analyze growth over time and continue to refine schoolwide/grade level digital benchmarks in math and ELA to monitor student progress and inform instruction aligned to CAASSP and state level assessments with a clear plan and calendar in place.

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

Modified

2019-20 Actions/Services

Revise benchmarks to continue to be as effective and productive as possible.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$18,500	\$19,500
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted

**Budget
Reference**

LCFF: 4320
LCFF: 5878
LCFF: 5816

LCFF: 4320
LCFF: 5878
LCFF: 5816

LCFF: 4320
LCFF: 5878
LCFF: 5816

Action #5

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

Students to be Served**Location(s)**

All Students, Specific Student Groups, English Learners

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

Summer school classes for targeted students and sub groups in need of extra support in the areas of reading and math with enrichment built into the daily schedule.

2018-19 Actions/Services

Summer school classes for targeted students and sub groups in need of extra support in the areas of reading and math with enrichment built into the daily schedule.

2019-20 Actions/Services

Summer school classes for targeted students and sub groups in need of extra support in the areas of reading and math with enrichment built into the daily schedule.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,000	\$30,000	\$30,000
Source	LCFF supplemental	LCFF supplemental	LCFF supplemental
Budget Reference	1920: Other certificated: summer 2940: Other classified: summer	1920: Other certificated: summer 2940: Other classified: summer	1920: Other certificated: summer 2940: Other classified: summer

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Teacher trainings in the area of Next Generation Science Standards to be done by “trainer of trainers” at ILCS in all grade levels. Begin the process for curriculum mapping.

As the Next Generation Science Standards as a focus, pilot StemScope curriculum in grades K-8. A committee of teachers to meet in the summer of 2018 to decide on lessons and/or labs by grade level.
(WASC critical area 4)

Purchase of supplemental resources required for Next Generation Science Standards and create curriculum maps.
(WASC critical area 4)

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$3,500

\$7,000

\$8,500

Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted
Budget Reference	5210: Conferences	4200: Books and other reference materials	4200: Books and other reference materials

Action #7

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

Students to be Served	Location(s)
Specific Student Groups, English Learners	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

Intentional focus of data aggregation for the English Language Learners and socioeconomically disadvantaged student (SES) population at the administration and teacher level through the use of the Illuminate Data System. Parent workshops to improve provide strategies to support student achievement at home.

2018-19 Actions/Services

Designate a teacher/staff as the EL/ SES lead to assist the EL coordinator in creating a master plan to address the need of student achievement growth.
(WASC critical area 1)

2019-20 Actions/Services

Administration to refine & communicate the EL/SES master plan to address the process for student achievement growth. Continue with staff member to coordinate the program.
(WASC critical area 1)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$7,500	\$7,700
Source	LCFF: supplemental	LCFF: supplemental	LCFF: supplemental
Budget Reference	4300: Materials	1101: Stipends	1101: Stipends

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

New

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

New

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

New

2017-18 Actions/Services

This was not an action in 2017-2018

2018-19 Actions/ServicesFocus on strategies to support students in
the areas of listening/speaking on the
CAASPP to improve student achievement.**2019-20 Actions/Services**Continue to focus on strategies to support
students in the areas of listening/speaking on
the CAASPP to improve student
achievement if data supports this.**Budgeted Expenditures****Year****2017-18****2018-19****2019-20**

Amount	0	\$3,500	\$3,750
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted
Budget Reference	4320: Ed Software	4320: Ed Software	4320: Ed Software

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

Modified

Goal 4

Goal #4 Ensure all sites have a positive school culture focused on high standards for all stakeholders with an intentional focus on leadership.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Identified Need:

Survey results indicate there is a student to student concern with students not being kind or respecting one another. Survey work indicates that 70% at the elementary level and only 43% at the middle school level believe kids are kind to one another. Survey work also indicates that 56% at the elementary level and only 25% at the middle school level believe students are well behaved at ILCS. We also recognize that the same students or families are in accountability meetings each year. The school has concluded that students & families need training and support with topics such as student discipline, growth mindset, and high expectations. The school also notes that some of the leadership projects implemented in the K-2 program will be implemented with students in grades 3-8. As part of this leadership opportunities include learning for a purpose and student voice and including them in the decision-making process. We recognize we were at the beginning stages of using illuminate data to monitor behavior and need to take it to the student level. ILCS recognizes the need to increase student supports in the area of career readiness and to shift the culture toward a caring environment with leadership and/or career development. The team also notes the need for a continued effort school wide regarding service projects with an emphasis on making a difference globally.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rate	2016-2017: student suspensions - 12	2017-2018: student suspensions - 9	2018-2019: student suspensions - 8	2019-2020: student suspensions - 7
Attendance rates	2016 – 2017: 95.7% students in attendance (P-2)	2017-2018: Increase to 96.5% attendance	2018-2019: Increase to 97% attendance	2019-2020: Increase to 97.5% attendance
Parent Satisfaction	2016-2017 Survey: 90% satisfied	Survey: Increase to 93% satisfied	Survey: Increase to 95% satisfied	Survey: Increase to 98% satisfied
Major incident rate	2016-2017 - # of incidents: 11	Number of incidents: 24	Reduce rate by 5% from previous year.	Reduce rate by 5% from previous year.
Participation in Service Learning Projects	2016-2017 – Baseline numbers to be set in the 2017-2018 year	2017-2018 – Number of students turning in service projects that have met the requirements	2018-2019 Number of students turning in service projects that have met the requirements – Increase by 5%	Number of students turning in service projects that have met the requirements – Increase by 5%

Student perception on kindness toward each other and students being well behaved	70% at the elementary level and only 43% at the middle school level believe kids are kind to one another. Survey 56% at the elementary level and only 25% at the middle school level believe students are well behaved	Not an outcome in 2017-2018	70% at the elementary level and only 43% at the middle school level believe kids are kind to one another. Survey 56% at the elementary level and only 25% at the middle school level believe students are well behaved	Increase results by 5% from the previous year.
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Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Summer staff meetings with to refine the
schoolwide PBIS ROAR process & program.

