

Introduction:

LEA: Ida Jew Academy Contact (Name, Title, Email, Phone Number): Joseph Nuno, Principal, jnuno@mpesd.org, 408-223-3750 LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

Executive Summary:

Ida Jew Academy have been in operation as a district dependent K through 8th charter school since July 1, 2010. The conversion to a neighborhood public charter school has provided the school with flexibility in program and in funding. The Academies have supported the goals of the Mount Pleasant Elementary School District by:

- 1) Expanding student/parent choice options,*
- 2) Providing all students with access to a rigorous curriculum,*
- 3) Developing students with the skills and competencies required for success in the 21st century, and*
- 4) Producing career and college ready graduates.*

During the 2015-16 Ida Jew Academy implemented a plan to unify the three academies to provide increased access to all thematic programs to all students. VAPA and STEM will be combined to create a STEAM program (Science, Technology, Engineering, Arts, and Mathematics) with access to Spanish as an elective. STEAM curriculum will be integrated into all classrooms, with additional electives offered (in Science, Technology, Engineering, Arts, and Mathematics) to allow students specialized instruction in a particular area. ALAS Spanish Two-Way dual Immersion students will continue to focus on the acquisition of both Spanish and English, but will also have access to all elements of the STEAM program, including specialized electives. At the Ida Jew Academy, the arts will be tightly coupled with Science, Technology, Engineering and Math – the STEM subjects, transforming STEM into STEAM. STEM + Art = STEAM. All students at the Ida Jew Academy will spend quality instructional time engaged in learning in which the Arts, Science, Technology, Engineering, and Mathematics are in integrated throughout their school day. Project-based learning will provide students with a chance to extend their knowledge of the curriculum through experiments and activities. Students will engage in creating, experimenting, exploring, analyzing, and researching. Classroom teachers will have professional development opportunities to support the development of classroom lessons and projects that integrate STEAM into all areas of the curriculum.

Students will be immersed in acquiring reading, writing, listening, speaking, and presentation skills. Through oral and high-tech presentations, they will share their research on topics related to the arts, math, literacy, science, social studies and engineering. Students will learn through Project Base Learning, Expression of the fine and performing arts, integrated Technology, and Engineering projects.

All students will have access to Science, Technology, Engineering, Arts, and Mathematics integrated through project-based learning across the curriculum. In addition to STEAM subjects integrated throughout the school day, all students in grades 3rd through 8th will have the opportunity to explore each of the specialty areas of Spanish, Science, Technology, Engineering, the Arts, and Mathematics more in depth. The thematic program is designed to provide all students with the opportunity to experience all specialty areas in their early years, with increasing depth and specialization in the middle school years.

Ida Jew Academy Goals, Concerns and Actions:

*Goal #1
Create a safe and supportive learning environment at Ida Jew Academy where students attend and along with their families are connected to the school.*

Areas of Concerns:

- Attendance
- Suspension

Actions

- In house suspension
- Increase Parent Involvement
- Increase student clubs/activities
- Increase PBIS training

*Goal #2
Increase student success in English Language Arts/Literacy, Math, and Science by providing high quality instruction that promoting college and career readiness with academic interventions and differentiated instruction. Students in the Two-Way Dual Immersion program will receive the instruction in Spanish in order to become bilingual and bi-literate. STEAM will be integrated through the day in all grades.*

Areas of Concern:

- Achievement

o CAASPP Scores (baseline)

o AR Scores (ELA/Math)

o Science CST Scores

Actions

- Implement Eureka Math school wide
- Continue Year 3 Implementation of EL
- Continue Year 3 Implementation of Fountas and Pinnell Literacy
- Provide hands on Science through the new Science Lab

*Goal #3
STEM students in 6th through 8th grade will receive effective, engaging and relevant instruction in the NGSS standards and be able to define problems (MS-ETS1-1), develop possible solutions and improving engineering designs in which students test the best design (MS-ETS1-2), analyze the results (MS-ETS1-3), modify the design accordingly, and then re-test and modify the design again. By the end of 8th grade students are expected to achieve all four-performance expectations (MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, and MS-ETS1-4) related to a single problem in order to understand the interrelated processes of engineering design.*

Areas of Concern:

- Need to create rubrics
- Project Based Learning

Action:

- Provide hands on Science through the new Science Lab

Goal #4

VAPA students in 6-8th grade will receive effective, engaging and relevant instruction in the Instrumental Music, Vocal Music, Art or Dance standards. By the end of 8th grade VAPA students are expected to achieve all four-performance expectations based on the VAPA rubric.

Areas of Concern:

- Need to create rubrics
- Project Based Learning

Action:

- Work on recruiting students for VAPA

Goal #5

English Learners will increase their level of proficiency in the CELDT assessment including their CAASPP target in order to meet the AMO 3. (Note: Focus will be on our Sub groups: EL, SpEd, Low Socio Economic and Youth-Foster and Homeless students.

The targets for AMO1 is 60.5% actual score is 64.3%

The target for AMO2 is: Less than 5 years is 24.2% actual score is 28.4% More than Five years is 50.9% actual score is 73/8

Areas of Concern:

- Low number of students being redesignated
- Number of Long Term ELs

Actions:

- PD in Constructive Meaning
- PD in English 3D for 6-8th Grade
- Focus on writing to support students up for redesignation

Financial Summary: Note 76% of the Base Funding is spent on Personnel Costs (Certificated, Classified and Benefit Costs). 82% of the Supplemental and Concentration Funding is spent on Personnel Costs (Certificated, Classified and Benefit Costs).

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should

demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>LCAP Committee: A group of 7 people was formed with teachers, parent, administrator and union representatives. . ELAC, PTA, and SSC parent representatives were included in these meetings.</p> <p>Meeting dates: Parent Advisory Committees(School Site Council, PTA, ELAC and DELAC)</p> <p>School Cite Council/PTA (3/15, 4/19, and 5/24)</p> <p>ELAC/DELAC (12/4, 2/8, 4/7, and May 23)</p>	<p>1.Basic Services:</p> <ul style="list-style-type: none"> • Adequate supervision • Experienced teachers (passionate) • Safe school • Classrooms with bathrooms • Credentialed personnel and responsible • More security in the bathrooms and during recess • Parents should stay in vehicles when picking up students

- Remodel bathroom and keep them clean
- Have a garden with flowers
- One entrance for students
- Smaller class sizes
- improve drop off pick up area landscape front of school
- Purchase play equipment (balls jump ropes)
- Allow teachers to make enough copies for students
- Better water fountains

2. Common Core:

- Parent classes w/teachers
- Additional texts
- Materials for ELD/Math
- New math program
- Learn/understand new standards
- More library time
- More professional development for teachers to learn CCSS
- More student information for parents
- PE teacher
- More help for students that are low-performing after-school
- Have a tutorial period for student to ask questions
- Have more elaborate student work
- More information about projects and grades for parents
- Special population should be included
- Have electives for students who are low and high performing that target their abilities
- Students should be able to check-out more than 2 books
- Make learning more fun
- More materials/literature for students
- Make homework relevant to standards
- Teach parents about the CCSS
- Train people that help teachers in the area of writing.
- Different strategies to teach math

3. Parent Involvement:

- Traffic control
- Updated website w/teacher portal and student access and updates

*Volunteer sign up

(advertise for volunteer needs)

- Traffic control
- Yard duty
- Added supervision
- Communicate with tech tools
- English classes for adults
- Training to determine if students are using drugs or alcohol
- More training for parents on how to help students with special needs
- Record meetings
- Training for parents on how to help students at home with homework
- Teach students about drug use and the problems associated
- English and Spanish communication
- Online survey to get parent input
- Post youtube videos of meetings
- Provide parents with timely information via weekly newsletter
- More frequent family nights (reading night, science night)
- Have flexible scheduled meetings
- English and Math classes for parents to help students
- Make volunteer list for parents

4. Pupil Achievement

- College days
- Career day
- Align educational process with college requirements.
- Parent classes to learn about how to prepare students for college
- Have professionals collaborate with students in projects and careers
- Give more time to students with low grades
- Have an ELD teacher
- Full time health clerk
- Prepare students for projects and assessments
- Professional development for PBL
- High expectation for all students
- Recognize student achievement more frequently

5. Pupil Engagement

- Staff training to identify issues
- Onsite police officer
- Parents meetings/ canceling

- Sports
- After school programs
- Stem
- Clubs
- Activities
- Parent meeting
- Home visits
- Teacher and parent collaboration.
- Teacher pair with a student.
- Have teachers be more involved with students
- More support for low-performing students
- Summer school for low and high performing students
- Teachers be available to give additional support students that are having difficulty
- Mentors
- Activities that encourage and motivate students to come to school every day
- Have a reward for students who do what they are supposed to/positive attitude
- More sports/music/play instrument
- Students need to be motivated
- Teachers communicate more with students
- After-school activities
- open play ground in the morning
- reward punctual students more frequently (once a month)
- breakfast after the bell, provide health morning snack to all students
- Challenge students with rigorous curriculum

6. School Climate

- Alternatives to suspension
- Working as a team is important for participation and engagement
- Avoid bullying
- Instead of sending home, have students reflect and work on an activity or not have recess for a week
- Help students that have problems instead of expelling them/alternatives to expulsion
- Support students and parents
- Suspension room for habitually disruptive students

- Homework drop-in after-school for extra help
7. Course Access
- Proper college assistance
 - College planning
 - Speakers from the community who have been successful.
 - Success nights
 - Celebrities
 - Sport athletes
 - CEO's
 - People who grew up in this community
 - Make sure students take the necessary classes to be prepared
 - Full-time aides in all rooms
 - Field trips to colleges and businesses
 - More computer time
 - Re-instate Friday electives
 - Reinstate music/ dance / art classes year round
8. Pupil Outcomes
- Science lab
 - Health education
 - One teacher per subject
 - Music classes
 - Health education
 - Social Emotional education
 - Anti-bullying education
 - Motivational workshops
 - Smaller class sizes
 - More music, art, reading activities for students
 - Re-instate Friday electives
 - Offer more after school program/ clubs (like Lego Robotics)
 - Have PE, Science, and Art teacher
 - Smaller class sizes
 - Have aides help teachers

Local Bargaining units and personnel:

Teacher involvement: Teachers were asked to give input on the five New Goals

1.Basic Services:

for the 2016-17. In addition, students will invited to attend one of three meetings to gather their input.

Meeting dates:

Teachers also met on their Collaboration Days to discuss activities aligned to the LCAP goals.

- college + vocational path program
- Instructional materials aligned to CCSS
- Safe and clean facilities
- Better ELA and SLA program that aligns to CCSS

2. Common Core:

- one writing program for the charter school

All staff training

- step up
- G.L.A.D.

New science books aligned to

K2 LL1 training 3 days

- materials (teacher +student)
- Funds for hands-on activities

3. Parent Involvement:

training in all academic areas for parents

- parents feedback

how parent get the results from common care?

- more training on how to help students at home
- Providing educational programs to help parents help students at home.

4. Pupil Achievement:

- Career day (bring business people to talk about careers
- K-2 Fountas and Pinnell training

Avid K-8

- Trainer come to school
- college + vocation path programs
- valid teacher generated data
- Providing teachers with a high quality ELD standard program that provides materials and students work books to help them succeed. -Providing training with the same high quality program.

5. Pupil Engagement

– is it possible to have Saturday school for those who have chronic absent?

- social emotional learning

- Use cooperative learning groups
- Provide counseling for students

6. School Climate

– more focus on electives and student centered activities

- BEST whole district training
- Teachers need to develop relationship with students
- BEST needs to be better implemented
- Providing a better system for bullying students. Both for the bullier and the student that is being bullied.

7. Course Access

- field trips in and out of school
- Make sure students have access to classes that prepare them for college

8. Pupil Outcomes

- cross grade level P.E.
- team sports playing during school and P.E.

