

**2019-20**

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

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Ballington Academy for the Arts & Sciences – San Bernardino	Shannon Brandner, Principal	<a href="mailto:sbrandner@voa-swcal.org">sbrandner@voa-swcal.org</a> 909.332.6699

## 2017-20 Plan Summary

### The Story

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

Ballington Academy for the Arts & Sciences – San Bernardino (BAAS-SB) was established in 2016 and currently serves 196 students in grades TK-4. Our current student demographics include: 18% English Language Learners (ELL); 6% Students with Disabilities, 2.6% Foster Youth; 1.5% Homeless; and 88% qualify for Free/reduced Lunch, of which 25% are African-American, 66% Hispanic, 3.5% White, and 2.5% 2+ Races.

#### MISSION

Ballington Academy for the Arts and Sciences San Bernardino seeks to address the need for a rigorous and innovative educational program that prepares young children for the demands of the future, by providing the skills necessary to usher students into the 21<sup>st</sup> century, ensure each student is educated to the fullest potential and is College and Career ready.

#### EDUCATIONAL PROGRAM

Our school integrates the Arts, Music, Science and Technology with its educational program. Arts and Music will allow a student to be flexible, open, and foster self-discipline. Science will allow the student to be a critical thinker and problem solver. Technology will support engaged learning and the practical application of learning.

## LCAP Highlights

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

**BALLINGTON ACADEMY FOR THE ARTS & SCIENCES – SAN BERNARDINO: 2019-20 LCAP**

Our school was identified for Comprehensive Support & Improvement based on the 'red performance level' for Chronic Absenteeism. Ballington Academy for the Arts & Sciences – San Bernardino has revised its LCAP goals to align with the school's dashboard, CSI identification, analysis of student data, and input/feedback from stakeholders. The following are the revised LCAP Goals for 2019-20 school year:

- **Goal #1:** Continue to implement and disaggregate benchmark assessments for ELA (reading/writing) and math; including school data such as chronic absenteeism, attendance rate and survey results to drive curricular and instructional decision-making, identification of students for academic, social-emotional and/or behavioral interventions, and appropriate allocation of resources as a result of the vulnerable, at-risk students our school serves.

- **Goal #2:** Continue to strengthen professional learning for all educators to improve instruction, teacher retention, address the diverse learning needs of its student and academic outcome for all students.

- **Goal #3:** Continue to develop methods to engage parents as partners through education, communication and collaboration in order that will impact student outcomes. In addition, continue to develop methods that support a positive, safe, and welcoming school environment for all, to increase student engagement, and reduce chronic absenteeism rates.

## Review of Performance

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

### Greatest Progress

Ballington Academy for the Arts and Sciences has met all local indicators. This was the first year, our school received performance levels for the State Indicators on the 2018 CA Dashboard. Our school earned a blue performance level for the Suspension Rate Indicator. In 2016-17 the suspension rate was 0.8%; and was 0% for 2017-18.

The following chart is our school's 2018 CA School Dashboard by performance level. This was our school's first Dashboard. There were only two State Indicators identified for our school: Chronic Absenteeism and Suspension Rate.

FALL 2018 CA DASHBOARD: BAAS-SB		
	CHRONIC ABSENTEEISM	SUSPENSION RATE
ALL STUDENTS	RED	BLUE
SOC. ECON DISADV.	RED	BLUE
HISPANIC	RED	BLUE

Ballington Academy for the Arts and Sciences – San Bernardino has successfully implemented Advancement via Individual Determination (AVID), to ensure our students develop the academic habits they need to excel in middle school. Through AVID, our students learn about organization, study skills, communication, and self-advocacy. Students learn to take structured notes and learn to ask and answer higher-level thinking at a young age. In addition, our entire staff has received professional development on Trauma-Informed Care and Practices, which is a framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Trauma informed care also emphasizes physical, psychological and emotional safety for both our students and staff.

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

### Greatest Needs

Ballington Academy for the Arts and Sciences received a red performance level for the Chronic Absenteeism Indicator, which resulted in identification for Comprehensive Support & Improvement (CSI). As a result, this year our school Principal has:

BALLINGTON ACADEMY FOR THE ARTS & SCIENCES – SAN BERNARDINO: 2019-20 LCAP

- Strengthened the identification and monitoring of student attendance.
- Increased/improved communication with families on the school's attendance policy and its impact on student achievement.
- Has met with families and students to identify the root cause of the absences resulting in chronic absenteeism.
- Our school provides social-emotional and/or behavioral supports/intervention for students. (Goal 1, Action 5)
- Provides academic intervention for students who struggle academically including an Intervention Specialist, Instructional Aides, access to web-based intervention (STAR Reading, STAR Math).
- Increased student engagement via field/learning trips. (Goal 2, Action 5)
- Strengthened school safety and school climate with the implementation of AVID, health aide and nurse. (Goal 3, Action 1)

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

## Performance Gaps

Although Ballington Academy for the Arts and Sciences – San Bernardino did not have any student groups 2+ performance levels below the "all student" performance, its two student groups: Socioeconomically Disadvantaged and Hispanic student groups also received a red performance level for the Chronic Absenteeism Indicator.

As a result, this year our school Principal has:

- Strengthened the identification and monitoring of student attendance.
- Increased/improved communication with families on the school's attendance policy and its impact on student achievement.
- Has met with families and students to identify the root cause of the absences resulting in chronic absenteeism.
- Our school provides social-emotional and/or behavioral supports/intervention for students. (Goal 1, Action 5)
- Provides academic intervention for students who struggle academically including an Intervention Specialist, Instructional Aides, access to web-based intervention (STAR Reading, STAR Math)
- Increased student engagement via field/learning trips. (Goal 2, Action 5)
- Strengthened school safety and school climate with the implementation of AVID, health aide and nurse. (Goal 3, Action 1)

# Comprehensive Support and Improvement

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

## Schools Identified

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

**Ballington Academy for the Arts & Sciences – San Bernardino** was identified for CSI based on the red performance level for Chronic Absenteeism on the Fall 2018 CA School Dashboard.

## Support for Identified Schools

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

Ballington Academy for the Arts & Sciences – San Bernardino (BAAS-SB), a direct-funded charter school, and as its own LEA all CSI funds will be allocated directly to the school.

Ballington Academy for the Arts & Sciences – San Bernardino serves a predominately at-risk, vulnerable student population who have experienced and continue to experience significant trauma in their lives. Our school was identified for CSI as a result of the “Red” Performance on the Chronic Absenteeism State Indicator as illustrated in the following chart.

FALL 2018 CA DASHBOARD: BAAS-SB		
	CHRONIC ABSENTEEISM	SUSPENSION RATE
ALL STUDENTS	RED	BLUE
SOC. ECON DISADV.	RED	BLUE
HISPANIC	RED	BLUE

As part of the CSI Process, a Comprehensive Needs Assessment was drafted with input and feedback from stakeholders (teachers, RSP/SPED, EL Specialist, Parents and students), an analysis of multiple forms of data, including, but not limited to:

- Student demographic data
- Chronic Absenteeism Rates
- Attendance Rates (ADA)
- EL Data: ELPAC (Initial & Summative) Results, Reclassification Rates
- Survey Data: Parents, student, staff

- NWEA MAP Data for Reading and Math
- STAR Reading Data
- Teacher retention & attrition rates
- CAASPP ELA & Math Results (Grades 3-4)
- Suspension & Expulsion Rates (disaggregated by student group)
- Parent attendance schoolwide events, SSC, & ELAC (feedback from parents)
- Principal meetings with parent of students who were consistently absent, and chronically absent.
- Feedback from staff during meetings.

This process allowed us to identify strengths and needs; and develop a list of top needs that were ranked based on priority. Further a root-cause analysis was conducted based on discussions the principal had with the school's staff, parents (ELAC, SSC), and students.

The following charts are the school's Chronic Absenteeism rates, cumulative enrollment and count for 2016-17 and 2017-18, schoolwide and by student group. Our school's overall chronic absenteeism rate rose from 31.4% in 2016-17 to 39.6% in 2017-18.

BALLINGTON - SAN BERNARDINO				BALLINGTON - SAN BERNARDINO			
2016-17 CHRONIC ABSENTEEISM RATE				2017-18 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE		CUM ENROLL	COUNT	RATE
SCHOOLWIDE	121	38	31.4%	SCHOOLWIDE	197	78	39.6%
AFRICAN-AMERICAN	26	4	15.4%	AFRICAN-AMERICAN	60	22	36.7%
HISPANIC	82	25	30.5%	HISPANIC	115	45	39.1%
WHITE	*	*	60.0%	WHITE	11	5	45.5%
2+ RACES	*	*	60.0%	2+ RACES	9	6	66.7%
EL	29	10	34.5%	EL	32	12	34.3%
FOSTER YOUTH	*	*	*	FOSTER YOUTH	*	*	50.0%
HOMELESS	*	*	*	HOMELESS	14	9	64.3%
SOC. ECON DISADV.	89	24	27.0%	SOC. ECON DISADV.	182	71	39.0%

Based on NWEA MAP data, the majority of our entering Kindergarten students are performing significantly below grade level.

- 69% scored "Low" or "Low Average" for Mathematics
- 91% scored "Low" or "Low Average" for Reading

Our analysis of data included disaggregating chronic absenteeism rates by student group for the past 2 years. In addition, our Principal gathered evidence data on the root cause of those absences based on her conversations/meetings with students and families. Data was also gathered from NWEA MAP (ELA/Math) and STAR Reading/STAR Math, and we observed larger learning gaps among students who were chronically absent. Discussions with these students/families revealed that the root causes for absenteeism were: lack of transportation; lack of student engagement (in the classroom), students were not engaged in the learning process; and some parents articulated that attendance was not necessary and/or mandatory for Kindergarten

students. Discussions with teachers revealed that teachers need support on differentiated instruction/UDL, increasing student engagement, and dealing with challenging student behavioral issues (violent outburst, defiance) in the classroom; and would benefit from ongoing coaching and support. While the Principal has been coaching teachers this past year, she also formally observes and evaluates teachers, in addition to her regular day-to-day administrative duties.

As stated earlier, NWEA MAP results for 2018-19 revealed significant learning gaps across all grade levels including among EL and Student with Disabilities student group as outlined below.