Trimester committee of lead teachers to
determine the effectiveness of the ROAR
program.

Trimester committee of lead teachers to
determine the effectiveness of the ROAR
program.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$4,200

No/minimal cost

No/minimal cost

Source

LCFF unrestricted

No/minimal cost/minimal cost

No/minimal cost/minimal cost

Budget
Reference

1100: Teacher salaries

No/minimal cost

No/minimal cost

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Communicate schoolwide high expectations via ParentSquare, parent conferences, and teacher websites to all stakeholders.

2018-19 Actions/Services

Address and refine needed expectations and clearly communicate to all stakeholders

2019-20 Actions/Services

Address and refine needed expectations and clearly communicate to all stakeholders

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,400	\$2,550	\$2,550
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted
Budget Reference	5310: Services and other operating expenses	5310: Services and other operating expenses	5310: Services and other operating expenses

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

Assign and/or recruit staff member to develop and implement a program to support students & families who have been through the School Contract Accountability Team (SCAT) process more than once via leadership class/workshops at BSC & CSC.

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

Modified

2018-19 Actions/Services

Create a new part-time staff position to develop and implement a program to support students & families who have been through the School Contract Accountability Team (SCAT) process more than once via leadership class/workshops at BSC & CSC.

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

Modified

2019-20 Actions/Services

Support students & families who have been through the SCAT process more than once via leadership class/workshops at least once a trimester.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,500	\$35,000	\$35,500
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted
Budget Reference	1101: teacher stipends and/or 2202: classified extra duty	1170: non core certificated	1170: non core certificated

Action #4

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Schoolwide/grade level leadership community service projects in place to develop a global view for students and the impact of service on our world	Develop global relationships as part of our schoolwide “cause” to support student leadership development with the use of skype and technology.	Implement a global project for the entire student population to support as well as provide students an opportunity to visit and serve at the project as part of a leadership field trip. May be limited to grades 6-8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	\$15,000
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted
Budget Reference	4300: Materials	4300: Materials	5830: Field trips

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

Modified

for 2018-19

Modified

for 2019-20

Modified

2017-18 Actions/Services

Print & provide survey/ Illuminate data reports to students in the areas of discipline and behavior/achievement to promote actions for improvement.

2018-19 Actions/Services

Implement students as part of the decision-making process concerning school culture (i.e. leadership, students behavior) driven by data.
(WASC critical area 5)

2019-20 Actions/Services

Implement students as part of the decision-making process concerning school culture (i.e. leadership, students behavior) driven by data.
(WASC critical area 5)

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

Cost already associated with Illuminate and survey products

No cost

No cost

Source

No cost

No cost

No cost

**Budget
Reference**

No cost

No cost

No cost

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Implement schoolwide leadership initiatives regarding our student to student concerns of kindness & respect toward one another and celebrate our successes.

2018-19 Actions/ServicesHire a part-time leadership coach to coordinate schoolwide leadership initiatives regarding our student to student concerns of kindness & respect toward one another, overall student behavior along with further developing & matriculating the Brainiac's with Heart Program.
(WASC critical area 5)**2019-20 Actions/Services**Refine position of leadership coach to coordinate schoolwide leadership initiatives regarding our student to student concerns of kindness & respect toward one another, overall student behavior along with further developing & matriculating the Brainiac's with Heart Program.
(WASC critical area 5)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$35,000	\$35,500
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted
Budget Reference	4357: student activities	1170: non core certificated	1170: non core certificated

Action #7

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

Students to be Served

Location(s)

Specific Student Groups, middle school

Specific Schools, California Street Campus

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

New

2017-18 Actions/Services

Purchase of furniture to improve middle school classes.

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

New

2018-19 Actions/ServicesCreate a larger and more comfortable space for middle school students at the California Street Campus.
(WASC critical area 5)**Select from New, Modified, or Unchanged
for 2019-20**

New

2019-20 Actions/ServicesContinue to create areas and spaces for middle school students to improve their area.
(WASC critical area 5)**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$32,000	\$7,500	\$5,500
Source	LCFF unrestricted	LCFF unrestricted	LCFF unrestricted
Budget Reference	6400: Equipment	6100: Sites and improvement of sites	6100: Sites and improvement of sites

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$378,929	5.57%

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.

Services for unduplicated pupils have been increased by the use of transferring services from lower qualified staff to highly qualified core teaching staff for purposes of after lunch interventions titled “Success Academy.” This did not present an increase in cost but allowed the school to shift resources to a more effective model of intervention. Also, summer school has been expanded to support more students in the kindergarten through 8th grade levels.

Software and curriculum supplements were provided to students to provide extra language support such as text to speech. Supplemental funds were also used to purchase internet devices and services for families that qualified as free/reduced lunch when needed and requested.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$451,801

5.91%

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.

The supplemental funds will continue to be used during the 2018-2019 school year to provide after-school interventions and tutoring to students and will include educational software, books/materials, and miscellaneous related expenses.

In addition, funds will be used to implement the summer school program targeted at students who are at-risk or below proficiency in math and ELA.

Supplemental funds are also used to support the EL population through the foreign language support positions that include teachers, office clerks and other positions to provide translation services.

Funds were also utilized to create a new Leadership Coach position that will work directly with families to assist unduplicated students who need additional support to be successful.