1. Basic Services

- More tutoring after-school
- Get new CCSS materials
- More help and practice for students
- More Tutors to help those in needs.
- The older kids need to be taught differently so they can ready for high school or even college

2. Common Core:

- Real world projects
- More library time
- More time to learn concepts
- More hands-on activities
- More in-depth discussions
- Have teacher aides

3. Parent Involvement:

Student involvement: Student council/leadership met to review the 5 LCAP goals.

- Check homework
 - Parents can be involved by helping teachers during class and help with events in school.
4. Pupil Achievement:
- More hands-on activities
 - More tutoring
 - More practice tests
 - We can do more projects and activities that will help us in lessons.
 - After a we learn a lesson in a subject we will review the lesson we just learned.
 - We can have activities that interact with instruction that will make it fun.
5. Pupil Engagement:
- More use of technology
 - More activities where everyone can participate. Mr.Nuño makes us do presentations and helped me learn more
 - Instead of reading everything we can watch videos about it
 - School Clubs
 - Electives
6. School Climate
- More rallies
 - More after-school activities
 - More sports
 - We can have interactive activities so scholars feel welcome.
 - Dance after school for the ALAS
 - Juice at the cafeteria
 - By creating a relationship with us students and understanding what us teenagers are dealing with at this age
7. Course Access
- Each student have an iPad
 - I would like there to be more variety of activities and clubs, maybe during recess and lunch recess. Different type of activities could be hold out at different places during breaks.
8. Pupil Outcomes

Staff feedback (Classified and Certificated)

- More help from teachers like reviewing a lesson so we can have a better understanding of the lesson
- There should be a creative writing and filmmaking class for young authors and directors.

Conditions for Learning:

- Smaller class sizes (K-3:24; 4-8th: eventually)
- Electives
- Year round music/dance/art for all
- Technology & Science Lab
- Hands on materials
- Attract and retain highly-qualified teachers
- Instruction and supplemental materials
- PD for CCSS
- College Tours/Speakers/Careers/AVID
- After-School Tutoring
- ELD Materials for all classes

Pupil Outcomes:

- Have PE, Science, Art Teacher
- Science Lab
- Set goals for each grade/academy and check if met
- More help for students not making progress (differentiated instruction/acceleration)
- College and vocational path programs (AVID)

Engagement:

- Teach/support parents how to help academically/advocating
- Social Emotional Learning
- Appropriate middle school programs/activities/assemblies
- Inform parents about project/curriculum: web page, class door, windows
- Website updated: communication/possible internship for college student

Survey was sent to all parents in the district, the electronic survey link was posted on the district's home website and on every school's website, automated phone calls and texts were sent out. Hardcopies of the survey were also sent home, their responses were entered manually by district staff.

Parent surveys were very positive, over 90% of the respondents agree that schools encourage parental involvement and participation, 93% agree that schools maintain a positive school climate, 82% agree that schools give access to core subject areas, and 90% agree that schools are well-maintained and inviting places in which to learn. Over 50% of the respondents indicated that they are not aware of the Common Core Standard, but indicated that they wanted to know more about them. Parent surveys also indicate that parents top four priorities to receive communication are text, email, paper newsletters, and electronic newsletters in that order.

Survey results were shared with site principals on May 3, 2016, sites will use the data to better communicate with parents and we started brainstorming ways and dates to deliver parent workshops to better inform parents about Common Core and CAASPP testing.

Annual Update:

The Annual Update was shared with the following stakeholders:
 School Cite Council/PTA (3/15, 4/19, and 5/24)
 ELAC/DELAC (12/4, 2/8, and 4/7)
 Update to Board of Education
 Students, April Survey
 District Parents, Parent Survey
 Classified and Certificated Staff -Strategic Planning Process 2015 survey

Annual Update:

The parent advisory groups were invited via emails and personal phone calls. Some of the PTA and School Site Council members are also part of the District LCAP committee. The LCAP district goals for 2015-16 were reviewed and examples of activities and growth were provided to the parents. Parents had the opportunity to ask questions and provide written feedback on each of the eight essentials. Parents provided feedback on the creation of the LCAP parent survey. Technology updates were provided, last year parents indicated a concern with WiFi access in some locations in certain school sites, several access points were added at each of the school sites.

Four DELAC and ELAC parents participated in the LCAP District Committee. They recommended additional parent workshops for parents to understand the Common Standards, the need for additional knowledge about the Common Core Standards was also documented on the LCAP parent surveys. The district will coordinate with each school site to provide parent workshops in Spanish and English to support parents understanding of the Common Core Standards.

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

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL 1:</p>	<p>Create a safe and supportive learning environment at Ida Jew Academy where students attend and along with their families are connected to the school. Understand and respond to the reasons behind student absences, student suspensions, and common attendance barriers.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Identify barriers for attendance. Understand and respond to the reasons behind student absences, student suspensions and common attendance barriers.</p> <p>Current rate of absence is 8.91% school-wide (SASI). Current rate of suspension is 1.18% school-wide (SASI).</p> <p>Improve Positive School climate</p> <p>Metric West Ed. School Climate Survey</p> <p>Based on the West Ed. School Climate Survey, 71% of participating teachers indicated the need for professional development in creating a positive school climate. In Middle School, only 63% of students who took the California Healthy Kids Survey(CHKS) agree that Staff Treat all students fairly. The same percentage of students indicated that Staff Treat students with respect compared to over 80% of students district wide.</p> <p>Need Decrease suspension rates</p> <p>Metric Base on the 2013-14 CALPADS End-of-Year 3 submission, the district's suspension rate was 3.2 (Students Suspended and Students Expelled divided by Cumulative Enrollment) multiplied by 100). Ida Jew Academies (2.3),</p> <p>Attendance data Chronic absentees(Students absent 10% or more of the school year) 9.56%, K(19.8%, 1(12%), 6th (9%),and 8th(11%)</p> <p>2013-14 Truancy rate Ida Jew Academies (25.82)</p> <p>Since chronic stress has been linked to 50% or more of all absences by researchers, SARB will identify counseling services to repeated cases of chronic absenteeism.</p> <p>Maintain 100% compliance with Williams Settlement requirements as reported on the Williams Report.</p>	
<p>Goal Applies to:</p>	<p>Schools: Ida Jew Academy</p> <p>Applicable Pupil All students, EL, Hispanic, pupils eligible for free and reduced price meals, pupils with disabilities, GATE.</p>	

Subgroups:			
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Reduce chronic absence by 1%. Reduce suspension rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Family Case manager will continue to help monitor the SARB contracts and support families to access school and community resources. Increase from 6 to 8 hour or 1FTE position. IJA will have a .5FTE Family Case Manager	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary for social worker 2000-2999: Classified Personnel Salaries Concentration 30000 Materials, supplies 4000-4999: Books And Supplies Supplemental 1000
Provide Social Emotional Learning (SEL) professional development for teachers.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 5000 Materials, supplies 0022-0019: Site Funding Allocation Supplemental 250
Parent Workshops Provide parenting workshops for parents through our community partners, teachers and staff.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials/copies 0022-0019: Site Funding Allocation Supplemental 1000 Childcare for parent training 2000-2999: Classified Personnel Salaries Supplemental 250 Teacher Hourly 1000-1999: Certificated Personnel Salaries 5000 Classified Hourly OT 2000-2999: Classified Personnel Salaries 1000
Counseling Services Provide counseling services to students and parents through Foothill Community Clinic and Alum Rock	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Materials, supplies 0022-0019: Site Funding Allocation Supplemental 500

<p>Counseling. IJA SpEd students will also receive counseling services and Social Skills through the District SpEd personnel.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Professional Development</p> <p>Provide Anti-Bullying and Conflict Resolution professional development for teachers and training for students and parents.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Anti-Bullying and Conflict Resolution professional development 5800: Professional/Consulting Services And Operating Expenditures Concentration 1,000</p> <p>Materials, supplies 0022-0019: Site Funding Allocation Supplemental 500</p>
<p>Implementation of BEST</p> <p>The staff will continue to implement the School- wide Systems--The 3 "Bs" (Tier I). The program implementation will be evaluated using the SET (Self Evaluation Tool).</p> <p>The staff will begin to implement the Secondary System for students with at risk behavior.</p> <p>The staff will implement a School- wide Information System (SWIS) which is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions.</p> <p>Administrators with SELPA support will have a BEST Training with the entire staff.</p> <p>Student, teacher, and parent surveys will be conducted to measure school climate using California Healthy Kids Survey, School Climate Survey, and school-based survey.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Software 4000-4999: Books And Supplies Concentration 500</p> <p>Hourly Rate Certificated 1000-1999: Certificated Personnel Salaries Concentration 1,500</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 2,000</p> <p>Materials, supplies 0022-0019: Site Funding Allocation Supplemental 500</p> <p>Hourly Rate Classified 2000-2999: Classified Personnel Salaries Other 500</p>
<p>Systematic Supervision</p> <p>We will continue to work with our teachers and</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>OT for classified supervisors for training 2000-2999: Classified Personnel Salaries Concentration 1000</p> <p>Supervision 2000-2999: Classified Personnel Salaries Other</p>

<p>supervisors on systematic supervision.</p> <p>Training will also be offered to staff and supervisors.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>30000</p>
<p>Student Activities</p> <p>Electives and clubs will be offered to students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Extended Duty for Teachers 1000-1999: Certificated Personnel Salaries Concentration 7,500</p> <p>Materials/Supplies 0022-0019: Site Funding Allocation Supplemental 2,000</p>
<p>Parent Project Junior</p> <p>Training for parents will be offered so they can learn how to support their children at home.</p> <p>Parents will be given an opportunity to use what they learn to help support teachers in the classroom by providing small group instruction using Common Core State Standard strategies.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials/supplies 0022-0019: Site Funding Allocation Supplemental 500</p> <p>Childcare for parent training 2000-2999: Classified Personnel Salaries Concentration 250</p>
<p>Implement AVID</p> <p>Continue to implement AVID curriculum in 6-8th grade.</p> <p>Students will have college field trips and career fair.</p> <p>Provide spirit assemblies to students in 6th-8th grade.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20000</p> <p>AVID tutoring 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2000</p> <p>Certificated Extended Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000</p>
<p>Support the MPAS Program (ASES) to provide after school enrichment, homework center and physical activity. Goal is to add an additional homework center personnel.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>Certificate Support for HWC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000</p> <p>Classified Support for HWC 2000-2999: Classified Personnel Salaries Base 5,000</p>

		<p>English proficient _ Other Subgroups: (Specify) <u>The above listed subgroups have priority to attend the MPAS program and the HWC program.</u></p>	
<p>Teachers will receive training in TCI to acquire de-escalation strategies.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Support for Teachers with students with high risk behavior-- cost of substitute 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1500</p>
		<p><input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Student Advisor will support the students and staff. Student Advisor will oversee Student Leadership, Sports, Clubs etc. Student Advisor will work directly with at risk students and wrap around services for our students and families.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth</p>	<p>Student Advisor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 125,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

		(Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Reduce chronic absence by 1%. Reduce suspension rate by 5% Reduce the number of office referrals by 10%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Family Case manager will continue to help monitor the SARB contracts and support families to access school and community resources.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary for social worker 2000-2999: Classified Personnel Salaries Concentration 15000 Materials, supplies 4000-4999: Books And Supplies Supplemental 1000
Provide Social Emotional Learning (SEL) professional development for teachers.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 1,200 Materials, supplies 0022-0019: Site Funding Allocation Supplemental 250
Parent Workshops Provide parenting workshops for parents through our community partners, teachers and staff.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials/copies 0022-0019: Site Funding Allocation Supplemental 500 Childcare for parent training 2000-2999: Classified Personnel Salaries Supplemental 250 Teacher Hourly 1000-1999: Certificated Personnel Salaries 5000 Classified Hourly OT 2000-2999: Classified Personnel Salaries 1000
Counseling Services	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials, supplies 0022-0019: Site Funding Allocation