2018-19 NWEA MAP RESULTS: READING								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	N/A	N/A	N/A	141	142	135	--	153.0
GRADE 1	150	151	139	160	161	160	10	173.0
GRADE 2	167	169	N/A	171	168	N/A	4	191.0
GRADE 3	168	162	154	174	166	166	6	202.0
GRADE 4	181	166	165	181	163	163	0	209.0
2018-19 NWEA MAP RESULTS: MATH								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	N/A	N/A	N/A	143	138	137	--	156.0
GRADE 1	152	156	144	161	163	155	9	176.0
GRADE 2	167	168	N/A	171	171	N/A	4	192.0
GRADE 3	166	153	156	176	165	173	10	204.0
GRADE 4	189	172	171	189	177	180	0	217.0

The 85<sup>th</sup> percentile is the target End of Year Norm RIT Score students must meet, as a predictor of a Standards Met Performance Level on the CAASPP ELA and Math assessment (Grade level standards). As is clearly evident no grade level has met this threshold, and grade 4 students did not demonstrate growth from Fall 2018 to Winter 2019 NWEA MAP assessment. The Spring NWEA MAP assessment will be administered in June 2019. Our staff will be analyzing both internal and state mandated data during the summer once all results are reported by the CDE.

## Monitoring and Evaluating Effectiveness

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

The school's Principal will monitor and evaluate the implementation and effectiveness of the 2019-20 CSI Plan to support student and schoolwide improvement as follows:

1. Weekly monitoring of student attendance (registrar will provide weekly reports to Principal). Proper protocols will be enacted so that (each) absence(s) will automatically trigger a phone call, letter sent home, home visit, etc. (Goal 1, Action 5)
2. Weekly monitoring of student attendance (registrar will provide weekly reports to Principal). Proper protocols will be set in place so that absence(s) will automatically trigger a phone call, letter sent home, home visit, etc. Principal will present the school's Attendance policy to all parents during Parent/Student Orientation, and parent meetings. The entire staff will also be informed/trained on the school's attendance policy. In addition, the Principal will host parent workshops on the impact of school attendance on student academic outcomes. (Goal 3, Action 3)
3. The Principal and Instructional Coach will review/revise the 2019-20 Professional Development Plan, including creating protocols and an observation tool that will be implemented schoolwide to measure effectiveness of instructional coaching on student academic outcomes and student engagement. Professional Development training for all teachers and paraprofessionals will include methods to differentiate instruction (using evidence-based strategies) in order to effectively engage all students, and address the diverse learning needs of all students, including training on Kagan strategies. Our plan is to strengthen the delivery of our Project-Based Learning instructional model. (Goal 2, Action 1)
4. Administer NWEA MAP (ELA & Math) assessments (evidence-based academic universal screener), administered 3 times/year for grades K-5, and align student assessment results with Compass Learning/Edgenuity Pathblazer, (evidence-based intervention) that will help educators pinpoint specific learning gaps, and provide a targeted, data-driven instructional pathway to help students progress academically in ELA and math. (Goal 1, Action 4)
5. The Principal, teachers and Instructional Coach will develop and implement evidence-based practices to increase student engagement, ensuring student participate in experiential learning opportunities outside the classroom aligned with the content standards, that will also results in positive student academic outcomes, improved attendance rates, and a decline in chronic absenteeism rates. (Goal 2, Action 5)
6. In an effort to increase student attendance rates, and decrease chronic absenteeism rates, our school will provide at-risk students with access to transportation (bus passes, etc.), and monitor issuance of passes to chronic absenteeism/attendance rates. Our school will also administer student surveys throughout the



school year to measure student engagement/connectedness as well as school safety, and feedback. (Goal 3, Action 1)

7. Our school's **Family Community Outreach Coordinator** will communicate with families, facilitate parent workshops and outreach to families of unduplicated and Students with Disabilities to increase parent engagement. The Family Community Outreach Coordinator will continue to work closely with the school principal to address chronic absenteeism rates.

## Annual Update

LCAP Year Reviewed: **2018-19**

### Goal 1

**Develop a comprehensive plan to implement benchmark assessments across all disciplines; and use outcome data to drive curricular and instructional decision-making, academic interventions, and the allocation of resources.**

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5

Local Priorities: 1

## Annual Measurable Outcomes

Expected	Actual																																																
100% of teachers will be appropriately credentialed and assigned.	2017-18: 80% (8 out 10 teachers) 2018-19: 80% (8 out of 10 teachers) See explanation under Action 1.																																																
Annually increase ELA CAASPP Scale Scores by: Will establish using Spring 2018 Results	<table><tr><th colspan="3">ELA CAASPP MEAN SCALE SCORE</th></tr><tr><td></td><th>2018</th><th>DFS</th></tr><tr><td>GRADE 3</td><td>2344.4</td><td>-87.6</td></tr></table>	ELA CAASPP MEAN SCALE SCORE				2018	DFS	GRADE 3	2344.4	-87.6																																							
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Maintain chronic absenteeism rates: 20%	<table><tr><th colspan="4">BALLINGTON - SAN BERNARDINO</th></tr><tr><th colspan="4">2017-18 CHRONIC ABSENTEEISM RATE</th></tr><tr><td></td><th>CUM ENROLL</th><th>COUNT</th><th>RATE</th></tr><tr><td>SCHOOLWIDE</td><td>197</td><td>78</td><td>39.6%</td></tr><tr><td>AFRICAN-AMERICAN</td><td>60</td><td>22</td><td>36.7%</td></tr><tr><td>HISPANIC</td><td>115</td><td>45</td><td>39.1%</td></tr><tr><td>WHITE</td><td>11</td><td>5</td><td>45.5%</td></tr><tr><td>2+ RACES</td><td>9</td><td>6</td><td>66.7%</td></tr><tr><td>EL</td><td>32</td><td>12</td><td>34.3%</td></tr><tr><td>FOSTER YOUTH</td><td>*</td><td>*</td><td>50.0%</td></tr><tr><td>HOMELESS</td><td>14</td><td>9</td><td>64.3%</td></tr><tr><td>SOC. ECON DISADV.</td><td>182</td><td>71</td><td>39.0%</td></tr></table> <p>Ballington Academy for the Arts &amp; Sciences – San Bernardino (BAAS-SB) was identified for CSI based on its Red Performance Level for Chronic Absenteeism on the CA Dashboard. The chart (above) provides the chronic absenteeism rates and total number of students who were chronically absent for all students (schoolwide) and each student group. Note: a “*” denotes less than 11 students and for privacy reasons the CDE does not provide data.</p>	BALLINGTON - SAN BERNARDINO				2017-18 CHRONIC ABSENTEEISM RATE					CUM ENROLL	COUNT	RATE	SCHOOLWIDE	197	78	39.6%	AFRICAN-AMERICAN	60	22	36.7%	HISPANIC	115	45	39.1%	WHITE	11	5	45.5%	2+ RACES	9	6	66.7%	EL	32	12	34.3%	FOSTER YOUTH	*	*	50.0%	HOMELESS	14	9	64.3%	SOC. ECON DISADV.	182	71	39.0%
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## **Actions / Services**

### **Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																				
<b><u>STAFF TO SUPPORT SCHOOL'S BASE PROGRAM</u></b>  BAAS-San Bernardino will employ a Principal and a total of 7 appropriately credentialed and assigned classroom teachers for 175 students in grades TK-4, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program.	<b><u>STAFF TO SUPPORT SCHOOL'S CORE PROGRAM</u></b>  Ballington Academy for the Arts and Sciences employed a total of <b>8 teachers of which 6</b> are appropriately credentialed and assigned teachers <b>for grades TK-4; and a School Principal</b> . A total of 2 of the 8 teachers have an STP credential (short term permit) and are currently working towards clearing their intern credentials. An additional teacher (a total of 8 rather than 7) was hired because actual enrollment was 200 students, which exceeded the projected enrollment of 175 students.  Ballington Academy for the Arts and Sciences – San Bernardino provided its students a longer school year and day. Our students received 183 days of instruction which exceeded the CA state requirement of 175 days; and grades TK/K received an additional 21,750 instructional minutes; and grades 1-4 received an additional 10,545 instructional minutes that exceeded the CA state requirements, as outlined in the following chart.	1,4 = \$502,545  LCFF Base 1, 4 (1100, 1300) Salary 1, 4 (3000) Benefits	Total: \$603,216  LCFF Base: \$486,416 LCFF S&C: \$116,800 1100, 1300, 3000's																				
	<table border="1"> <thead> <tr> <th></th><th># INSTRUCTIONAL DAYS</th><th colspan="2">TOTAL INSTRUCTIONAL MINUTES</th></tr> <tr> <th></th><th></th><th>GRADES TK/K</th><th>GRADES 1-4</th></tr> </thead> <tbody> <tr> <td>CA REQUIRED</td><td>175</td><td>36,000</td><td>50,400</td></tr> <tr> <td>BALLINGTON</td><td>183</td><td>57,750</td><td>60,945</td></tr> <tr> <td>DIFFERENCE</td><td>8 DAYS</td><td>+21,750</td><td>+10,545</td></tr> </tbody> </table>		# INSTRUCTIONAL DAYS	TOTAL INSTRUCTIONAL MINUTES				GRADES TK/K	GRADES 1-4	CA REQUIRED	175	36,000	50,400	BALLINGTON	183	57,750	60,945	DIFFERENCE	8 DAYS	+21,750	+10,545		
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BALLINGTON ACADEMY FOR THE ARTS & SCIENCES – SAN BERNARDINO: 2019-20 LCAP All teachers attended 10 days of Summer Professional																							



## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ASSESSMENTS</u></b></p> <p>In order to monitor the academic progress of every student, and identify learning goals. and/or the need to provide academic intervention/ support, BAAS-SB will administer the following local and diagnostic assessments:</p> <ul style="list-style-type: none"> <li>• NWEA MAP ELA: <ul style="list-style-type: none"> <li>○ Gr. 1-2: 4 times/ year</li> <li>○ Gr. 3-4: 3 times/ year</li> </ul> </li> <li>• NWEA MAP Math: <ul style="list-style-type: none"> <li>○ Gr. 1-2: 4 times/ year</li> <li>○ Gr. 3-4: 3 times/ year</li> </ul> </li> </ul> <p>Additionally, BAAS-SB will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• CAASSPP ELA/Math: Grades 3-4</li> <li>• ELPAC for EL</li> </ul>	<p><b><u>ASSESSMENTS</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences – San Bernardino has implemented the following assessments that were used to monitor student progress, identify struggling students for intervention, differentiate instruction and to inform instruction:</p> <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Summative Assessments</li> <li>• Kindergarten readiness assessment: Reading &amp; Math</li> <li>• <b>NWEA MAP for ELA &amp; Math: 3 times/year (Grades K-4)</b></li> <li>• STAR Reading: Monthly (grades 1-4)</li> <li>• STAR Math: Monthly (grades 1-4)</li> <li>• <b>State Mandated assessments: CAASPP ELA/Math (Grades 3-4); and ELPAC for English Learners</b></li> </ul>	<p>1, 2, =\$4,500</p> <p>LCFF Base</p> <p>1,2 Materials &amp; Supplies (4315)</p>	<p>\$12,500</p> <p>LCFF Base</p> <p>4300</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>TECHNOLOGY</u></b></p> <p>BAAS-SB will purchase 2 SMART Boards for classroom use. The Principal will develop an annual technology needs assessment based on feedback from stakeholders and utilizing student achievement data to assess the impact on academic outcomes for all unduplicated students.</p>	<p><b><u>TECHNOLOGY</u></b></p> <p>This academic school year, our school purchased:</p> <ul style="list-style-type: none"> <li>• <b>Laptop Charging cart</b></li> <li>• <b>Laptops</b></li> <li>• <b>25 tablets (grades 2-3): Donated via Donorchoose.org</b></li> </ul> <p>SMART Boards were not purchased this year. As a result of these technology device purchases our student to device ratio is now 2:1. Technology devices are essential to our instructional program, in order for students to access web-based supplemental resources, intervention, and for digital literacy purposes. Our school will continue to develop an annual needs assessment for technology.</p>	<p>\$44,000</p> <p>LCFF S&amp;C</p> <p>1. Non Capitalized Student Equipment (4430)</p> <p>2. Professional &amp; Other (5800)</p>	<p>\$2,065 Total</p> <p>\$815</p> <p>LCFF S&amp;C 4300's &amp; 5800's</p> <p>\$1,250</p> <p>Donations for 25 tablets</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences - San Bernardino will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. Our <b>Intervention Specialist</b> and <b>(2) Instructional Assistants</b> will administer small group and one-on-one targeted academic support for ELA and mathematics using:</p> <ul style="list-style-type: none"> <li>• STAR Math (subscription)</li> <li>• STAR Reading (subscription)</li> <li>• Math manipulatives</li> <li>• Research additional intervention supplemental curriculum</li> </ul>	<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences - San Bernardino provided all students with academic support and intervention based on assessment findings/ results, student work and teacher recommendation. The <b>Intervention Specialist</b> (also served as EL Specialist) is a credentialed teacher; and the <b>4 Instructional Aides</b> provided ELA &amp; Math support for students in grades 1-4, via pullouts, 1:1 support and small group instruction. During intervention, our students also utilized <b>Renaissance Learning's STAR Reading</b> and <b>STAR Math</b>. Teachers also use <b>Math Manipulatives (Didax)</b> Our teachers used NWEA MAP and discipline data to identify "high risk" students for additional support.</p> <p>In addition, BAAS-SB provided its students with an <b>After-school academic (support) and social enrichment program</b> open to all students. We employed an additional <b>Instructional Assistant</b> to provide tutoring services.</p>	<p>1. \$60,000 (Intervention Specialist) 2. \$33,955 (Instructional Aides &amp; Supplemental intervention programs) 1. Title I 2. LCFF S&amp;C 1. 1100 Salary 2. 2100 Salary; and Materials and Supplies (4300)</p>	<p>\$70,000 (Intervention Specialist) LCFF S&amp;C: 1100 &amp; 3000  \$120,000: • \$60K (2 Aides) Title I: 2000's &amp; 3000's • \$30K (1 Aide) ASEs: 2000's &amp; 3000's • \$30K (1 Aide) LCFF S&amp;C: 2000's &amp; 3000's  \$6,500 (Subscriptions – Didax, Renaissance Learning) \$6.5K in Title I</p>



## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/ BEHAVIORAL SUPPORT/ INTERVENTION</u></b></p> <p>BAAS-SB will implement a <b>universal screener</b> to identify social, emotional and/or behavioral needs of its students. Our entire staff will under training for Trauma Informed Practices (TIPS) by VOA's Social Worker. Our school will continue its partnership with South Coast Community Health Services to provide our student's families (who qualify for public assistance) with psychological and psychiatric services (onsite). Additionally, our school will <b>contract the services of a Psychologist and Psychology interns</b> to provide identified at-risk unduplicated students with services onsite.</p> <p>Our school will also continue to strengthen and formalize the SARB Process in collaboration with San Bernardino Unified School District community resources to address our school's high chronic absenteeism rate.</p>	<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences – San Bernardino (BAAS-SB) staff will continue to research an effective social-emotional/ behavioral universal screener for its students. This academic year, our entire staff received training on Trauma Informed Care led by the Volunteers of America's Social Worker.</p> <p>BAAS-SB has partnered with South Coast Community Health Services who provided our students and families with mental health counseling services onsite at no-cost. Our school provided these medical professionals with office space in order to service the mental health needs of our students. South Coast Community Health Services provided services to families who were receiving public assistance. However, our school has set aside funds for families who do not qualify for public assistance but require professional mental health services.</p> <p>This year, BAAS-SB was identified for Comprehensive Support &amp; Improvement (CSI) as a result of the red performance level for Chronic Absenteeism. The school</p>	<p>\$8,000</p> <p>LCFF S/C</p> <p>5800</p> <p>Professional/ Consulting Services</p>	<p>\$450</p> <p>LCFF S&amp;C</p> <p>5000</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b><u>SPED TEAM &amp; SERVICES:</u></b>	<b><u>SPED TEAM &amp; SERVICES:</u></b>	\$100,000	\$187,280
BAAS-SB's SPED Team provides instructional and social-emotional supports as outlined in the student's Individualized Educational Plan (IEP). San Bernardino Unified School District (SBUSD) serves as the school's SELPA provider. <ul style="list-style-type: none"> <li>• 1 RSP Teacher</li> <li>• 1 Psychologist: For SPED Only</li> <li>• 1 Speech Pathologist</li> </ul>	Our school's SELPA provider is San Bernardino Unified School District who currently provides our Special Education staff and services for students with Individualized Education Plans (IEP). Currently, 92% of our Students with Disabilities (SWD) (11 out of 12) are also unduplicated pupils (UP). Students with Disabilities receive instruction and are monitored by the RSP teacher and the classroom teacher.	SPED Encroachment 1000/3000 \$70,000 5800 \$30,000	LCFF Base: \$20,915 LCFF S&C: \$166,365 7000's

## Analysis

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

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

Ballington Academy for the Arts and Sciences – San Bernardino (BAAS-SB) has implemented most of the actions/services with fidelity. SMART Boards were not purchased because of a lack of projected funds. School staff continue to research a social, emotional and/or behavior universal screener. Our school serves a highly vulnerable community where incoming students are performing significantly below grade level.

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

Our school administers NWEA MAP Reading and Math assessments 3 times/year (Fall, Winter, Spring). To date, Fall and Winter assessments were administered and results are as follows by grade level (cohort), further disaggregated by the following student groups: English Learner (EL) and Students with Disabilities (SPED). The 85<sup>th</sup> percentile End of Year (EOY) Norm is the expected RIT Score that aligns to grade level "standards met," for grades 3-4; and grade level mastery for grades K-2.

2018-19 NWEA MAP RESULTS: READING								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	N/A	N/A	N/A	141	142	135		153.0
GRADE 1	150	151	139	160	161	160	10	173.0
GRADE 2	167	169	N/A	171	168	N/A	4	191.0
GRADE 3	168	162	154	174	166	166	6	202.0
GRADE 4	181	166	165	181	163	163	0	209.0

For Reading: Grades 1-3 demonstrated growth “Mean RIT Growth” however, grade 4 did not demonstrate any growth. As a result, our teachers have increased the amount of intervention and are further differentiating instruction and ‘re-teaching’ to address the learning needs of our students. Also, grade 4 students informed the Principal they did not place much effort in the NWEA Winter assessment; and a few students with significant behavior issues were very disruptive during NWEA MAP Testing. As a result the Principal in collaboration with the teachers will proctor these students during testing. In addition, a set of laptop carts have been setup in the Science Room/Computer Lab for testing purposes.

2018-19 NWEA MAP RESULTS: MATH								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	N/A	N/A	N/A	143	138	137		156.0
GRADE 1	152	156	144	161	163	155	9	176.0
GRADE 2	167	168	N/A	171	171	N/A	4	192.0
GRADE 3	166	153	156	176	165	173	10	204.0
GRADE 4	189	172	171	189	177	180	0	217.0

For Math: Grades 1-3 demonstrated growth “Mean RIT Growth” however, grade 4 did not demonstrate any growth. As a result, our teachers have increased the amount of intervention and are further differentiating instruction and ‘re-teaching’ to address the learning needs of our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures are as follows:

- Action 3 Technology: As stated earlier there were not enough funds to purchase SMART Boards. However, our school received a set of laptops and charging cart, as a result of a generous donation made via Donorschoose.org
- Action 4: As a result of our student’s academic performance on the grade 3 CAASPP (ELA & Math) and results from internal/benchmark assessments (NWEA MAP, STAR Reading & Math) our school invested heavily in academic intervention and support staff; including intervention materials, web-based program, and an intervention block built into the instructional day.
- Action 5: All families that required mental health services qualified for services via our school’s partnership with the South Coast Community Health Services.

- Action 6: as a result of the increase in the total number of Students with Disabilities, additional paraprofessionals and contracted services were acquired resulting in an increase in actual expenditures for this action.

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

As a result of the school's identification for Comprehensive Support & Improvement (CSI), and analysis of CAASPP and internal benchmark assessment data (ELA/Math), there is a need to revise LCAP Goal #1 to "Continue to implement and disaggregate benchmark assessments for ELA (reading/writing) and math; including school data such as chronic absenteeism, attendance rate and survey results to drive curricular and instructional decision-making, identification of students for academic, social-emotional and/or behavioral interventions, and appropriate allocation of resources as a result of the vulnerable, at-risk students our school serves."