<p>Provide counseling services to students and parents through Foothill Community Clinic and Alum Rock Counseling</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental 500</p>
<p>Professional Development Provide Anti-Bullying and Conflict Resolution professional development for teachers and training for students and parents.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Anti-Bullying and Conflict Resolution professional development 5800: Professional/Consulting Services And Operating Expenditures Concentration 1,000 Materials, supplies 0022-0019: Site Funding Allocation Supplemental 500</p>
<p>Implementation of BEST We will continue to implement the School- wide Systems--The 3 "Bs" (Tier I). We will begin to implement the Secondary System for students with at risk behavior. We will implement a School- wide Information System (SWIS) which is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. We will have a BEST Training with the entire staff. Student, teacher, and parent surveys will be conducted to measure school climate using California Healthy Kids Survey, School Climate Survey, and school-based survey.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Software 4000-4999: Books And Supplies Concentration 500 Hourly Rate Certificated 1000-1999: Certificated Personnel Salaries Concentration 1,500 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 2,000 Materials, supplies 0022-0019: Site Funding Allocation Supplemental 500 Hourly Rate Classified 2000-2999: Classified Personnel Salaries Other 500</p>
<p>Systematic Supervision The Administrative Staff will continue to work with our</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>OT for classified supervisors for training 2000-2999: Classified Personnel Salaries Concentration 1000 Supervision 2000-2999: Classified Personnel Salaries Other</p>

<p>teachers and supervisors on systematic supervision. Training will also be offered to staff and supervisors.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>30000</p>
<p>Student Activities Electives and clubs will be offered to students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Extended Duty for Teachers 1000-1999: Certificated Personnel Salaries Concentration 7,500 Materials/Supplies 0022-0019: Site Funding Allocation Supplemental 2,000</p>
<p>Parent Project Junior Training for parents will be offered so they can learn how to support their children at home. Parents will be given an opportunity to use what they learn to help support teachers in the classroom by providing small group instruction using Common Core State Standard strategies.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials/supplies 0022-0019: Site Funding Allocation Supplemental 500 Childcare for parent training 2000-2999: Classified Personnel Salaries Concentration 250</p>
<p>Implement AVID Continue to implement AVID curriculum in 6-8th grade. Students will have college field trips and career fair. Provide spirit assemblies to students in 6th-8th grade.</p>	<p>6-8th Grades</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000 AVID tutoring 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2000 Certificated Extended Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	

		English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Student Advisor will support the students and staff. Student Advisor will oversee Student Leadership, Sports, Clubs etc. Student Advisor will work directly with at risk students and wrap around services for our students and families.	School-wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Student Advisor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 125,000

		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Reduce chronic absence by 1%. Reduce suspension rate by 5% Reduce the number of office referrals by 10%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Family Case manager will continue to help monitor the SARB contracts and support families to access school and community resources.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary for social worker 2000-2999: Classified Personnel Salaries Concentration 15000 <hr/> Materials, supplies 4000-4999: Books And Supplies Supplemental 1000
Provide Social Emotional Learning (SEL) professional development for teachers.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 1,200

		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Materials, supplies 0022-0019: Site Funding Allocation Supplemental 250</p>
<p>Parent Workshops</p> <p>Provide parenting workshops for parents through our community partners, teachers and staff.</p>	<p>School-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Materials/copies 0022-0019: Site Funding Allocation Supplemental 500</p> <p>Childcare for parent training 2000-2999: Classified Personnel Salaries Supplemental 250</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries 5000</p> <p>Classified Hourly OT 2000-2999: Classified Personnel Salaries 1000</p>
<p>Counseling Services</p> <p>Provide counseling services to students and parents through Foothill Community Clinic and Alum Rock Counseling</p>	<p>School-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Materials, supplies 0022-0019: Site Funding Allocation Supplemental 500</p>
<p>Professional Development</p> <p>Provide Anti-Bullying and Conflict Resolution professional development for teachers and training for students and parents.</p>	<p>School-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Anti-Bullying and Conflict Resolution professional development 5800: Professional/Consulting Services And Operating Expenditures Concentration 1,000</p> <p>Materials, supplies 0022-0019: Site Funding Allocation Supplemental 500</p>
<p>Implementation of BEST</p> <p>We will continue to implement the School- wide Systems--The 3 "Bs" (Tier I).</p>	<p>School-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 	<p>Software 4000-4999: Books And Supplies Concentration 500</p> <p>Hourly Rate Certificated 1000-1999: Certificated Personnel Salaries Concentration 1,500</p> <p>Professional Development 5800: Professional/Consulting</p>

<p>We will begin to implement the Secondary System for students with at risk behavior.</p> <p>We will implement a School- wide Information System (SWIS) which is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions.</p> <p>We will have a BEST Training with the entire staff.</p> <p>Student, teacher, and parent surveys will be conducted to measure school climate using California Healthy Kids Survey, School Climate Survey, and school-based survey.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Services And Operating Expenditures Concentration 2,000</p> <p>Materials, supplies 0022-0019: Site Funding Allocation Supplemental 500</p> <p>Hourly Rate Classified 2000-2999: Classified Personnel Salaries Other 500</p>
<p>Systematic Supervision</p> <p>The Administrative Staff will continue to work with our teachers and supervisors on systematic supervision.</p> <p>Training will also be offered to staff and supervisors.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>OT for classified supervisors for training 2000-2999: Classified Personnel Salaries Concentration 1000</p> <p>Supervision 2000-2999: Classified Personnel Salaries Other 30000</p>
<p>Student Activities</p> <p>Electives and clubs will be offered to students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Extended Duty for Teachers 1000-1999: Certificated Personnel Salaries Concentration 7,500</p> <p>Materials/Supplies 0022-0019: Site Funding Allocation Supplemental 2,000</p>
<p>Parent Project Junior</p> <p>Training for parents will be offered so they can learn how to support their children at home.</p> <p>Parents will be given an opportunity to use what they learn to help support teachers in the classroom by</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Materials/supplies 0022-0019: Site Funding Allocation Supplemental 500</p> <p>Childcare for parent training 2000-2999: Classified Personnel Salaries Concentration 250</p>

<p>providing small group instruction using Common Core State Standard strategies.</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Implement AVID Continue to implement AVID curriculum in 6-8th grade. Students will have college field trips and career fair. Provide spirit assemblies to students in 6th-8th grade.</p>	<p>6-8th grades</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20000 AVID tutoring 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2000 Certificated Extended Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000</p>
		<p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
		<p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
		<p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
.Provide Social Emotional Learning (SEL) professional development for teachers.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SEL Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1200 Materials 4000-4999: Books And Supplies Supplemental and Concentration 250
. Student Advisor will support the students and staff. Student Advisor will oversee Student Leadership, Sports, Clubs etc. Student Advisor will work directly with at risk students and wrap around services for our students and families.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Advisor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 125,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Increase student success in English Language Arts/Literacy, Math, and Science by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction. Students in the Two-Way Dual Immersion program will receive the instruction in Spanish in order to become bilingual and bi-literate. STEAM will be integrated through the day in all grades. (Note: focus will be on our Sub groups--EL, SpEd, Low Socio-Economic and Youth-Foster and Homeless Students.)	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	<p>Current level of proficiency in reading is 41% based on the 2014-15 CAASPP.</p> <p>Current level of proficiency in Math is 30% based on the 2014-15 CAASPP.</p> <p>Current Level of proficiency in Science is 36% of all 5th grade students and 81% of all 8th grade students based on the 2014-15 CAASPP (CST)</p> <p>Need: Close the achievement gap by increasing the degree to which teachers are prepared to effectively teach the demands of the Common Core standards and other CA standards.</p> <p>Need: Provide intervention support to decrease the number of students that qualify for Special Education services.</p> <p>Metric Enrollment data/Program participation 13% of our student population are enrolled in Special Education, higher than the state average of 10%.</p> <p>Ida Jew Academy is a kindergarten through eight grade school. As such, the following measures articulated in the LCAP instructions do not apply: Percentage of students successfully completing A-G courses. Percentage of students successfully completing Career Technical Education (CTE) Percentage of students passing Advanced Placement exams (3+) Percentage of students demonstrating college preparedness - Early Assessment Program (EAP) exam</p> <p>The state of CA has suspended the academic Performance Index (API), we will use the new state measure as base when it is available.</p>
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Goal Applies to:	Schools: IJA	Applicable Pupil Subgroups: All students, EL, Hispanic, pupils eligible for free and reduced price meals, pupils with disabilities, GATE.
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: All subgroups will increase at least 5% in ELA/SSL, Math and Science

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement AVID</p> <p>Continue to implement AVID curriculum in 6-8th grade.</p> <p>Students will have college field trips and career fair.</p> <p>Provide spirit assemblies to students in 6th-8th grade.</p>	<p>6th-8th</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) 6-8th grade</p>	<p>Materials, supplies 0022-0019: Site Funding Allocation Supplemental 2,000</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental 2,000</p> <p>AVID Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 5,000</p>
<p>Provide Staff Development in ELA, Math and Next Generation Science Standards. Participate in the 2016-2019 Tech Academy of Innovation!</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 5000</p> <p>Materials, supplies 4000-4999: Books And Supplies Supplemental 10000</p>
<p>Interventions: Students will receive intervention in several ways.</p> <p>1) Small Group Intervention will be pull-out program for intensive instruction.</p> <p>2) Grade Level/Schoolwide Intervention 2-5th where students will be placed according to their ability level and given support in areas of need.</p> <p>3) After school tutoring will be offered to students who need additional support.</p> <p>4) Summer School will be provided for the most At-risk</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials, supplies 4000-4999: Books And Supplies Supplemental 1,000</p> <p>Extended Duty Certificated 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000</p> <p>Intervention Teachers 2.5 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 250,000</p> <p>Summer School Extended Duty Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000</p> <p>Summer School Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000</p> <p>Aides for at risk students/support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000</p>

<p>students.</p> <p>5) Aide support for at risk students</p>			
<p>Professional Development in the following Areas: 1) Project Based Learning K-8th 2) STEAM K-5 3) Fontas and Pinnel K-3rd and RSP 4) Writing Program 5) Math 6) NGSS 7) Participate in the 2016-2019 Tech Academy of Innovation!</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10000</p> <p>Extended Duty Certificated 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000</p>
<p>Materials to support Common Core Standards and PBL Units and NGSS</p> <ul style="list-style-type: none"> - Participate in the 2016-2019 Tech Academy of Innovation! 	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration 5000</p> <p>Printing Costs for Expeditionary Learning to support Common Core Standards 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5000</p>
<p>Bilingual Transitional Kindergarten</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students eligible for TK</p>	<p>Bilingual Transitional Kindergarten 1000-1999: Certificated Personnel Salaries Base 102,000</p>
<p>During the summer of 2016 the STEM Specialty teachers will meet to create a STEM Scope and Sequence and PBL rubrics</p>	<p>6-8th</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>STEM Retreat 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,000</p>

		STEM Students	
During the summer of 2016 the ALAS teachers will meet to create a STEM Scope and Sequence the will also share what the Cohort learned at the Two Way Dual Immersion Conference.	ALAS	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) ALAS Students	ALAS Retreat 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000
Two Way Dual Immersion Conference	ALAS	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) ALAS Students	Dual Immersion Conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3000
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All -----	

		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: All subgroups will increase at least 5% in ELA/SSL, Math and Science

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement AVID</p> <p>Continue to implement AVID curriculum in 6-8th grade.</p> <p>Students will have college field trips and career fair.</p> <p>Provide spirit assemblies to students in 6th-8th grade.</p>	<p>6th-8th</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) 6-8th grade</p>	<p>Materials, supplies 0022-0019: Site Funding Allocation Supplemental 2,000</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental 2,000</p> <p>AVID Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 5,000</p>
<p>Provide Staff Development in ELA, Math and Next Generation Science Standards</p> <p>Participate in the 2016-2019 Tech Academy of Innovation!</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 5000</p> <p>Materials, supplies 4000-4999: Books And Supplies Supplemental 10000</p>
<p>Interventions: Students will receive intervention in several ways.</p> <p>1) Small Group Intervention will be pull-out program for intensive instruction.</p> <p>2) Grade Level/Schoolwide Intervention 2-5th where students will be placed according to their ability level and given support in areas of need.</p> <p>3) After school tutoring will be offered to students who need additional support.</p> <p>4) Summer School will be provided for the most At-risk</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials, supplies 4000-4999: Books And Supplies Supplemental 1,000</p> <p>Extended Duty Certificated 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000</p> <p>Intervention Teachers 2.5 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 250,000</p> <p>Summer School Extended Duty Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000</p> <p>Summer School Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000</p> <p>Aides for at risk students/support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000</p>

<p>students. 5) Aide support for at risk students</p>			
<p>Professional Development in the following Areas: 1) Project Based Learning K-8th 2) STEAM K-5 3) Fontas and Pinnel K-3rd and RSP 4) Close Reading, Using Text Based Evidence 5) Writing Program 6) Math 7) NGSS 7) Participate in the 2016-2019 Tech Academy of Innovation!</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10000 Extended Duty Certificated 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000</p>
<p>Materials to support Common Core Standards and PBL Units and NGSS</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration 5000 Printing Costs for Expeditionary Learning to support Common Core Standards 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5000</p>
<p>Bilingual Transitional Kindergarten</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Bilingual Transitional Kindergarten 1000-1999: Certificated Personnel Salaries Base 102,000</p>
<p>Two Way Dual Immersion Conference</p>	<p>ALAS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:</p>	<p>Dual Immersion Conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4000</p>

		(Specify) ALAS	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: All subgroups will increase at least 5% in ELA/SSL, Math and Science

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement AVID</p> <p>Continue to implement AVID curriculum in 6-8th grade.</p> <p>Students will have college field trips and career fair.</p> <p>Provide spirit assemblies to students in 6th-8th grade.</p>	<p>6th-8th</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) 6-8th grade</p>	<p>Materials, supplies 0022-0019: Site Funding Allocation Supplemental 2,000</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental 2,000</p> <p>AVID Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 5,000</p>
<p>Provide Staff Development in ELA, Math and Next Generation Science Standards</p> <p>Participate in the 2016-2019 Tech Academy of Innovation!</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 5000</p> <p>Materials, supplies 4000-4999: Books And Supplies Supplemental 10000</p>
<p>Interventions: Students will receive intervention in several ways.</p> <p>1) Small Group Intervention will be pull-out program for intensive instruction.</p> <p>2) Grade Level/Schoolwide Intervention 2-5th where students will be placed according to their ability level and given support in areas of need.</p> <p>3) After school tutoring will be offered to students who need additional support.</p> <p>4) Summer School will be provided for the most At-risk</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials, supplies 4000-4999: Books And Supplies Supplemental 1,000</p> <p>Extended Duty Certificated 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000</p> <p>Intervention Teachers 2.5 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 250,000</p> <p>Summer School Extended Duty Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000</p> <p>Summer School Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000</p> <p>Aides for at risk students/support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000</p>

<p>students.</p> <p>5) Aide support for at risk students</p>			
<p>Professional Development in the following Areas: 1) Project Based Learning K-8th 2) STEAM K-5 3) Fontas and Pinnel K-3rd and RSP 4) Writing Program 5) Math 6) NGSS 7) Participate in the 2016-2019 Tech Academy of Innovation!</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10000</p> <p>Extended Duty Certificated 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000</p>
<p>Materials to support Common Core Standards and PBL Units and NGSS</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration 5000</p> <p>Printing Costs for Expeditionary Learning to support Common Core Standards 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5000</p>
<p>Bilingual Transitional Kindergarten</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Students eligible for TK</u></p>	<p>Bilingual Transitional Kindergarten 1000-1999: Certificated Personnel Salaries Base 102,000</p>
<p>Two Way Dual Immersion Conference</p>	<p>ALAS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Dual Immersion Conference 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000</p>

		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All -----	

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	STEM students in 6-8th grade will receive effective, engaging and relevant instruction in the NGSS standards and be able to define problems (MS-ETS1-1), develop possible solutions and improving engineering designs in which students test the best design (MS-ETS1-2), analyze the results (MS-ETS1-3), modify the design accordingly, and then re-test and modify the design again. By the end of 8th grade students are expected to achieve all four performance expectations (MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, and MS-ETS1-4) related to a single problem in order to understand the interrelated processes of engineering design.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : 6-8th grade students in the IJA STEM Academy must demonstrate proficiency in the science, Technology, Engineering and Math standards aligned with the NGSS standards.

Goal Applies to: Schools: IJA
 Applicable Pupil Subgroups: All students, EL, Hispanic, pupils eligible for free and reduced price meals, pupils with disabilities, GATE. Our focus will be on our sub groups, ELL, SpEd, Low Socio-economic and Youth-Foster and Homeless student.

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: 75% of the Students in the STEM Academy/Specialty will demonstrate proficiency in the Science, Technology, Engineering and Math standards aligned with the NGSS standards based on teacher created rubrics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff development in NGSS standards, especially in technology and engineering. Participate in the 2016-2019 Tech Academy of Innovation!	6-8th STEM	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6-8th STEM	Professional Development in Common Core State Standards 5800: Professional/Consulting Services And Operating Expenditures Other 5000 Technology Challenge/Olympiad Stipends 0022-0019: Site Funding Allocation Other 2,000 Extended Duty Certificated 1000
Instructional materials for the implementation of STEM lessons in grades 6-8th	6-8th grade stem	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Materials 4000-4999: Books And Supplies Supplemental and Concentration 4,000

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) 6-8th Grade Stem	
Technology Teacher to support teachers and students with Technogloy/NGSS	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.5 FTE Technology Teacher 1000-1999: Certificated Personnel Salaries Other 45000
Field Trips	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) STEM Students	Field Trips (Transportation) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000
Science Camp	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 5-6th Grades	Field Trips Transportation/Entrance Fees 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils	

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
		<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
		<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
		<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
		<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent 	

		English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	80% of the Students in the STEM Academy/Specialty will demonstrate proficiency in the Science, Technology, Engineering and Math standards aligned with the NGSS standards based on teacher created rubrics
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff development in NGSS standards, especially in technology and engineering. Participate in the 2016-2019 Tech Academy of Innovation!	6-8th STEM	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6-8th STEM	Professional Development in Common Core State Standards 5800: Professional/Consulting Services And Operating Expenditures Other 5000 Technology Challenge/Olympiad Stipends 0022-0019: Site Funding Allocation Other 2,000 Extended Duty Certificated 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000

<p>Instructional materials for the implementation of STEM lessons in grades 6-8th</p>	<p>6-8th grade stem</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>6-8th Grade Stem</u></p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration 4,000</p>
<p>Technology Teacher to support teachers and students with Technogloy/NGSS</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>.5 FTE Technology Teacher 1000-1999: Certificated Personnel Salaries Other 45,000</p>
<p>Field Trips</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>6-8th Grade</u></p>	<p>Field Trip (Transporation) 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 3,000</p>
<p>Science Camp</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>5-6th grade</u></p>	<p>Science Camp 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000</p>
		<p><input type="checkbox"/> All OR:</p>	

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	

		(Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	85% of the Students in the STEM Academy/Specialty will demonstrate proficiency in the Science, Technology, Engineering and Math standards aligned with the NGSS standards based on teacher created rubrics
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff development in NGSS standards, especially in technology and engineering.	6-8th STEM	<input type="checkbox"/> All	Professional Development in Common Core State Standards

<p>Participate in the 2016-2019 Tech Academy of Innovation!</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>6-8th STEM</u></p>	<p>5800: Professional/Consulting Services And Operating Expenditures Other 5000 Technology Challenge/Olympiad Stipends 0022-0019: Site Funding Allocation Other 2,000 Extended Duty Certificated 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,000</p>
<p>Instructional materials for the implementation of STEM lessons in grades 6-8th</p>	<p>6-8th grade stem</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>6-8th Grade Stem</u></p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration 4,000</p>
<p>Technology Teacher to support teachers and students with Technogloy/NGSS</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>.5 FTE Technology Teacher 1000-1999: Certificated Personnel Salaries Other 45,000</p>
<p>Field trips</p>	<p>School-wide</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>6-8th STEM</u></p>	<p>Field Trips (Transportation) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000</p>
<p>Science Camps</p>	<p>School-wide</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Science Camp 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000</p>

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 5/6th grades	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		_ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	VAPA students in 6-8th grade will receive effective, engaging and relevant instruction in the Instrumental Music, Vocal Music, Art or Dance standards. By the end of 8th grade VAPA students are expected to achieve all four performance expectations based on the VAPA rubric.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	6-8th grade students in the IJA VAPA Academy must demonstrate proficiency in their selected academy, Instrumental Music, Dance, Choral Music, or Art.
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Goal Applies to:	Schools: IJA Applicable Pupil Subgroups: All subgroups EL, Foster Youth, Low Socio-Economic
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	75% of the Students in the VAPA Academy/Specialty will demonstrate proficiency in their selected academy, Instrumental Music, Dance, Choral Music, or Art based on teacher created rubrics
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide materials to implement VAPA project based learning units	School-wide	_ All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6-8th VAPA students	Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 5000
Field trips	School-wide	_ All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	Field trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000

		(Specify) <u>6-8th Grade VAPA students</u>	
Staff development in project-based learning. K-5 STEAM and 6-8th for Elective/Specialty staff	School-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development for Project-Based Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 7500 <hr/> Extended Duty Salaries Negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11,000 <hr/> Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils	

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
		<ul style="list-style-type: none"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
		<ul style="list-style-type: none"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
Specialty Teachers will support VAPA, .5 FTE Dance, .5 FTE Vocal, .5 FTE Art teacher, .25 FTE Instrumental Music	School-wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	.5 FTE Dance, .5 FTE Vocal, .5 FTE Art teacher, .25 FTE Instrumental Music teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 142,571

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: 80% of the Students in the VAPA Academy/Specialty will demonstrate proficiency in their selected academy, Instrumental Music, Dance, Choral Music, or Art based on teacher created rubrics

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide materials to implement VAPA project based learning units	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6-8th VAPA students	Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 5000
Field trips	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6-8th Grade VAPA student	Field trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000
Staff development in project-based learning. K-5 STEAM and 6-8th for Elective/Specialty staff	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development for Project-Based Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 7500 Extended Duty Salaries Negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11,000 Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

		<ul style="list-style-type: none"> _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
		<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
		<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
		<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
		<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient 	

		_ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Specialty Teachers will support VAPA, .5 FTE Dance, .5 FTE Vocal, .5 FTE Art teacher, .25 FTE Instrumental Music that support VAPA.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Specialty Teachers will support VAPA, .5 FTE Dance, .5 FTE Vocal, .5 FTE Art teacher, .25 FTE Instrumental Music 1000-1999: Certificated Personnel Salaries Supplementary Programs - Specialized Secondary 142,571

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	85% of the Students in the VAPA Academy/Specialty will demonstrate proficiency in their selected academy, Instrumental Music, Dance, Choral Music, or Art based on teacher created rubrics.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide materials to implement VAPA project based learning units	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 6-8th VAPA students	Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 5000
Field trips	School-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Field trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6-8th Grade	
Staff development in project-based learning. K-5 STEAM and 6-8th for Elective/Specialty staff	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development for Project-Based Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 7500 <hr/> Extended Duty Salaries Negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11,000 <hr/> Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	