## Goal 2

**Provide all students with high quality instruction and a rigorous Common Core (ELA, Math, ELD, NGSS) aligned curriculum in a PBL environment that provides relevant learning experiences that encourages student engagement.**

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 8

Local Priorities: 1, 2, 7

## Annual Measurable Outcomes

Expected	Actual																					
100% of students will have access to standards-aligned instructional materials.	2017-18: 100% 2018-19: 100% of students have access to standards-aligned materials in ELA, Math, History/ Social Studies, and Science.																					
100% of teachers will implement academic content and performance standards for all students.	BAAS-SB utilized the CDE’s Option 2 Self-Reflection Tool, which is also reported in the Local Indicators Report. <table><tr><th colspan="3">OPTION 2: CDE REFLECTION TOOL - ACAD STANDARDS</th></tr><tr><th></th><th>2017-18</th><th>2018-19</th></tr><tr><td>ELA</td><td>4</td><td>5</td></tr><tr><td>ELD</td><td>5</td><td>5</td></tr><tr><td>MATH</td><td>5</td><td>5</td></tr><tr><td>NGSS</td><td>4</td><td>4</td></tr><tr><td>HISTORY</td><td>4</td><td>4</td></tr></table>	OPTION 2: CDE REFLECTION TOOL - ACAD STANDARDS				2017-18	2018-19	ELA	4	5	ELD	5	5	MATH	5	5	NGSS	4	4	HISTORY	4	4
OPTION 2: CDE REFLECTION TOOL - ACAD STANDARDS																						
	2017-18	2018-19																				
ELA	4	5																				
ELD	5	5																				
MATH	5	5																				
NGSS	4	4																				
HISTORY	4	4																				
100% of EL students will have access to ELD Standards.	2017-18: 100% 2018-19: 100% of ELs have access to standards-aligned ELD curriculum and ELD standards (Designated and Integrated ELD Instruction)																					
Increase the percentage of EL who progress in English Proficiency as measured by ELPAC	2017-18: 42.3% - ELPAC Summative Assessment																					
Increase reclassification rates as measured by ELPAC	2017-18: 0% based on CELDT Results 2018-19: 0% based on ELPAC Results & newly adopted CDE Reclassification Criteria.																					
Percentage of student who will have access to a broad course of study: Art, Music, Outdoor Science, and Physical Education: 100%	2017-18: 100% 2018-19: 100% of students have access to and are enrolled in: Art, Music Outdoor Science and Physical Education.																					
Establish annual growth targets for at-risk students as measured by PFT: NA	2017-18 & 2018-19: BAAS-SB currently serves TK-4; therefore the PFT was not been administered.																					

## **Actions / Services**

### **Action 1**



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b><u>PROFESSIONAL DEVELOPMENT</u></b>	<b><u>PROFESSIONAL DEVELOPMENT</u></b>	\$15,000	Total: \$22,155
<p>BAAS-San Bernardino provides extensive research-based professional development for all teachers during the summer, weekly during the academic school year, and one non-instructional day during the academic year. Professional Development topics for this academic year includes:</p> <ul style="list-style-type: none"> <li>• AVID</li> <li>• Buck Institute: PBL</li> <li>• Trauma-Based Instruction:</li> <li>• Eureka Math Curriculum</li> <li>• Engage NY ELA Curriculum</li> <li>• Next Generation Science Standards</li> <li>• History CA. State Standards</li> </ul> <p>Our Principal and teachers will also attend conferences and workshops that will support their professional learning and student academic outcomes.</p>	<p>Ballington Academy for the Arts &amp; Sciences – San Bernardino provides its teachers with ongoing professional development during the summer and academic school year. The focus this year was on the following areas/topics:</p> <ul style="list-style-type: none"> <li>• <b>AVID</b></li> <li>• <b>Project-based Learning: Buck Institute</b></li> <li>• Trauma-Informed Practices (TIPS)</li> <li>• Eureka Math Curriculum</li> <li>• Engage NY ELA Curriculum</li> <li>• Differentiation</li> <li>• <b>Chronic absenteeism &amp; truancy</b> (costs reported in Goal 1, Action 5)</li> <li>• <b>McKinney-Vento Homeless</b></li> <li>• Kagan Strategies</li> <li>• Strategies for improving classroom management</li> </ul> <p>All teachers and staff attended the AVID Institute that took place Summer 2018.</p> <p>Our school also paid partial costs for BTSA for 3 teachers.</p> <p>In addition, the Principal, teachers, and/or classified staff attended the following workshops/conferences:</p>	<p>Title II</p> <p>LCFF Base</p> <p>Training and Development 5800</p>	<p>\$7,155 AVID – \$5,314 Title II: 5000's &amp; \$1,844 LCFF Base: 5000's</p> <p>\$12,000 Buck Institute LCFF S&amp;C: 5000's</p> <p>\$3000 Other – LCFF S&amp;C</p>
<b>BALLINGTON ACADEMY FOR THE ARTS &amp; SCIENCES – SAN BERNARDINO: 2019-20 LCAP</b>			



## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>CORE CURRICULUM TO BE PURCHASED:</u></b></p> <p>BAAS-SB will purchase the following CA Standards aligned curriculum for students:</p> <ul style="list-style-type: none"> <li>• Engage New York- TE and consumables (ELA)</li> <li>• Eureka Math- TE and consumables</li> <li>• TCI- Science Alive</li> <li>• TCI- Social Studies Alive</li> </ul>	<p><b><u>CORE CURRICULUM TO BE PURCHASED</u></b></p> <p>To ensure all students have access to CA Standards-aligned curriculum, our school purchased and our teachers have implemented the following:</p> <ul style="list-style-type: none"> <li>• <b>Eureka Math Consumables, instructional materials/ guides, and Teacher Edition</b></li> <li>• <b>TCI Science Alive</b></li> <li>• <b>TCI History/Social Studies Alive</b></li> </ul>	<p>\$25,000</p> <p>LCFF Base</p> <p>4200 (Textbooks)</p>	<p>\$4,400</p> <p>LCFF Base</p> <p>4315 (Classroom Materials and Supplies)</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SERVICES &amp; PROGRAM TO SERVICE ELL STUDENTS:</u></b></p> <p>BAAS-SB will continue to revise its EL Master Plan with the recent implementation of the ELPAC. The Intervention Specialist will provide ELD designated instruction, and ELPAC administration, and collaborate with the Principal to identify EL students for reclassification and academic support. Our school will purchase <b>Learning A-Z ELD Supplemental Program</b> to support our EL students.</p>	<p><b><u>STAFFING, SERVICES &amp; PROGRAM TO SERVICE ELL STUDENTS:</u></b></p> <p>The school's EL Master Plan was revised this year to include the newly approved SBE/CDE Reclassification Criteria. The school's Intervention Specialist/EL Specialist (referenced in Goal 1, Action 4) and Instructional Aide (referenced in Goal 1, Action 4) provide EL students with academic support in the classroom. All EL's receive both designated and integrated ELD. In addition, our EL students also access <b>Learning A-Z ELD (subscription)</b> Supplemental Program.</p> <p>No EL Students were reclassified in 2017-18 and 2018-19. While our school identified students who met the initial criteria for reclassification based on CELDT (2017-18) and ELPAC (2018-19), they did not meet the other rigorous local assessment criteria outlined in our school's EL Master Plan. Our Intervention Specialist/EL Specialist continues to work closely with our EL students to address their academic needs and provides academic support/intervention. See "Analysis" section under LCAP Goal #1 – NWEA MAP Charts.</p>	<p>\$1,400 LCFF S&amp;C Materials and Supplies (4300)</p>	<p>\$825 LCFF S&amp;C 4200's</p>



## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>COURSE ACCESS:</u></b></p> <p>BAAS-SB core teachers provides all students with access to core courses that includes: ELA, Math, Science, History and Physical Education. Additionally, our students also have access to the following non-core courses taught by <b>1 Enrichment Instructor for (Art/Music); and 1 Credentialed Teacher for (Science/Technology):</b></p> <ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Science/Technology: this is a supplemental Science course taught by a credentialed Science teacher that will provide all TK-4 students with access to Science labs, and hands-on activities aligned to the NGSS.</li> </ul>	<p><b><u>COURSE ACCESS:</u></b></p> <p>At Ballington Academy for the Arts &amp; Sciences – San Bernardino all students have access to core subject grade level courses in addition to the following electives taught by credentialed teachers:</p> <ul style="list-style-type: none"> <li>• <b>Art</b></li> <li>• <b>Music</b></li> <li>• <b>Technology integrated Science course</b> that provides students with experiential learning opportunities.</li> </ul> <p>According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.</p>	<p>\$67,000 LCFF S/C Salaries (1000); Benefits (3000)</p>	<p>\$99,079 LCFF S/C: 1000's and 3000's</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STUDENT ENGAGEMENT</u></b></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will provide experiential learning opportunities through content aligned field trips, enriching lessons using project-based learning, and integrate/ implement AVID strategies across all disciplines.</p>	<p><b><u>STUDENT ENGAGEMENT</u></b></p> <p>Engaging students in the learning process is essential to improve student academic outcomes, improve attendance, and classroom behavior. This academic school year, student learning took place beyond the classroom through Field trips aligned to the course content which include:</p> <ul style="list-style-type: none"> <li>• <b>San Gabriel Mission</b></li> <li>• <b>Amy's Farm</b></li> <li>• <b>Palm Springs Desert Museum</b></li> <li>• <b>Local Library</b> – every student was issued a library card, participated in a tour of the library and learned about the resources available to them.</li> </ul> <p>During field trips, students were provided with a <b>school t-shirt</b> to wear to identify them as Ballington students (and safety reasons).</p> <p>Our school collaborated with the Riverside County Office of Education's Art-to-go; a program that integrates Art with Science instruction and Art with Math instruction that takes place after-school.</p> <p>In addition, students in grades 3-4 participated in Presentations of Learning approximately 2-3 times this</p>	<p>\$5,000</p> <p>LCFF S&amp;C</p> <p>Professional Consulting/Other Operating (5800)</p>	<p>\$5,372 LCFF S/C: 5800's</p>





## Analysis

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

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

All actions/services were implemented with fidelity and support the LCAP goal. This year, the school principal and attendance/classified staff attended Attendance Supervision Training at the San Bernardino Unified School District to develop/ methods to address and reduce chronic absenteeism.