		(Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Specialty Teachers will support VAPA, .5 FTE Dance, .5 FTE Vocal, .5 FTE Art teacher, .25 FTE Instrumental Music to support VAPA.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Specialty Teachers will support VAPA, .5 FTE Dance, .5 FTE Vocal, .5 FTE Art teacher, .25 FTE Instrumental Music to support VAPA. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 142,571

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	English Learners will increase their level of proficiency in the CELDT assessment including their CAASPP target in order to meet the AMO 3. (Note: Focus will be on our Sub groups—EL, SpEd, Low Socio Economic and Youth-Foster and Homeless students)	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	English Learners at IJA need to increase their language proficiency. Currently 58% of EL students are at Level 4 or 5. Need Increase the performance of all ELs and improve the Redesignation rates. Metrics CELDT scores, Standardized Testing and Title III Accountability Report 2012-13 Title III Accountability Report, the district met the Annual Measurable Objectives (AMO)1 and 2(Less than 5 years in US school and more than 5 years in US school) but did not met objective 3(Percent of English scoring Proficient or Above on CSTs). 2013-14, the district met AMAO 1 with 65.6% and AMAO 2 with 29.1% (Cohort-Less than 5 years) and 62.2% (Cohort- More than 5 years) The percentage of students being Redesignated continues to increase, 11.4% in 2012-13, 13% in 2013-14, and 14.1% in 2014-15.
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Goal Applies to:	Schools: Ida Jew Academy	Applicable Pupil Subgroups: All 5th and 8th grade students, EL, Hispanic, pupils eligible for free and reduced price meals, pupils with disabilities, GATE.
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	5.1 Increase the percentage of EL proficient in the CELDT assessment by 5% 5.2 Increase the percentage of Long Term English Learners proficient in the CELDT assessment by 10%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff Development Constructing Meaning/ (6-8) GLAD K-5th Review of the New ELD Standards.	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extended duty 1000-1999: Certificated Personnel Salaries Concentration 2500 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 2,000 Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20000

<p>CELDT Testing</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Testers 1000-1999: Certificated Personnel Salaries Base 4000 <hr/> Materials, supplies 4000-4999: Books And Supplies Base 1000 <hr/> Classified Testers 2000-2999: Classified Personnel Salaries Base 1000</p>
<p>Purchase of ELD Materials</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 5000</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	5.1 Increase the percentage of EL proficient in the CELDT assessment by 5% 5.2 Increase the percentage of Long Term English Learners proficient in the CELDT assessment by 10%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff Development Constructing Meaning/ (6-8) GLAD K-5th	School-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Extended duty 1000-1999: Certificated Personnel Salaries Concentration 2500 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 2,000 Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20000
CELDT Testing	School-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Testers 1000-1999: Certificated Personnel Salaries Base 4000 Materials, supplies 4000-4999: Books And Supplies Base 1000 Classified Testers 2000-2999: Classified Personnel Salaries Base 1000
Purchase of ELD Materials	School-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 5000

		(Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	5.1 Increase the percentage of EL proficient in the CELDT assessment by 5%			
	5.2 Increase the percentage of Long Term English Learners proficient in the CELDT assessment by 10%			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Staff Development Constructing Meaning/ (6-8) GLAD K-5th	School-wide	<input type="checkbox"/> All OR:	Extended duty 1000-1999: Certificated Personnel Salaries Concentration 2500	

		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 2,000 Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20000
CELDT Testing	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Testers 1000-1999: Certificated Personnel Salaries Base 4000 Materials, supplies 4000-4999: Books And Supplies Base 1000 Classified Testers 2000-2999: Classified Personnel Salaries Base 1000
Purchase of ELD Materials	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 5000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

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

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Create a safe and supportive learning environment at Ida Jew Academy where students attend and along with their families are connected to the school. Understand and respond to the reasons behind student absences, student suspensions, and common attendance barriers.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: Ida Jew Academy Applicable Pupil Subgroups: All students, EL, Hispanic, pupils eligible for free and reduced price meals, pupils with disabilities, GATE.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Decrease suspension rates by 1% and decrease the number of out of school suspensions at IJA 10 by decreasing the number of repeat offenders.</p> <p>Maintain attendance rate at 97% and decrease the truancy rates at each of the school sites by 3%.</p> <p>Maintain expulsion rate at 0.0 at all school sites.</p> <p>IJA t is a Kindergarten through eighth grade school. As such, the District does not need to measure the following: · High school dropout rate and High School graduation rates.</p> <p>IJA is a Kindergarten through eight grade school. As such the following measures articulated in the LCAP instructions do not apply: Percentage of students successfully completing A-G courses Percentage of students successfully completing Career Technical Education (CTE) sequences of programs of study Percentage of students passing Advanced Placement exams (3+) Percentage of students demonstrating college preparedness - Early Assessment Program (EAP) exam The state of California has suspended the Academic Performance Index (API), the district will use the new state measure as a base when it is available</p>	<p>Actual Annual Measurable Outcomes:</p> <p>IJA Suspension rate increased from 2.3% to 3.0%. IJA had 55 days of suspension and one student recommended for expulsion. The goal for a decrease by 1% was NOT MET.</p> <p>IJA Expulsion rate increased from 0 percent to .2%. The goal to have a 0% Expulsion rate was NOT MET.</p> <p>IJA truancy rate is currently at 96.56, the goal of decreasing the Truancy rate has NOT BEEN MET.</p> <p>IJA is a Kindergarten through eighth grade district. As such, the school does not need to measure the following: High school dropout rate and High School graduation rates.</p> <p>IJA s a Kindergarten through eight grade school. As such the following measures articulated in the LCAP instructions do not apply: Percentage of students successfully completing A-G courses Percentage of students successfully completing Career Technical Education (CTE) sequences of programs of study Percentage of students passing Advanced Placement exams (3+) Percentage of students demonstrating college preparedness - Early Assessment Program (EAP) exam The state of California has suspended the Academic Performance Index (API), the district will use the new state measure as a base when it is available</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Family Case manager will continue to help monitor the SARB contracts and support families to access school and community resources. Increase from 6 to 8 hour or 1FTE position.</p>	<p>Family Case Manager 2000-2999: Classified Personnel Salaries Concentration 20,000</p> <p>Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 500</p> <p>Student Services MOU 5700-5799: Transfers Of Direct Costs Base 10,000</p>	<p>The Family Case manager supported the at risk students with attendance and other school concerns. The FC manager also sat on Student Study Team and SARB meetings and provided community resources to the parents.</p>	<p>FC Manager Salary .5FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration 345000</p> <p>Materials, supplies 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500</p> <p>Student Services MOU 5700-5799: Transfers Of Direct Costs Base 10,000</p>
<p>Scope of Service: School-wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School-wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide Social Emotional Learning (SEL) professional development for teachers.</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 1,200</p> <p>Materials, supplies 4000-4999: Books And Supplies Supplemental 250</p>	<p>Dr. Hollie presented twice to the staff regarding CRL. In addition, several teachers participated in the CRL cohort to improve their CRL strategies and relationships with students.</p>	<p>Dr. Hollie CRL Staff Dev./Cohort Coaching 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1200</p> <p>Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 200</p>
<p>Scope of Service: School-wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of Service: School-wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Parent Workshops Provide parenting workshops for parents through community partners.</p>	<p>Materials, copies 0022-0019: Site Funding Allocation Supplemental 500</p>	<p>Parent Workshops were provided. Alum Rock Counseling Center provided the Parenting workshops free of charge.</p>	<p>Materials, copies 4000-4999: Books And Supplies Supplemental and Concentration 0</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Counseling Services Provide counseling services to students and parents through Foothill Community Clinic and Alum Rock Counseling</p>	<p>Materials, supplies 4000-4999: Books And Supplies Supplemental 500</p>	<p>Counseling services were provided through Foothill Community Clinic and Alum Rock Counseling.</p>	<p>Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 350</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Professional Development</p>	<p>Anti-Bullying and Conflict Resolution</p>	<p>This training did not occur this year. It</p>	<p>Anti-Bullying and Conflict Resolution</p>

<p>Provide Anti-Bulling and Conflict Resolution professional development for teachers and training for students and parents.</p>	<p>development 5800: Professional/Consulting Services And Operating Expenditures Concentration 1,000</p> <p>Materials, supplies 4000-4999: Books And Supplies Supplemental 500</p>	<p>is planned for 2016-17 school year. In addition the goal is to also implement a Conflict Resolution Team at the site.</p>	<p>development 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 0</p>
<p>Scope of Service School-wide</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implementation of BEST</p> <p>We will continue to implement the school-wide system--3B's (Tier 1). Monitor the implementation of BEST using the SET (Self Evaluation Tool)</p> <p>We will begin to implement the Secondary System for students with at-risk behavior.</p> <p>We will implement the School-wide Information System (SWIS) which is a web-based information system designed to help school personnel use office referral data to design school-wide and individual student interventions.</p> <p>We will have a BEST training with the entire staff.</p> <p>Student, teacher, and parent surveys will be conducted to measure school</p>	<p>Software 4000-4999: Books And Supplies Supplemental and Concentration 500</p> <p>Certificated Extended duty for BEST Team 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,500</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 2,000</p> <p>Materials, supplies 4000-4999: Books And Supplies Supplemental 500</p> <p>Classified Extended duty for BEST Team 2000-2999: Classified Personnel Salaries 1000</p>	<p>BEST continues to be implemented and the site has an Active BEST Team. The SWIS information system has not been implemented yet. All students in 7th and 5th grade took the California Healthy Kids Survey and LCAP School Climate survey. There was no formal PD for the BEST team this year.</p>	<p>Software 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>Certificated Extended duty for BEST Team 1000-1999: Certificated Personnel Salaries Concentration 0</p> <p>Professional Development 1000-1999: Certificated Personnel Salaries Concentration 0</p> <p>materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 500</p> <p>Classified Extended duty for BEST Team 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000</p>

<p>climate using the California Healthy Kids Survey, School Climate Survey, and school-based survey.</p> <p>School will achieve a score of 90% in the Self-Evaluation Tool (SET) used to assess the PBIS program.</p>			
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Systematic Supervision</p> <p>The Administration will continue to work with our teachers and supervisors on systematic supervision.</p> <p>Training will also be offered to staff and supervisors.</p>	<p>Salaries for Supervisors 2000-2999: Classified Personnel Salaries Concentration 28,000</p>	<p>IJA has Student Supervision for before school, during recess and lunch recess. Supervisors are trained in Systematic Supervision.</p>	<p>Salaries for Supervisors 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20,000</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Student Activities</p>	<p>Extended Duty for Teachers 1000-</p>	<p>IJA students participated in Track,</p>	<p>Extended Duty for Teachers 1000-</p>

<p>Electives, sports, Tech Challenge, Math Olympiad, and clubs will be offered to students.</p>	<p>1999: Certificated Personnel Salaries Supplemental and Concentration 10,000</p> <p>Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 3,000</p>	<p>Cross Country, Basketball, Softball, Volleyball. IJA students participated in the Math Olympiad and Tech Challenge.</p>	<p>1999: Certificated Personnel Salaries Supplemental and Concentration 10,000</p> <p>Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 3,000</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Parent Project Junior</p> <p>Training for parents will be offered so they can learn how to support their children at home.</p> <p>Parents will be given an opportunity to use what they learn to help support teachers in the classroom by providing small group instruction using Common Core State Standard strategies.</p>	<p>Materials, supplies 4000-4999: Books And Supplies Supplemental 500</p> <p>Childcare for parent training 2000-2999: Classified Personnel Salaries Supplemental 250</p>	<p>Parent Project Junior</p> <p>Training for parents will be offered so they can learn hot to support their children at home. Parents will be given an opportunity to use what they learn to help support teachers in the classroom by providing small group instruction using Common Core State Standard strategies.</p>	<p>Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>Childcare for parent training 2000-2999: Classified Personnel Salaries Supplemental and Concentration 250</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Implement AVID</p> <p>Continue to implement AVID curriculum in 6-8th grade.</p> <p>Students will have college field trips and career fair.</p> <p>Provide spirit assemblies to students in 6th-8th grade.</p>	<p>AVID Staff Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20000</p> <p>Tutors 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,000</p> <p>Certificated Extended Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,000</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4000</p>	<p>The AVID team attended the Staff Dev. in San Diego. The AVID PLAN was updated. The AVID elective was offered to 8th graders. 6-7th grade also incorporated AVID strategies that complemented the new EL and CPM curriculum. The AVID team met monthly. The students in the AVID elected attended three college field trips. College Day was celebrated school wide. AVID students attended the STEAM night.</p>	<p>AVID Staff Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 14,000</p> <p>Tutors 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,000</p> <p>Certificated Extended Duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000</p>								
<table border="1"> <tr> <td data-bbox="100 631 241 706">Scope of Service</td> <td data-bbox="249 631 562 706">School-wide</td> </tr> <tr> <td colspan="2" data-bbox="100 712 562 1015"> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>6-8th graders</p> </td> </tr> </table>	Scope of Service	School-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>6-8th graders</p>			<table border="1"> <tr> <td data-bbox="1033 631 1176 706">Scope of Service</td> <td data-bbox="1184 631 1507 706">School-wide</td> </tr> <tr> <td colspan="2" data-bbox="1033 712 1507 1015"> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	School-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
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<p>Support the MPAS Program (ASES) to provide after school enrichment, homework center and physical activity. Goal is to add an additional homework center personnel.</p>	<p>Certificated Staff to support HWC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000</p> <p>Classified Staff to support HWC 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000</p>	<p>MPAS provided afterschool enrichment for 100+ students at IJA ranging in grades K-8th. IJA staff did not support the Homework Center this year, instead they provided small group tutoring. This will be a priority for the 2016-17 school year.</p>	<p>Certificated Staff to support HWC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>Classified Staff to support HWC 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p>								
<table border="1"> <tr> <td data-bbox="100 1330 241 1404">Scope of Service</td> <td data-bbox="249 1330 562 1404">School-wide</td> </tr> <tr> <td colspan="2" data-bbox="100 1411 562 1466"> <p><input checked="" type="checkbox"/> All</p> </td> </tr> </table>	Scope of Service	School-wide	<p><input checked="" type="checkbox"/> All</p>			<table border="1"> <tr> <td data-bbox="1033 1330 1176 1404">Scope of Service</td> <td data-bbox="1184 1330 1507 1404">School-wide</td> </tr> <tr> <td colspan="2" data-bbox="1033 1411 1507 1466"> <p><input checked="" type="checkbox"/> All</p> </td> </tr> </table>	Scope of Service	School-wide	<p><input checked="" type="checkbox"/> All</p>		
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Scope of Service	School-wide										
<p><input checked="" type="checkbox"/> All</p>											

<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>The above listed subgroups have priority to attend the MPAS program and the HWC program.</u></p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>IJA did NOT MEET their goals in terms of attendance. We will be closely monitoring attendance, the Family Case Manager and staff will be working on incentives to encourage students to attend school. PreSARB meetings will be held to remind parents of the importance of student attendance. In addition, the suspension and expulsion rate slightly increased, there for the school did NOT MEET their goals in terms of the suspension and expulsion rates decreasing. During the school day clubs will be offered to improve the school climate. BEST will continue to be monitored using the SET tool, this year the school scored 88% implementation rate, the goal is to increase to 93%/ Conflict resolution will also be implemented in certain grades as a pilot to help support school climate and reduce suspensions. An in house suspension classroom will be piloted next year. Afterschool Clubs and activities will be expanded to engage more students. The AVID program will be offered to grades 6-8th to provide support to our middle school students and to support the pathway to Career and College. We did not implement the SWIS program nor the Conflict Resolution Program which would have affected the budget.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Increase student success in English Language Arts/Literacy, Math, and Science by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction. Students in the Two-Way Dual Immersion program will receive the instruction in Spanish in order to become bilingual and bi-literate. STEAM will be integrated through the day in all grades.</p> <p>Based on the 2014-15 CAASPP (California Assessment of Student Performance and Progress) results, the percentage of students scoring at meets or exceeds standards will increase by five percentage points annually in Mathematics and English Language Arts.</p> <p>Annually increase the percentage of students scoring proficient or advanced on CST Science by five percentage points.</p> <p>At the end of 2015-16, 75% of students in grades K-2 will score at grade level on reading based on the Fountas and Pinnell benchmark assessments.</p> <p>At the end of 2015-16, 75% of students in 3-8 grade will score at grade level on the STAR Reading assessment using the Grade Equivalent score.</p> <p>The district will provide sufficient textbooks and instructional materials for students, maintaining 100% compliance with Williams Settlement requirements.</p> <p>Based on the Williams audit conducted in the fall of 2015-16 by the Santa Clara County Office of Education there will be zero findings in regards to instructional materials and all facilities will be in good standing.</p> <p>100% of teachers will participate in the teacher collaboration as documented by sign-in-sheets and meeting schedules.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to: Schools: Ida Jew Academy Applicable Pupil Subgroups: All students, EL, Hispanic, pupils eligible for free and reduced price meals, pupils with disabilities, GATE.</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>All subgroups will increase at least 3% in ELA/SSL, Math and Science</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>No comparisons can be made with the 2014-15 SBAC results since it is the base year. The 2014-15 CST scores in Science decreased compared to the 2013-14 scores. Only 36% of Fifth graders scored proficient or advance. Eighty one percent of all 8th graders scored proficient or advance. This goal was MET for 8th grade. This goal was NOT MET for 5th grade. Two teachers and one administrator from each school site will attend the 2-Day Next Generation Science Standards symposium in November 7-8, 2016. Site</p>

	<p>administrators will ensure that Project Base Learning units are driven by the grade level standards.</p> <p>The end of year data for K-2 Fountas and Pinnell and STAR Reading for grades 3-8 grade are not currently available since students are still testing.</p> <p>Based on the Trimester 2 data 29% of the Kindergarten students, 55% of the 1st grade students and 63% of the 2nd grade students have scored on grade level based on the Fountas and Pinell benchmark Assessment. Additional training will be provided in Fountas and Pinell for the 2016-17 school year. In addition, training in EI-Education effective reading strategies will be provided for teachers in 3-8th grade.</p> <p>There were zero findings in the Williams audit that was conducted in the fall of 2015-16. THIS GOAL WAS MET.</p> <p>100% of teachers participated in the teacher 4 collaboration days and early release Wednesdays. IJA is requesting 4 collaboration days following the district full day collaboration model. In the 2016-17 school year the mentor teachers/teachers on special assignment will push in during collaboration time to provide support to teachers as they implement the new math pilot and plan instruction to provide designated and integrated ELD.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement AVID Continue to implement AVID curriculum in 6-8th grade. Students will have college field trips and career fair. Provide spirit assemblies to students in 6th-8th grade.	Materials, supplies 4000-4999: Books And Supplies Supplemental 2,000 Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental 2,000 AVID Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 5,000	AVID was implement in grades 6-8th. Tutorials were held in the AVID Elective twice a week to support student learning.	Tutorials 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1200 Field trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000 AVID PD 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9456 Instructional Services Support/MOU

	Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000		5700-5799: Transfers Of Direct Costs Base 20000
Scope of Service: 6th-8th grades <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6-8th grade students		Scope of Service: 6-8th grades <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	
Staff development in Common Core State Standards in ELA/Math and Next Generation of Science.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 5000 Materials, supplies 4000-4999: Books And Supplies Supplemental 10,000 Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000	PD was provided in ELA and Math. No PD was provided in Science or STEM.	Consultants 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000 Materials, Supplies 4000-4999: Books And Supplies Supplemental 10000 Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000
Scope of Service: School-wide <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-wide <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Interventions: Students will receive intervention in several ways. 1)Small Group Intervention will be	Materials, supplies 4000-4999: Books And Supplies Supplemental 1,000 Extended Duty Certificated 1000-	Interventions were provide school wide, during Daily 5, by the Intervention Teachers and afterschool during Small Group tutoring.	Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 1000 Extended Duty 1000-1999:

<p>pull-out program for intensive instruction.</p> <p>2) Grade Level/Schoolwide Intervention 2-8th where students will be placed according to their ability level and given support in areas of need.</p> <p>3) After school tutoring will be offered to students who need additional support.</p> <p>4) Summer School will be provided for the most At-risk students.</p> <p>5) Aide support for the most at risk students</p>	<p>1999: Certificated Personnel Salaries Supplemental 5000</p> <p>Intervention Teachers 2.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 200,000</p> <p>Extended Duty Summer School Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000</p> <p>Extended Duty Summer School Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000</p> <p>Aide Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 60,000</p> <p>Instructional Services Support/MOU 5000-5999: Services And Other Operating Expenditures Base 20,000</p>	<p>Summer School is also provided to at risk students.</p>	<p>Certificated Personnel Salaries Supplemental and Concentration 10000</p> <p>Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 193467</p> <p>Extended Duty Summer School teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4200</p> <p>Summer School Principal 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 800</p> <p>aide support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 65590</p> <p>Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Professional Development in the following Areas: 1) Project Based Learning K-8th 2) STEAM K-5 3) Fontas and Pinnel K-3rd and RSP 4) Close Reading, Using Text Based Evidence 5) Writing Program</p>	<p>Professional Development for PBL. STEAM, F/P, Writing, 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000</p> <p>Extended Duty Rate Certificated 1000-1999: Certificated Personnel Salaries Supplemental and</p>		<p>PD in PBL, F/P, Eureka Math, CPM and EL. We did not have PD in STEAM or Writing this year. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000</p> <p>Extended Duty Rate 1000-1999: Certificated Personnel Salaries</p>

<p>6) Math 7) NGSS 7) Participate in the 2016-2019 Tech Academy of Innovation!</p>	<p>Concentration 4000 Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000</p>		<p>Supplemental and Concentration 2,000 Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase Software Programs/Subscriptions 1) Renaissance Place 2) IXL 3) Typing Pal 4) Brainpop 5) Sokikom 6) GoNoodle 7) GoAnime</p>	<p>Software/Subscriptions for Student programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000 Technology District Support/Inst. Services MOU 5700-5799: Transfers Of Direct Costs Base 20,000</p>	<p>IJA uses the Renaissance Place for Reading and Math, IXL, Typing Pal, Brianpop, Sokikom, GoNoodle and GoAnime to enhance student learning.</p>	<p>Software/Subscriptions for Student programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 13,880 Technology District Support/Inst. Services MOU 5700-5799: Transfers Of Direct Costs Base 20,000</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase materials aligned to the</p>	<p>Materials 4000-4999: Books And</p>	<p>EL-Education and Eureka Math</p>	<p>Materials 4000-4999: Books And</p>