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

SBUSD Charter School Office is in the "planning phase" of developing a district-wide SARB Program for charter schools. Since Ballington struggles with high chronic absenteeism rates, the Principal and attendance staff participated in Attendance Training. The registrar provided the principal with bi-weekly and monthly attendance reports. As a result phone calls and meetings with parents were scheduled to discuss their child's attendance/chronic absenteeism to identify root causes and develop an Action Plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures are as follows:

- Action 1: there was an increase in professional development for teachers and the Principal as a result of the analysis from schoolwide data and surveys, especially since our school serves a highly vulnerable, at-risk student population. In addition, the school's Principal and registrar as stated earlier, have participated in Attendance training, and have collaborated with SBUSD (authorizer) charter office to join the SARB Program for Charter Schools.

- Action 4: all teachers for electives and enrichment are appropriately credentialed which resulted in additional costs and a more effective program.

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

As a result of our school's identification for Comprehensive Support & Improvement (CSI), analysis of CAASPP and internal benchmark assessment data (NWEA MAP ELA/Math), and input from stakeholders there is a need to revise LCAP Goal #2 to "Continue to strengthen professional learning for all educators to improve instruction, teacher retention, address the diverse learning needs of its student and academic outcome for all students."

## Goal 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

### Annual Measurable Outcomes

Expected	Actual																																																																						
Parent involvement (including Unduplicated students and Students with Disabilities) will include input in decision-making: SSC, ELAC, PTO: Outcome Met	2017-18: Outcome Met 2018-19: Outcome Met See Action 2 for description																																																																						
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities: Outcome Met	2017-18: Outcome Met 2018-19: Outcome Met See Action 3 for description																																																																						
Maintain expulsion rates <1%	2017-18 Expulsion Rates: 0%																																																																						
FIT Report of “Good” or better.	2018-19 FIT Score: Exemplary																																																																						
Increase participation rate of student survey	2018-19; Results are pending Findings																																																																						
Increase participation rate of the staff survey:	2018-19; Results are pending Findings																																																																						
Increase participation rate of parent survey	2018-19; Results are pending Findings																																																																						
Maintain suspension rates <2%	2017-18 Suspension Rates: 0% <table><tr><th colspan="7">2017-18 SUSPENSION RATE</th></tr><tr><th>ETHNICITY</th><th>CUM ENROLL</th><th>TOTAL #</th><th>UNDUP COUNT</th><th>RATE</th><th>% STUD. W/1 SUSP</th><th>% STUD. W/MULT. SUSP</th></tr><tr><td>SCHOOLWIDE</td><td>212</td><td>0</td><td>0</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>AFRICAN-AMERICAN</td><td>65</td><td>0</td><td>0</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>HISPANIC</td><td>123</td><td>0</td><td>0</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>WHITE</td><td>11</td><td>0</td><td>0</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>2+ RACES</td><td>11</td><td>0</td><td>0</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>ELL</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr><tr><td>SOC. ECON DISADV</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr><tr><td>SPED</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr></table>	2017-18 SUSPENSION RATE							ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP	SCHOOLWIDE	212	0	0	0%	0%	0%	AFRICAN-AMERICAN	65	0	0	0%	0%	0%	HISPANIC	123	0	0	0%	0%	0%	WHITE	11	0	0	0%	0%	0%	2+ RACES	11	0	0	0%	0%	0%	ELL	*	*	*	*	*	*	SOC. ECON DISADV	*	*	*	*	*	*	SPED	*	*	*	*	*	*
2017-18 SUSPENSION RATE																																																																							
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP																																																																	
SCHOOLWIDE	212	0	0	0%	0%	0%																																																																	
AFRICAN-AMERICAN	65	0	0	0%	0%	0%																																																																	
HISPANIC	123	0	0	0%	0%	0%																																																																	
WHITE	11	0	0	0%	0%	0%																																																																	
2+ RACES	11	0	0	0%	0%	0%																																																																	
ELL	*	*	*	*	*	*																																																																	
SOC. ECON DISADV	*	*	*	*	*	*																																																																	
SPED	*	*	*	*	*	*																																																																	

## **Actions / Services**

### **Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>SCHOOL CLIMATE &amp; SAFETY</u></b></p> <p>BAAS-SB will continue to implement the following services and staff to provide all students and staff with a safe, welcoming and positive learning environment:</p> <ul style="list-style-type: none"> <li>• Implement Art-to-go: in collaboration with the Riverside County Office of Education that integrates Art in Science, and Art in Math instruction via our after-school academic and social enrichment program</li> <li>• Monthly assemblies on school's positive behavior character traits, attendance, academic achievement, and AVID traits</li> <li>• Administer annual student and staff survey.</li> <li>• Annually review/revise the school's Comprehensive Safety Plan and administer drills as required.</li> </ul>	<p><b><u>SCHOOL CLIMATE &amp; SAFETY</u></b></p> <p>At Ballington Academy for the Arts &amp; Sciences – San Bernardino our staff strives to promote a positive school climate and school safety for all. Our school serves a vulnerable population comprised of at-risk, low-income community, trauma-impacted adverse childhood experiences that require significant social-emotional/mental health services. Our school employs a <b>Health Aide/Assistant</b> and contracts a school <b>Nurse</b> to provide health screenings, review immunization records, first-aide, and administer insulin for diabetic children. In addition, our school has developed a Health &amp; Wellness Policy; and our health professionals provide parent workshops on healthy eating and healthy living.</p> <p>The school's Comprehensive School Safety Plan is reviewed, revised and implemented including emergency drills and <b>First Aid supplies, emergency backpacks in each classrooms, etc.</b></p> <p>On a monthly basis, students participate in assemblies that introduce the new character trait to students. Students are recognized for demonstrating academic achievement/growth, positive behavior, and</p>	<p>\$1,000</p> <p>S&amp;C</p> <p>5800 Professional and Other</p>	<p>\$72,800</p> <p>LCFF S&amp;C: 5000's</p>
<p><b>BALLINGTON ACADEMY FOR THE ARTS &amp; SCIENCES – SAN BERNARDINO: 2019-20 LCAP</b></p>			



## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b></p> <p>At Ballington Academy for the Arts &amp; Sciences - San Bernardino, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> <li>• School Site Council (SSC) Meetings to revise the SPSA</li> <li>• English Language Advisory Committee (ELAC)</li> <li>• Parent Advisory: meets quarterly to discuss and provide input in components of the school's program.</li> </ul>	<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences – San Bernardino makes significant efforts to gather parent/guardian input in decision-making. This year the Principal/Staff facilitated all School Site Council and English Language Advisory Committee meetings. In addition, the Parent Advisory Group met quarterly and reported to the Governing Board.</p>	<p>\$500</p> <p>Title 1</p> <p>Materials and Supplies 4500</p>	<p>\$500 LCFF Base</p>

### **Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION:</u></b></p> <p>BAAS-SB provides parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities. Our school will continue to implement the following strategies and programs to increase parent engagement:</p> <ul style="list-style-type: none"> <li>• Hire/provide a <b>Family Community Outreach Coordinator</b> who will communicate with families, facilitate parent workshops and outreach to families of unduplicated and Students with Disabilities to increase parent engagement. The Family Community Outreach Coordinator is bilingual (Spanish/English) who will provide translation services, and translate materials for families, and work closely with the school principal to address chronic absenteeism rates.</li> <li>• Strengthen &amp; formalize SARB Process via San Bernardino Unified: community resources to address chronic absenteeism, and involve parents in the process and solution.</li> <li>• Coffee with the</li> </ul>	<p><b><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION:</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences – San Bernardino provides parents/guardians numerous opportunities for parents to engage in their child's education and participate in schoolwide events. Our school employs a <b>Family &amp; Community Outreach Coordinator</b> (FCOC) who communicates with families and helps facilitate parent workshops, meetings and events. The focus this year was on attendance and chronic absenteeism, social-emotional growth of children, and parenting workshops. In addition, the Family &amp; Community Outreach Coordinator was able to collect Backpacks, clothing, shoes, and books for reading, which were provided for every student. The County Office of Education also provided "birthday bags" gifts for our students.</p> <p>In addition, our school's <b>registrar</b> attended <b>workshops on attendance</b>, chronic absenteeism, and truancy and also collaborates with the FCOC with parent outreach, and contact families who child/ren are or are at-risk of being chronically absent.</p>	<p>\$52,412</p> <p>LCFF S/C</p> <p>Salaries and Benefits (2300, 3000)</p>	<p>\$68,851</p> <p>LCFF S&amp;C</p> <p>2000's, 3000's, 5000's</p>
BALLINGTON ACADEMY FOR THE ARTS & SCIENCES – SAN BERNARDINO: 2019-20 LCAP			





## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>FACILITIES</u></b></p> <p>BAAS-SB currently leases its school facility and is seeking another site as enrollment increases in combination with annual grade expansion. Our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. Our school will annually assess its security system and cameras to ensure a safe school site for all students and staff.</p>	<p><b><u>FACILITIES</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences – San Bernardino leases its <b>school facility</b> and has all appropriate permits; and employs <b>janitorial services</b> to ensure a clean school campus. Annually the school Principal completes the FIT Report, which is reported in the school's SARC Report and LCAP. This year, the school made significant plumbing repairs. Currently, the school is at full-capacity and seeking additional facility space to meet the school's annual growth in enrollment and grades served.</p>	<p>\$210,000</p> <p>LCFF Base</p> <p>Space &amp; Lease (5600)</p>	<p>\$619,200</p> <p>Lease \$468,000 (\$217,609 SB740 and \$250,381 LCFF Base: 5600's)</p> <p>Janitorial \$81,000 – LCFF Base: 2000's, 3000's, 5600's</p> <p>Building Repairs and Maintenance \$39,200 – LCFF Base: 5600's</p>

## Analysis

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

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

All 4 Actions/Services were implemented with fidelity. Our school strives to provide students and staff with a safe and respectable learning environment. Our school also administers a parent, staff and student survey annually to measure satisfaction, school connectedness and safety.

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

The Principal will continue to strengthen its attendance policy, communicate with families and monitoring of student's absences. Our school will develop a plan to address and improve student attendance including meeting with families prior to the start of the school year, communicate with families during parent/student orientation, and during all school meetings and schoolwide events the impact of absences. Currently, our school struggles with families attendance whose children are enrolled in TK/K, because they feel school attendance is not mandatory but optional despite the numerous meetings and discussions with the school principals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures are as follows:

- Action 1: Health Aide was hired; and Nursing services were contracted to provide health screenings, review immunization records, first-aid, and administer insulin for diabetic children. First Aid and emergency supplies/equipment were purchased; and security services were contracted.
- Action 3: The registrar and Principal attended workshops and obtained certification in an effort to join the district's charter school SARB.