<p>Common Core standards and to support PBL units. Purchase Materials to align to the NGSS.</p>	<p>Supplies Supplemental and Concentration 5,000</p> <p>Printing for Expeditionary Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5000</p> <p>Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000</p>	<p>materials were purchases. Addition materials were purchased to support PBL units and Science.</p>	<p>Supplies Supplemental and Concentration 5,000</p> <p>Print for EL Education (Expeditionary Learning) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 13,500</p> <p>Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase Technology</p> <ul style="list-style-type: none"> • Ipads • Chrome books • Lap tops • Elmos/Document Cameras • Projectors 	<p>Purchase Technology 4000-4999: Books And Supplies Supplemental and Concentration 30000</p> <p>Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000</p>	<p>Students use the Ipads and Chromebooks as a tool for learning and also for assessments. Teachers use the Document Cameras and Projectors to enhance their instruction. Two teachers as part of the Technology Cohort were given two Ipad Carts to use exclusively in their classrooms.</p>	<p>Purchase Technoloy 4000-4999: Books And Supplies Supplemental and Concentration 25,000</p> <p>Instructional Services/Support/Mou 5700-5799: Transfers Of Direct Costs Base 20,000</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>The Multi-Part Art program extends SJMA’s visual arts education The program connects to California State Visual Art Content Standards and other core curriculum subjects, depending on subject matter or theme of museum exhibitions. This program delivers a series of stimulating art-making experiences in the school classroom, where professional artists lead students in challenging and engaging hands-on art activities for 60-90 minutes. With a focus on museum exhibitions, this progressive program is designed to give students an in-depth, hands- and brains-on art experience. Studio art classes emphasize artistic exploration and creative problem-solving in a variety of media such as drawing, painting, and sculpture.</p>	<p>SJMA Multi-Part Art program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12,000</p>	<p>We did not implement this program this year. We will look at it for 2016-17 for grades K-2nd.</p>	<p>SJMA Multi-Part Art program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p>
<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>K-2</u></p>		<p>Scope of Service K-2nd grades</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>K-2</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The 2015 CAASP results were the first year our students took the new state assessments. Looking at our school as a whole and our two subgroups we have the following base line data:</p> <p>All Students Grades 3-8th ELA 41% Met or Exceeded and 37% nearly met standards. Math 30% Met or Exceeded and 39% nearly met standards.</p> <p>Economically Disadvantage ELA 40% Met or Exceeded and 36% nearly met standards.</p>		

	<p>Math 30% Met or Exceeded and 38% nearly met standards.</p> <p>English Language Learners ELA 31% Met or Exceeded and 42% nearly met standards. Math 28% Met or Exceeded and 38% nearly met standards.</p> <p>IJA will be expanding its STEAM component by contracting with the San Jose Museum of Art to provide ART/Science services to K-2nd grade. IJA will also be implementing Eureka Math in grades K-5 and CPM Math in grades 6-8. IJA will continue to implement EL-Education ELA program, sharing effective strategies with the 3-5th grade classes. In addition, IJA will continue to strengthen the Fountas and Pinnel Literacy program in K-2 (Daily 5) and 3-5 (CAFE). Science teachers will receive training in the Next Generation Science Standards. In addition IJA will be participating with the Tech Academy of Innovation program. IN addition, IJA will enhance the AVID program for grades 6-8th. Incorporating the new Common Core Curriculum and providing professional development in the CORE areas will allow for our teachers to provide a rigorous academic program aligned to the standards to increase student achievement.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	STEM students in 6-8th grade will receive effective, engaging and relevant instruction in the NGSS standards and be able to define problems (MS-ETS1-1), develop possible solutions and improving engineering designs in which students test the best design (MS-ETS1-2), analyze the results (MS-ETS1-3), modify the design accordingly, and then re-test and modify the design again. By the end of 8th grade students are expected to achieve all four performance expectations (MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, and MS-ETS1-4) related to a single problem in order to understand the interrelated processes of engineering design.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Ida Jew Academy Applicable Pupil Subgroups: All students, EL, Hispanic, pupils eligible for free and reduced price meals, pupils with disabilities, GATE. Our focus will be on our sub groups, EL, SpEd, Low Socio-economic and Youth-Foster and Homeless student in the STEM Specialty program.		
Expected Annual Measurable Outcomes:	3.1 Based on the 2014-15 CST (California Assessment of Student Performance and Progress) results, the percentage of 5th and 8th grade students scoring proficient /advanced or equivalent will increase by ten percentage points annually on the Science Assessment. 3.2 60% of students in 6-8th grade will be proficient or advance based assessments using teacher-created rubrics.	Actual Annual Measurable Outcomes:	Students in the 5th grade scored 57% proficient and advanced on the CST. Students in 8th grade scored 80% proficient and advance on the CST. Data has not been collected for the STEM Specialty classes culminating project. 50% of the students in grades 6-8th have created a project that integrated technology. This goal has NOT been MET.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Staff development in NGSS standards, especially in technology and engineering.	Budgeted Expenditures	Teachers were given time to work on their PBLs. However, limited Staff Dev. was provided. Next year a team of teachers from IJA will participate in the Tech of Innovation program. Two teachers and one administrator from each school site will attend the 2-Day Next Generation Science	Estimated Actual Annual Expenditures
	Professional Development in Common Core State Standards 5800: Professional/Consulting Services And Operating Expenditures 0710 - Supplemental and Concentration 5,000 Tech Challenge/Math Olympiad/Stipend 1000-1999: Certificated Personnel Salaries		Professional Development in Common Core State Standards 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000 Tech Challenge/Math Olympiad/Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

	<p>Supplemental and Concentration 3000</p> <p>Extended Duty Certificated</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000</p> <p>Robotic Kits--6 through 8th 4000-4999: Books And Supplies Supplemental 2000</p> <p>Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000</p>	<p>Standards symposium in November 7-8, 2016.</p> <p>Site administrators will ensure that Project Base Learning units are driven by the grade level standards.</p> <p>27 students participated in the Math Olympiad. 5 placed in the top ten!</p> <p>Four teams participated in the Tech Challenge. The 4th grade team won first place overall!</p> <p>Robotics was offered in the after school program.</p> <p>Supplies and materials were ordered for the Science Lab.</p> <p>STEAM night occurred in April. Over 200 attended this combination hands on and career night.</p>	<p>3,000</p> <p>Extended Duty Certificate 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500</p> <p>Robotics-Kits 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000</p>
<p>Scope of Service</p> <p>STEM SPECIALTY</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>6-8th Grade STEM</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>STEM instructional materials for the implementation of STEM lessons in grades 6-8th</p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration 3,000</p>	<p>Materials were purchased to the STEM lessons.</p>	<p>Materials 4000-4999: Books And Supplies Supplemental and Concentration 3,000</p>

Scope of Service	STEM SPECIALTY		Scope of Service	STEM SPECIALTY	
<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>6-8th STEM</p>			<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>Technology Teacher .5FTE to support Teachers and Students with technology and NGSS</p>		<p>Technology Teacher 1000-1999: Certificated Personnel Salaries Other 45,000</p> <hr/> <p>District TOSA and Tech Consultant/MOU 5700-5799: Transfers Of Direct Costs Base 20000</p>	<p>The Technology/Science Teacher worked with the staff on implementing the Technology scope and sequence and also the Science Standards. More PD on the Next Generation of Science standards for the Science Teachers will be provided. IJA 6-8th grade Teachers will be working with the Tech Museum of Innovation to enhance the STEM program for 2016-17 school year.</p>		<p>Technology Teacher .5FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50,000</p> <hr/> <p>Technology Teacher .5FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50,000</p> <hr/> <p>District TOSA and Tech Consultant/MOU 5700-5799: Transfers Of Direct Costs Base 20,000</p>
<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>			<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p>		

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service ----- <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service STEM SPECIALTY ----- <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) STEM SPECIALTY STUDENTS</p>		<p>Scope of Service STEM SPECIALTY ----- <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) STEM SPECIALTY STUDENTS</p>	
<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service ----- <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p><input type="checkbox"/> All -----</p>		<p>Scope of Service -----</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>IJA will be working with the Museum of Technology and Innovation to provide teachers in 6-8th staff development from leaders in the field. During the summer of 2016 the STEM Specialty Teachers will meet to complete the 3 years Score and Sequence for the STEM program in 6-8th grades. . In addition, the staff will create a rubric for PBL in order to monitor growth in the above areas. The Science Lab for the school will be completed allowing students more opportunities to do hands on Science. Funds for the Science Lab and additional materials were not used in the 2015-16 school year. They are budgeted to be used for the 2016-17 school year.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	VAPA students in 6-8th grade will receive effective, engaging and relevant instruction in the Instrumental Music, Vocal Music, Art or Dance standards. By the end of 8th grade VAPA students are expected to achieve all four performance expectations based on the VAPA rubric.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Ida Jew Academy Applicable Pupil Subgroups: All subgroups EL, Foster Youth, Low Socio-Economic		
Expected Annual Measurable Outcomes:	4.1 60% of students in 6-8th grade will be proficient or advance based assessments using teacher-created rubrics.	Actual Annual Measurable Outcomes:	IJA was unable to collect this data. The VAPA teachers did not create rubrics for their projects. However, all the students participated in three to four showcases. No field trips were taken this year.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide materials to implement VAPA project-based learning units.	Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 5,000	Materials were purchased for the Art, Instrumental, Vocal and Dance classes.	Materials, supplies 4000-4999: Books And Supplies Supplemental and Concentration 5,000
Scope of Service	School-wide	Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 6-8th Grade Vapa Students		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Field trips	Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration	No field trips were taken this year.	Field trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0

		1,000						
<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>	Scope of Service	School-wide			<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>	Scope of Service	School-wide	
Scope of Service	School-wide							
Scope of Service	School-wide							
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>6-8th Grade VAPA students</p>			<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Staff development in project-based learning.</p>	<p>Profession Development for Project-Based Learning 5800: Professional/Consulting Services And Operating Expenditures Other 7500</p> <p>Extended Duty Salaries Negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11000</p> <p>Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 20,000</p>	<p>Teachers received PD in project-based learning during the summer.</p>	<p>Profession Development for Project-Based Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1500</p> <p>Extended Duty Salaries Negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000</p> <p>Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000</p>					
<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>	Scope of Service	School-wide			<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>	Scope of Service	School-wide	
Scope of Service	School-wide							
Scope of Service	School-wide							
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Specialty Teachers will support VAPA, .5 FTE Dance, .5 FTE Vocal, .5 FTE Art teacher, .25 FTE Instrumental</p>	<p>Specialty Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>	<p>Specialty Teachers will support VAPA, .5 FTE Dance, .5 FTE Vocal, .5 FTE Art teacher, .25 FTE Instrumental Music.</p>	<p>Specialty Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>					

Music	142,571	IJA students had access to Art, Music, and Dance through the year.	142,571
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ----- _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The VAPA teachers will create rubrics for their PBL units and Showcases to assess their students' progress. Specialty Teachers will support the 3-5th grade elective wheel. The Vocal and Instrumental Specialty Teacher will recruit students in order to expand their music programs. No field trips were taken this year and thus no expenditures were made.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	English Learners will increase their level of proficiency in the CELDT assessment including their CAASP target in order to meet the AMO 3. (Note: Focus will be on our Sub groups—EL, SpEd, Low Socio Economic and Youth-Foster and Homeless students)	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Ida Jew Academy Applicable Pupil Subgroups: All 5th and 8th grade students, EL, Hispanic, pupils eligible for free and reduced price meals, pupils with disabilities, GATE.		
Expected Annual Measurable Outcomes:	5.1 Increase the percentage of EL proficient in the CELDT assessment by 5%. 5.2 Increase the percentage of Long Term English Learners proficient in the CELDT assessment by 10%.	Actual Annual Measurable Outcomes: This continues to be an area of growth for the IJA staff and students. The percentage of students scoring advance or proficient were less than the previous year. An area of concern is the increase of long term ELL students still at the Intermediate range. The targets for AMO1 is 60.5% actual score is 64.3% The target for AMO2 is: Less than 5 years is 24.2% actual score is 28.4% More than Five years is 50.9% actual score is 73/8 The percentage of students that Scored Advanced and Early Advance on the CELDT test went from 50% in 2012-13 to 45% in 2013-14. The percentage of students that Scored Intermediate on the CELDT test went from 29% in 2012-13 to 31% in 2013-14. These trends are a concern for IJA.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff Development Constructing Meaning 6-8, GLAD training Grades K-5th.	Extended duty 1000-1999: Certificated Personnel Salaries Base 2500 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Concentration 5000 Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000	IJA had one staff member that was in the program to become a trainer of teachers for the Constructive Meaning Training. Unfortunately, this individual was not able to continue.	Extended duty 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0 Instructional Services Support/MOU 5700-5799: Transfers Of Direct Costs Base 20,000

Scope of Service	ELL students		Scope of Service	ELL students	
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
CELDT Testing		Testing Personnel Certificated 1000-1999: Certificated Personnel Salaries Base 3000 Testing Personnel Classified 2000-2999: Classified Personnel Salaries Base 1000 Testing Materials 4000-4999: Books And Supplies Base 1000	CELDT testing was completed by 10/31/2015. The data was shared with the staff. Designated ELD rotations were created based on this data and teacher input.		Testing Personnel Certificated 1000-1999: Certificated Personnel Salaries Base 3000 Testing Personnel Classified 2000-2999: Classified Personnel Salaries Base 1000 Testing Materials 4000-4999: Books And Supplies Base 1000
Scope of Service	ELL students		Scope of Service	ELL students	
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
ELD Materials		ELD Materials 4000-4999: Books And Supplies Supplemental and Concentration 500	ELD materials were purchased for grades K-8th.		ELD Materials 4000-4999: Books And Supplies Supplemental and Concentration 500
Scope of Service	ELL students		Scope of Service	ELL students	
_ All ----- OR:			_ All ----- OR:		

<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	IJA 6-8th grade teachers will be trained in English 3D to support the Long Term EL students. PD for integrated ELD for all staff members will be provide. Long Term EL students will be identified, goals will be set for them based on their last year's data.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$975,884
<p>Steps to Compute the Estimated Supplemental and Concentration Grant Funding for 2015-16 Ida Jew Charter School</p> <p>We used the State FCMAT LCFF Calculator for computing its supplemental and concentration grant funding and also for calculating its MPP – Minimum Proportionality Percentage. The following steps show how they are computed:</p> <p>1. To calculate the Charter’s LCFF “Targeted” Supplemental / Concentration Grant Funding:</p> <ul style="list-style-type: none"> • First: calculate the Supplemental Funding by taking the ADA per Grade Span and multiplying the ADA by the Funding Rate per Grade Span times the 20% percentage for Supplemental concentration times the unduplicated count; this total equals \$688,487. • b. Second: calculate the Concentration Grant Funding by multiplying the ADA per Grade Span times the Funding Rate per Grade Span and multiplying this total by the difference between 55% and the charter unduplicated count (75.71%); times this total by 50% that equals \$470,829. • c. Third: the sum of Steps 2a and 2b equal \$1,159,315 rounded. This is the Target Supplemental & Concentration Grant. <p>2. To calculate the charter’s 2015-16 Supplemental & Concentration Grant, we take the Target amount subtracted the prior year expenditures: \$768,370, then multiplied by the State’s 2015-16 Funding Gap 53.08%, which calculates to \$207,514. Add this amount to the prior year expenditures to come up with 2015-16 Supplemental and Concentration Grant total \$975,884</p> <p>3. To calculate the charter’s 2015-16 MPP (Minimum Proportionality Percentage): take the Total LCFF Funding (calculated with the FCMAT LCFF Calculator) of \$5,094,667 subtract the Supplemental & Concentration Funding of \$975,884 to get the base funding, then take the difference divided by the base funding; this percentage calculation will give the charter’s MPP as 23.69%.</p> <p>In summary: the 2015-16 estimated supplemental and concentration grant funding will be \$975,884 with a minimum proportionality percentage of 23.69%. Ida Jew Charter’s unduplicated count is 75.71%.</p> <p>Due to the large percentage, 75.71%, of unduplicated counts the most effective use of the monies is to provide district-wide or school-wide services in the ares of staff development, teacher release time, intervention support, student support services, and parent trainings.</p>	

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

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

23.6	%
9%	

Ida Jew Academies is its own LEA and therefore uses all the funds schoolwide. The concentration and supplement funds are used to provide engaging instruction including specialty courses, intervention personnel, materials, professional development and smaller class sizes in 3rd grade. The amount of Supplementary and Concentration Grant Dollars and the Minimum Proportionality Percentage MPP, is accurate as of this draft of the LCAP dated June 8, 2015. Any changes to these figures based on the state adopted budget and any changes or additions to the Actions and Services described in the LCAP will be addressed during the 45 day annual budget revision window. The district's unduplicated count percentage is 82.78%, many of the services that the district will be providing will either be district-wide or school wide such as staff development, teacher release time, intervention support, student support services, and parent trainings.

For the 2016-17 school year Ida Jew Academy is planning the following to increase Services for Low-Income, English, Learners, RFEP, and Foster Youth.
Services:

Hire one to two college students to provide tutoring 2 times per week to support English Language learners taking AVID in the Middle School Section 2, Goal 2, Action 1. Provide tutoring district-wide after school, two days a week, for at risk students, targeting low-income, English Learners, RFEP and Foster Youth as described in Section 2, Goal 2, Action 3.

Low-income, English Learners, RFEP and Foster Youth, will have priority to enroll in the MPAS; ASES after school program and additional support will be provided to assist with homework completion as described in Section 2, Goal 1, Action 10. Increase FTE (6 hours in 2014-15 to 8 hours in 2015-16) for three Family Case Managers will be assigned to help improve attendance rates and provide parent workshops, focus on low-income, English Learners, RFEP and Foster Youth as described in Section 2, Goal 1, Action 1.

Hire Specialty, Intervention Teachers and Classroom teacher to support students in our subgroups and to lower class sizes. Section 2 Goal 2 Action 3 and Section 2 Goal 3 Action 3 and Section Goal 4 Action 3

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
5000-5999: Services And Other Operating Expenditures	Supplemental	2,000.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	30,000.00	48,836.00	21,000.00	18,000.00	22,200.00	61,200.00
5700-5799: Transfers Of Direct Costs	Base	190,000.00	230,000.00	40,000.00	40,000.00	40,000.00	120,000.00
5700-5799: Transfers Of Direct Costs	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	20,000.00	0.00	0.00	3,000.00	0.00	3,000.00
5700-5799: Transfers Of Direct Costs	Supplementary Programs - Specialized Secondary	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	0710 - Supplemental and Concentration	5,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	19,200.00	0.00	20,000.00	16,200.00	16,200.00	52,400.00
5800: Professional/Consulting Services And Operating Expenditures	Other	7,500.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	30,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	12,000.00	26,700.00	40,500.00	41,500.00	37,500.00	119,500.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

Ida Jew Academy have been in operation as a district dependent K through 8th charter school since July 1, 2010. The conversion to a neighborhood public charter school has provided the school with flexibility in program and in funding. The Academies have supported the goals of the Mount Pleasant Elementary School District by:

- 1) Expanding student/parent choice options,
- 2) Providing all students with access to a rigorous curriculum,
- 3) Developing students with the skills and competencies required for success in the 21st century, and
- 4) Producing career and college ready graduates.

During the 2015-16 Ida Jew Academy implemented a plan to unify the three academies to provide increased access to all thematic programs to all students. VAPA and STEM will be combined to create a STEAM program (Science, Technology, Engineering, Arts, and Mathematics) with access to Spanish as an elective. STEAM curriculum will be integrated into all classrooms, with additional electives offered (in Science, Technology, Engineering, Arts, and Mathematics) to allow students specialized instruction in a particular area. ALAS Spanish Two-Way dual Immersion students will continue to focus on the acquisition of both Spanish and English, but will also have access to all elements of the STEAM program, including specialized electives. At the Ida Jew Academy, the arts will be tightly coupled with Science, Technology, Engineering and Math – the STEM subjects, transforming STEM into STEAM. STEM + Art = STEAM. All students at the Ida Jew Academy will spend quality instructional time engaged in learning in which the Arts, Science, Technology, Engineering, and Mathematics are in integrated throughout their school day. Project-based learning will provide students with a chance to extend their knowledge of the curriculum through experiments and activities. Students will engage in creating, experimenting, exploring, analyzing, and researching. Classroom teachers will have professional development opportunities to support the development of classroom lessons and projects that integrate STEAM into all areas of the curriculum.

Students will be immersed in acquiring reading, writing, listening, speaking, and presentation skills. Through oral and high-tech presentations, they will share their research on topics related to the arts, math, literacy, science, social studies and engineering. Students will learn through Project Base Learning, Expression of the fine and performing arts, integrated Technology, and Engineering projects.

All students will have access to Science, Technology, Engineering, Arts, and Mathematics integrated through project-based learning across the curriculum. In addition to STEAM subjects integrated throughout the school day, all students in grades 3rd through 8th will have the opportunity to explore each of the specialty areas of Spanish, Science, Technology, Engineering, the Arts, and Mathematics more in depth. The thematic program is designed to provide all students with the opportunity to experience all specialty areas in their early years, with increasing depth and specialization in the middle school years.

Ida Jew Academy Goals, Concerns and Actions:

Goal #1

Create a safe and supportive learning environment at Ida Jew Academy where students attend and along with their families are connected to the school.

Areas of Concerns:

- Attendance
- Suspension

Actions

- In house suspension
- Increase Parent Involvement
- Increase student clubs/activities
- Increase PBIS training

Goal #2

Increase student success in English Language Arts/Literacy, Math, and Science by providing high quality instruction that promoting college and career readiness with academic interventions and differentiated instruction. Students in the Two-Way Dual Immersion program will receive the instruction in Spanish in order to become bilingual and bi-literate. STEAM will be integrated through the day in all grades.

Areas of Concern:

- Achievement
 - CAASPP Scores (baseline)
 - AR Scores (ELA/Math)
 - Science CST Scores

Actions

- Implement Eureka Math school wide
- Continue Year 3 Implementation of EL
- Continue Year 3 Implementation of Fountas and Pinnell Literacy
- Provide hands on Science through the new Science Lab

Goal #3

STEM students in 6th through 8th grade will receive effective, engaging and relevant instruction in the NGSS standards and be able to define problems (MS-ETS1-1), develop possible solutions and improving engineering designs in which students test the best design (MS-ETS1-2), analyze the results (MS-ETS1-3), modify the design accordingly, and then re-test and modify the design again. By the end of 8th grade students are expected to achieve all four-performance expectations (MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, and MS-ETS1-4) related to a single problem in order to understand the interrelated processes of engineering design.

Areas of Concern:

- Need to create rubrics
- Project Based Learning

Action:

- Provide hands on Science through the new Science Lab

Goal #4

VAPA students in 6-8th grade will receive effective, engaging and relevant instruction in the Instrumental Music, Vocal Music, Art or Dance standards. By the end of 8th grade VAPA students are expected to achieve all four-performance expectations based on the VAPA rubric.

Areas of Concern:

- Need to create rubrics
- Project Based Learning

Action:

- Work on recruiting students for VAPA

Goal #5

English Learners will increase their level of proficiency in the CELDT assessment including their CAASPP target in order to meet the AMO 3. (Note: Focus will be on our Sub groups: EL, SpEd, Low Socio Economic and Youth-Foster and Homeless students.

The targets for AMO1 is 60.5% actual score is 64.3%

The target for AMO2 is: Less than 5 years is 24.2% actual score is 28.4% More than Five years is 50.9% actual score is 73/8

Areas of Concern:

- Low number of students being redesignated
- Number of Long Term ELs

Actions:

- PD in Constructive Meaning
- PD in English 3D for 6-8th Grade
- Focus on writing to support students up for redesignation

Financial Summary: Note 76% of the Base Funding is spent on Personnel Costs (Certificated, Classified and Benefit Costs). 82% of the Supplemental and Concentration Funding is spent on Personnel Costs (Certificated, Classified and Benefit Costs).