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

As a result of our school's identification for Comprehensive Support & Improvement (CSI), analysis of school data, and input from stakeholders there is a need to revise LCAP Goal #3 to "Continue to develop methods to engage parents as partners through education, communication and collaboration in order that will impact student outcomes. In addition, continue to develop methods that support a positive, safe, and welcoming school environment for all, to increase student engagement, and reduce chronic absenteeism rates."

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

Ballington Academy for the Arts & Sciences - San Bernardino engaged and involved stakeholders in the 2018-19 LCAP Annual Update, CSI Comprehensive Needs Assessment, and development of the 2019-20 LCAP Goals, Actions & Services. The school's Principal met with Staff (includes teachers, SPED Teachers, EL Specialist, and paraprofessionals) parents, students and board members to discuss and plan the needs of our students. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked and where further support is needed along with maximizing resource allocation.			
<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
8/21, 9/18, 10/16, 11/20/18, 1/15/19, 2/19, 3/19, 4/16	Parents, Staff, Board	LCAP Goals, Student Engagement, Intervention, & Achievement, Financials,	Board Meeting
12/12/18, 2/18, 3/27, 5/29/19	Parents & Staff	LCAP: Student Engagement & After-school program intervention, CSI Identification	School Site Council (SSC) and ELAC
10/17/18, 12/19/18, 3/20/19	Parents & Staff	Student Identification CSI Identification & CSI Grant Funds Comprehensive Needs Assessment; and Root cause analysis	School Site Council (SSC)
10/17/18, 12/19/18, 3/20/19	Parents	Student Achievement, LCAP Goals	Parent Advisory
Every Wednesday	Staff	Achievement, Goals, Intervention, CSI, ASES, Data Analysis, Grants, Individual Student Needs	Staff meetings
5/28/19	Parents & Staff	Finalize CSI Plan Summary and 2019-20 LCAP	SSC, ELAC, Staff Meeting

## Impact on LCAP and Annual Update

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

Stakeholders at all levels (teachers, paraprofessionals, SPED Team, EL Interventionist, families, and students) recognize the value of the LCAP and the LCAP process. These stakeholders overwhelmingly approve of the instructional and professional development plans contained in the LCAP (Goal 2, Action 1). Parents and students concurred with the school's personalized approach to learning, and the culture created within the school (Goal 2, Action 5; and Goal 3, Action 1).

Stakeholders expressed several wants for the school, though these items may not be part of the LCAP. Although there is an understanding that Special Education assessments and services are provided by the district, staff would like to see Students with Disabilities receive services and resources more quickly (Goal 1, Action 6). Across the board, all stakeholder groups expressed a strong desire for a larger facility, more playground space, and more student and adult restrooms (Goal 3, Action 4).

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Modified Goal

## Goal 1

**Continue to implement and disaggregate benchmark assessments for ELA (reading/writing) and math; including school data such as chronic absenteeism, attendance rate and survey results to drive curricular and instructional decision-making, identification of students for academic, social-emotional and/or behavioral interventions, and appropriate allocation of resources as a result of the vulnerable, at-risk students our school serves.**

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

State Priorities: 1, 4, 5

Local Priorities: 1

### Identified Need:

As a result of the vulnerable student populations at BAAS-SB it is critical to measure and monitor academic progress of all students to ensure appropriate support and/or interventions are provided in a timely manner.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>100% of teachers will be appropriately credentialed and assigned.</b>	100%	80%	80%	100%
<b>Annually increase ELA CAASPP Scale Scores by</b>	NA	-87.6 DFS	-82.6 DFS	-77.6 DFS
<b>Annually increase Math CAASPP Scale Scores by:</b>	NA	-80.5 DFS	-75.5DFS	-70 DFS
<b>Increase attendance rates by 0.5% annually</b>	93%*	93.12%	93.5%	94%
<b>Decrease chronic absenteeism rates by 3% annually</b>	30%*	39.6%*	36.6%	33.6%
<b>Establish baseline CA Science Test results: Grade 5</b>	N/A**	N/A** BAAS-SB serves TK-3	N/A** BAAS-SB serves TK-4	Spring 2020 – Grade 5 CAST results will serve as a baseline.

“\*” Denotes CALPADS Certified Data

**\*\* Ballington Academy for the Arts & Sciences – San Bernardino will serve grade 5 in the 2019-20 school year.**

## Planned Actions / Services

### Action 1

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

#### Students to be Served:

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

#### Location(s):

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

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

### Actions/Services

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

New

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

Modified

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

Modified

## 2017-18 Actions/Services

**STAFF TO SUPPORT SCHOOL'S PROGRAM**

Ballington Academy for the Arts & Sciences – San Bernardino will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.

1. 7 Classroom Teachers that are appropriately credentialed and assigned.
2. 2 Enrichment Instructors, 1 Intervention Specialist
3. 5 Instructional Aides/ Assistants: provide students with academic support during the school day and after-school
4. Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:
  - Principal
  - Intervention Specialist
  - Registrar
5. Classified staff:
  - Family/Community Outreach Coordinator is in charge registration, attendance and outreach.
  - Registrar is in charge of CALPADS and all records

## 2018-19 Actions/Services

**STAFF TO SUPPORT SCHOOL'S BASE PROGRAM**

BAAS-San Bernardino will employ a Principal and a total of 7 appropriately credentialed and assigned classroom teachers for 175 students in grades TK-4, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program.

## 2019-20 Actions/Services

**STAFF TO SUPPORT SCHOOL'S EDUCATIONAL PROGRAM**

BAAS-San Bernardino will employ a **Principal** and a total of **8 appropriately credentialed and assigned classroom teachers** for 200 students in grades TK-5, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program.

Ballington Academy for the Arts and Sciences – San Bernardino will provide its students a longer school day and year as outlined in the following chart.

	# INSTRUCTIONAL DAYS	TOTAL INSTRUCTIONAL MINUTES	
		GRADES TK/K	GRADES 1-4
CA REQUIRED	175	36,000	50,400
BALLINGTON	183	57,750	60,945
DIFFERENCE	8 DAYS	+21,750	+10,545

All teachers will attend 9 days of Summer Professional Development and an additional non-instructional day during the academic year for professional development focusing on data analysis. All teachers will also attend Professional Development and/or staff development, which take place on Wednesdays (early release day).

Our classroom teachers also provide academic intervention during the instructional day, at least 120 minutes per week.



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,2,3,4,5,6, 7 = \$1,052,341 6 = \$109,355	1,3 = \$439,289	Total: \$612,216
Source	LCFF S&C SPED Encroachment	LCFF Base = \$332,232 LCFF S&C = \$107,057	LCFF Base: \$495,416 LCFF S&C: \$116,800
Budget Reference	1, 2,3,4,5,7 (1100, 2300) Salary 1,2,3,4,5,7 (3000) Benefits 7 (5500) Operations and Housekeeping 6 (7010) Sped Encroachment	1100, 1300. 3000's	1100, 1300, 3000's

## Action 2

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

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

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

### **ASSESSMENTS**

1. Ballington Academy for the Arts & Sciences - San Bernardino staff will implement multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.
  - NWEA MAP ELA & MATH: 4x/year
  - STAR Reading: 1<sup>st</sup>, 2<sup>nd</sup> grade: Monthly
2. Ballington Academy for the Arts & Sciences - San Bernardino students will participate in the following state-mandated assessments:
  - CAASSPP ELA & Math: Grade 3
  - CELDT: Initial only
  - ELPAC: ELL students only

### **ASSESSMENTS**

- In order to monitor the academic progress of every student, and identify learning goals. and/or the need to provide academic intervention/support, BAAS-SB will administer the following local and diagnostic assessments:
- NWEA MAP ELA:
    - Gr. 1-2: 4 times/year
    - Gr. 3-4: 3 times/year
  - NWEA MAP Math:
    - Gr. 1-2: 4 times/year
    - Gr. 3-4: 3 times/year
- Additionally, BAAS-SB will administer the following state-mandated assessments:
- CAASSPP ELA/Math: Grades 3-4
  - ELPAC for EL

### **ASSESSMENTS**

- In order to monitor the academic progress of every student, and identify learning goals. and/or the need to provide academic intervention/support, BAAS-SB will administer the following local and diagnostic assessments:
- **NWEA MAP ELA & Math:**
    - Grades 1-2: 4 times/year
    - Grades 3-5: 3 times/year
  - Kindergarten Readiness Assessment
  - Formative Assessments
  - Summative Assessments
- Additionally, BAAS-SB will administer the following state-mandated assessments:
- CAASSPP ELA/Math: Grades 3-5
  - ELPAC for EL
  - CA Science Test: Grade 5
  - **Physical Fitness Test: Grade 5**

## **Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1, 2, =\$4,500	1, 2, =\$2,500	\$12,500
Source	LCFF S&C	LCFF Base	LCFF Base
Budget Reference	1,2 Materials & Supplies (4300)	1,2 Materials & Supplies (4300)	Materials & Supplies (4300)

## Action 3

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

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

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

### **TECHNOLOGY**

In order to provide all students with access to digital media (student to device ratio 2:1), our school will purchase the following technology devices:

1. The following is a list of technology devices for purchase for the 2017-18 school year.
  - 25 laptops
  - 2 Charging Carts for laptops
  - 1 SMART Board
  - Infrastructure upgrades to increase bandwidth
2. The IT Consultant in collaboration with the Principal will develop an annual needs assessment for future purchases and upgrades, and provide IT tech support.

### **TECHNOLOGY**

BAAS-SB will purchase 2 SMART Boards for classroom use. The Principal will develop an annual technology needs assessment based on feedback from stakeholders and utilizing student achievement data to assess the impact on academic outcomes for all unduplicated students.

### **TECHNOLOGY**

Based on the school's technology needs assessment BAAS-SB plans to purchase the following technology devices:

- **25 Tablets & 1 charging cart (ASES Funding)**
- **5 Interactive Boards (to ensure every classroom is equipped with an interactive board)**

## **Budgeted Expenditures**

Year	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount	1, \$10,000 2. \$7,500	\$815	1. \$10,000 2. \$16,000
Source	LCFF S&C	LCFF S&C	1. ASES Coding 2. LCFF Base

Year	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Budget Reference	1, Materials and Supplies (4300) 2. Professional & Other (5800)	1. Materials and Supplies (4300) 2. Professional & Other (5800)	4000's

## Action 4

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

### Students to be Served:

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

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

## Actions/Services

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

New

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

Modified

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

Modified

## 2017-18 Actions/Services

### **ACADEMIC INTERVENTIONS**

Ballington Academy for the Arts & Sciences - San Bernardino will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines the assessments that will be reviewed and analyzed to determine the types of targeted intervention, and methods by which to modify instruction to meet the needs of our students. The following is a List of assessments: Compass Learning (ELA, Math); Raz Kids, Reading A-Z. In addition, all teachers will implement AVID strategies.

## 2018-19 Actions/Services

### **STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**

Ballington Academy for the Arts & Sciences - San Bernardino will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. Our **Intervention Specialist and (2) Instructional Aides** will administer small group and one-on-one targeted academic support for ELA and mathematics using:

- STAR Math (subscription)
- STAR Reading (subscription)
- Math manipulatives
- Research additional intervention supplemental curriculum

## 2019-20 Actions/Services

### **STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**

Ballington Academy for the Arts & Sciences - San Bernardino will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. Our **Intervention Specialist and (4) Instructional Aides** will administer small group and one-on-one targeted academic support for ELA and mathematics using:

- **STAR Math (subscription)**
- **STAR Reading (subscription)**
- **Didax Math manipulatives**
- **Compass Learning/ Edgenuity Path Blazer (subscription):** will be used in conjunction with NWEA MAP results – as an evidence-based intervention **(Funded with CSI Grant)**

Edgenuity Pathblazer (formerly Compass Learning) provides struggling students with personalized (differentiated) instruction that focuses on the specific skills and concepts they have yet to master which is critical to their academic success. This program helps teachers pinpoint specific learning gaps and provides a targeted, data-driven instructional pathway to assist



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	<ol style="list-style-type: none"> <li>1. \$70,000 (Intervention Specialist)</li> <li>2. \$120,000 (Instructional Aides &amp; Supplemental intervention programs)</li> <li>3. \$16,500 (Subscriptions)</li> </ol>	<ol style="list-style-type: none"> <li>1. \$70,000 (Intervention Specialist)</li> <li>2. \$120,000 (Instructional Aides &amp; Supplemental intervention programs)</li> <li>3. \$6,500</li> <li>4. \$45,000 Compass Learning</li> </ol>
Source	LCFF Base	<ol style="list-style-type: none"> <li>1. S&amp;C</li> <li>2. \$60K Title I &amp; \$20K in ASES</li> <li>3. \$6.5K in Title I &amp; \$10K S&amp;C</li> </ol>	<ol style="list-style-type: none"> <li>1. \$70K LCFF S&amp;C</li> <li>2. \$60K (2 Aides) Title I \$30K (1 Aide) ASES \$30K (1 Aide) LCFF S&amp;C</li> <li>3. \$6.5K in Title I</li> <li>4. CSI- \$45,000</li> </ol>
Budget Reference	N/A	<ol style="list-style-type: none"> <li>1. 1100's &amp; 3000's</li> <li>2. 2000's &amp; 3000's</li> <li>3. 4000-4999</li> </ol>	<ol style="list-style-type: none"> <li>1. 1100's &amp; 3000's</li> <li>2. 2000's &amp; 3000's</li> <li>3. 4000's</li> <li>4. 4000's</li> </ol>

## Action 5

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

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

## 2017-18 Actions/Services

### **SOCIAL-EMOTIONAL SUPPORTS**

Ballington Academy for the Arts and Sciences – San Bernardino is completing its first year of operation, and based on our student demographics, schoolwide data, feedback from staff and parents, our school will implement AVID research-based strategies in the upcoming 2017-18 school year, to implement a Culture of High Expectations.

Students are referred to the SST process for social-emotional and/or academic support. If students require counseling, our school will contract with the school psychologist and/or refer families to South Coast County Mental Health Services. Our school will contact the San Bernardino County Office of Education if our school has students identified as foster youth and/or homeless to ensure the student and their families have access to all resources in order to improve student educational outcomes.

## 2018-19 Actions/Services

### **STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/ BEHAVIORAL SUPPORT/ INTERVENTION**

BAAS-SB will implement a **universal screener** to identify social, emotional and/or behavioral needs of its students. Our entire staff will under training for Trauma Informed Practices (TIPS) by VOA's Social Worker. Our school will continue its partnership with South Coast Community Health Services to provide our student's families (who qualify for public assistance) with psychological and psychiatric services (onsite). Additionally, our school will **contract the services of a Psychologist and Psychology interns** to provide identified at-risk unduplicated students with services onsite.

Our school will also continue to strengthen and formalize the SARB Process in collaboration with San Bernardino Unified School District community resources to address our school's high chronic absenteeism rate.

## 2019-20 Actions/Services

### **STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/ BEHAVIORAL SUPPORT/ INTERVENTION**

Ballington Academy for the Arts and Sciences – San Bernardino will continue to research an effective **universal screener** to implement that will serve to identify social, emotional and/or behavioral needs of its students. Our entire staff will receive training on Trauma Informed Care by VOA's Social Worker. Our school will continue its partnership with South Coast Community Health Services to provide our student's families (who qualify for public assistance) with mental health services (onsite). We will also partner with Victor Support Services that also provides mental health services for families who reside in the City of San Bernardino.

Additionally, our school will contract the services of a Psychologist to provide identified at-risk unduplicated students with services onsite who do not qualify for services from our partnered programs.

Our teachers will continue to implement AVID strategies in the classroom that include self-reliance and self-sufficiency.

Continue to implement the schoolwide Behavior Incentive Program based on the SHARP School Core Values which

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,000 \$0	\$450	See Goal 1 Action 6. Psychologist is a pass through.
Source	LCFF Base Sped Encroachment	LCFF S/C	
Budget Reference	4315 Classroom Materials and Supplies 7010 (Sped Encroachment) (duplicate expense)	5000-5999	

## Action 6

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Students with Disabilities	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

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

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

	<p><b><u>SPED TEAM &amp; SERVICES:</u></b></p> <p>BAAS-SB's SPED Team provides instructional and social-emotional supports as outlined in the student's Individualized Educational Plan (IEP). San Bernardino Unified School District (SBUSD) serves as the school's SELPA provider.</p> <ul style="list-style-type: none"> <li>• 1 RSP Teacher</li> <li>• 1 Psychologist: For SPED Only</li> <li>• 1 Speech Pathologist</li> </ul>	<p><b><u>SPED TEAM &amp; SERVICES:</u></b></p> <p>Ballington Academy for the Arts and Sciences – San Bernardino SPED Team provides instructional and social-emotional supports as outlined in the student's Individualized Educational Plan (IEP). San Bernardino Unified School District (SBUSD) serves as the school's SELPA provider.</p> <ul style="list-style-type: none"> <li>• <b>1 RSP Teacher</b></li> <li>• <b>1 Psychologist: For SPED Only</b></li> <li>• <b>1 Speech &amp; Language Pathologist</b></li> </ul>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$187,280	\$193,273
Source		Base - \$20,915 S&C – 166,365	Base - \$20,915 S&C – 172,358
Budget Reference		7000's	7000's

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

Modified Goal

## Goal 2

**Continue to strengthen professional learning for all educators to improve instruction, teacher retention, address the diverse learning needs of its student and academic outcome for all students.**

### **State and/or Local Priorities addressed by this goal:**

State Priorities: 1,2,7

Local Priorities: 1, 2, 7

### **Identified Need:**

There is a need to strengthen instruction and implementation of ELD standards (designated and integrated) across all disciplines that will result in improve outcomes for EL students and increase reclassification rates.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																				
100% of students will have access to standards-aligned instructional materials.	100%	100%	100%	100%																																				
100% of teachers will implement academic content and performance standards for all students.	100%	<table><tr><td></td><td>2017-18</td></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>5</td></tr><tr><td>MATH</td><td>5</td></tr><tr><td>NGSS</td><td>4</td></tr><tr><td>HISTORY</td><td>4</td></tr></table>		2017-18	ELA	4	ELD	5	MATH	5	NGSS	4	HISTORY	4	<table><tr><td></td><td>2018-19</td></tr><tr><td>ELA</td><td>5</td></tr><tr><td>ELD</td><td>5</td></tr><tr><td>MATH</td><td>5</td></tr><tr><td>NGSS</td><td>4</td></tr><tr><td>HISTORY</td><td>4</td></tr></table>		2018-19	ELA	5	ELD	5	MATH	5	NGSS	4	HISTORY	4	<table><tr><td></td><td>2019-20</td></tr><tr><td>ELA</td><td>5</td></tr><tr><td>ELD</td><td>5</td></tr><tr><td>MATH</td><td>5</td></tr><tr><td>NGSS</td><td>4</td></tr><tr><td>HISTORY</td><td>4</td></tr></table>		2019-20	ELA	5	ELD	5	MATH	5	NGSS	4	HISTORY	4
	2017-18																																							
ELA	4																																							
ELD	5																																							
MATH	5																																							
NGSS	4																																							
HISTORY	4																																							
	2018-19																																							
ELA	5																																							
ELD	5																																							
MATH	5																																							
NGSS	4																																							
HISTORY	4																																							
	2019-20																																							
ELA	5																																							
ELD	5																																							
MATH	5																																							
NGSS	4																																							
HISTORY	4																																							
100% of EL students will have access to ELD Standards.	100%	100%	100%	100%																																				
Increase the percentage of EL who progress in English Proficiency as measured by CELDT by 10% annually	4%	42.3%	>40%	>40%																																				
Increase reclassification rates by 5%	0%	0%	0%	10%																																				
Percentage of student who will have access to a broad course of study: Art, Music, Outdoor Science, and Physical Education.	100%	100%	100%	100%																																				
Establish annual growth targets for grade 5 students as measured by PFT.	NA*	NA*	NA*	Spring 2020 results will serve as a baseline																																				

### Note:

\* Physical Fitness Test or Fitnessgram (PFT) is a state-mandated assessment administered to all grade 5 students. Ballington Academy for the Arts and Sciences – San Bernardino, will serve its first cohort of 5th grade students in the 2019-20 school year.



## Planned Actions / Services

### Action 1

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

#### Students to be Served:

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

#### Location(s):

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

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

### Actions/Services

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

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

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

New

Modified

Modified

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

### **PROFESSIONAL DEVELOPMENT**

1. Based on a needs assessment of our teaching staff from classroom observations, feedback and input, including the identified academic and social-emotional needs of our students, our school has developed the following Professional Development plan for the 2017-18 school year to support the learning needs of our teaching staff; and improve student academic outcomes of our students:

- AVID
- NWEA MAP Testing & Analysis
- Formative Assessments
- Science Alive Curriculum
- CCSS Math w/Eureka curriculum
- CCSS ELA w/ Engage New York
- ELL Strategies
- ELD Standards
- Project Based Learning (PBL)
- Data Analysis

2. Professional development for all teachers will take place as follows:

- Summer 2017 Professional development
- 1 non-instructional day during the school year
- Weekly PD/staff development during the school year

3. Members of our teaching staff and/or Leadership team plan

### **PROFESSIONAL DEVELOPMENT**

BAAS-San Bernardino provides extensive research-based professional development for all teachers during the summer, weekly during the academic school year, and one non-instructional day during the academic year. Professional Development topics for this academic year includes:

- AVID
- Buck Institute: PBL
- Trauma-Based Instruction:
- Eureka Math Curriculum
- Engage NY ELA Curriculum
- Next Generation Science Standards
- History CA. State Standards

Our Principal and teachers will also attend conferences and workshops that will support their professional learning and student academic outcomes.

### **PROFESSIONAL DEVELOPMENT**

BAAS-San Bernardino provides extensive research-based professional development for all teachers during the summer, weekly during the academic school year, and one non-instructional day during the academic year. Professional Development topics for this academic year includes:

- **AVID Institute**
- **Buck Institute: PBL**
- Trauma-Based Instruction - Volunteers of America Social Worker
- Eureka Math Curriculum
- Engage NY ELA Curriculum
- Next Generation Science Standards
- History CA. State Standards
- Strategies for student and parent engagement
- Strategies to increase student and parent engagement with an emphasis on chronic absenteeism (Principal and classified staff).

BAAS-SB will research, identify and implement **professional development** that focuses on strategies for increasing student engagement including UDL. **(Funded with CSI funds)**

**Instructional Coaching** – this is a temporary position that will

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1, 2 \$11,000 3, \$11,000	\$19,000	Total: \$124,597  1. AVID - \$5,314 2. AVID - \$1,844 3. \$12,000 Buck Institute \$3,000 Other 4. Instructional Coach Consultant-\$85,000; Professional Development Specific to Engagement- \$17,442
Source	1, 2, LCFF Base 3, LCFF S&C	S&C – \$ 13,600 Title II - \$5,400	1. Title II - \$5,314 2. LCFF Base – \$1,844 3. S&C - \$15,000 4. CSI - \$85,000 and \$17,442
Budget Reference	1, 2, Certificated Teachers (duplicate expense), Classroom materials and supplies (1100/3000) 3, Training and Development (duplicate expense) 5210	Training and Development 5800	5000's

## Action 2

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

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

## 2017-18 Actions/Services

### **CURRICULUM**

At our school, every student will continue to have access to standards-aligned curriculum. Ballington Academy for the Arts & Sciences – San Bernardino will purchase and/or subscribe the following curriculum and/or supplemental instructional materials for the 2017-18 school year:

- Leveled Reading Materials for ELA
- AVID-provided curriculum
- Engage NY: ELA
- Engage NY: Math
- Scholastic magazine (subscriptions)
- Compass Learning (subscription)
- Science Alive (subscription)
- History Alive (subscription)
- Reading A-Z (subscription)
- Accelerated Reader (subscription)
- STAR Reading (subscription)
- RAZ Kids (subscription)
- Instructional materials for each curriculum adoption; and for PBL implementation

## 2018-19 Actions/Services

### **CORE CURRICULUM TO BE PURCHASED:**

BAAS-SB will purchase the following CA Standards aligned curriculum for students:

- Engage New York- TE and consumables (ELA)
- Eureka Math- TE and consumables
- TCI- Science Alive
- TCI- Social Studies Alive

## 2019-20 Actions/Services

### **CORE CURRICULUM TO BE PURCHASED:**

BAAS-SB will purchase the following CA Standards aligned curriculum for students and teachers to ensure all students in grades TK-5 have access to standards aligned curriculum:

- **Engage New York- TE and consumables (ELA)**
- **Eureka Math- TE and consumables**
- **TCI- Science Alive**
- **TCI- Social Studies Alive**

## **Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$24,000	\$1,700	\$4,400
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4100 (Textbooks)	4100-4200 (Textbooks)	4315

### Action 3

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Group	All Schools

### Actions/Services

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

## 2017-18 Actions/Services

### **ELD PROGRAM**

Ballington Academy for the Arts & Sciences - San Bernardino will review and revise its EL Master Plan to align with the CDE's recent reclassification guidance, shift from CELDT to implementation of the ELPAC, ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.

## 2018-19 Actions/Services

### **STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:**

BAAS-SB will continue to revise its EL Master Plan with the recent implementation of the ELPAC. The Intervention Specialist will provide ELD designated instruction, and ELPAC administration, and collaborate with the Principal to identify EL students for reclassification and academic support. Our school will purchase **Learning A-Z ELD Supplemental Program** to support our EL students.

## 2019-20 Actions/Services

### **STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:**

BAAS-SB will continue to revise its EL Master Plan to include the recently approved CDE/SBE Reclassification Criteria for ELPAC. The Intervention Specialist will provide ELD designated instruction, administer the ELPAC, attend ELPAC trainings (Institute/Academy), and collaborate with the Principal to identify EL students for reclassification and academic support. Our school will purchase **Learning A-Z ELD Supplemental Program** to support our EL students. In 2019-20 teachers will use Compass Learning to further disaggregate and differentiate instruction.

Our EL students receive on average 120 minutes of Designated ELD per week.

In addition, "Newcomers" receive individualized ELD instruction and support; parents are provided with workshops, transportation and referrals for medical care services.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$61,152	\$20,000	\$825
Source	LCFF S&C	S&C	LCFF S&C

Year	2017-18	2018-19	2019-20
Budget Reference	Salaries (1100); Benefits (3000) (duplicate expense)	2000's & 3000's	4200's



## Action 4

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

### Students to be Served:

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

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners, Foster Youth and/or Low Income

LEA-wide

All Schools

### Actions/Services

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

New

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

Modified

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

Modified

## 2017-18 Actions/Services

### **COURSE ACCESS:**

Our students receive instruction in all core subjects (broad course of study) and have access to the following research-based elective courses, which are critical to student academic and social development. Sound educational research has concluded the arts have a significant impact on student learning that: They include: Visual Arts, Music, Theatre, Outdoor Science, and Physical Education.

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.

## 2018-19 Actions/Services

### **COURSE ACCESS:**

BAAS-SB core teachers provides all students with access to core courses that includes: ELA, Math, Science, History and Physical Education. Additionally, our students also have access to the following non-core courses taught by **1 Enrichment Instructor for (Art/Music); and 1 Credentialed Teacher for (Science/Technology):**

- Art
- Music

Science/Technology: this is a supplemental Science course taught by a credentialed Science teacher that will provide all TK-4 students with access to Science labs, and hands-on activities aligned to the NGSS.

## 2019-20 Actions/Services

### **COURSE ACCESS:**

BAAS-SB core teachers provides all students with access to core courses that includes: ELA, Math, Science, History and Physical Education. Additionally, our students also have access to the following non-core courses taught by **1 Enrichment Instructor for (Art/Music); and 1 Credentialed Teacher for (Science/Technology):** Science/Technology is a supplemental Science course taught by a credentialed Science teacher that will provide all TK-4 students with access to Science labs, and hands-on activities aligned to the NGSS.

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.

## Budgeted Expenditures

Year	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount	\$36,495	\$71,000	\$99,079
Source	LCFF Base	LCFF S/C	LCFF S/C
Budget Reference	Salaries( 1000); Benefits (3000) (duplicate expense)	Salaries (1000); Benefits (3000)	1000's and 3000's

## Action 5

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

### Students to be Served:

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

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

### Actions/Services

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

New

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

Modified

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

Modified

## 2017-18 Actions/Services

### STUDENT ENGAGEMENT

In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

1. Field Trips aligned to the standards that may include: Niagara Bottling Plant
2. Provide students with leadership opportunities through the implementation of the schoolwide AVID program.
3. Provide an enriching and engaging after-school program that includes tutoring and engaging activities.

Create relationships within the community by implementing a pen-pal program with “sister” grades at El Centro site.

## 2018-19 Actions/Services

### STUDENT ENGAGEMENT

In order to provide students with relevant learning experiences outside of the classroom, our school will provide experiential learning opportunities through content aligned field trips, enriching lessons using project-based learning, and integrate/ implement AVID strategies across all disciplines.

## 2019-20 Actions/Services

### STUDENT ENGAGEMENT

In order to provide students with relevant learning experiences outside of the classroom, our school will provide experiential learning opportunities through content aligned field trips, enriching lessons using project-based learning, and integrate/ implement AVID strategies across all disciplines including but not limited to:

- **Field trips** that focus on PBL Culminating Projects
- Ballington Bucks based on AVID SHARP Core Values
- Host Presentations of Learning across all grade levels for families and community members to attend.
- Host schoolwide events such as assemblies, Fall event, Open House, Back-to-School, Market Day, Art & Media Gallery Walks.
- Implement **Art-to-go**: in collaboration with the Riverside County Office of Education that integrates Art in Science, and Art in Math instruction via our after-school academic and social enrichment program.
- Strengthen student engagement by providing students with **experiential learning opportunities** that take place outside of the classroom, but aligned with the content standards.  
(Funded with CSI Grant)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,2,3 \$11,000 4	\$4,000	1. Field Trips: \$5,372 LCFF S/C 2. Student engagement: \$17,000
Source	LCFF S&C	LCFF S&C	1. LCFF S&C 2. CSI
Budget Reference	1,2,3, Niagara fieldtrips will be provided by partnership with Niagara - no cost to school. AVID  Materials and supplies (4300) (duplicate expense)	5800-5899	5800's

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

Unchanged Goal

### Goal 3

**Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.**

#### **State and/or Local Priorities addressed by this goal:**

State Priorities: 1,3,6

Local Priorities: 1,3

#### **Identified Need:**

There is a need to strengthen and improve communication with families/guardians in order to improve student academic outcomes and reduce chronic absenteeism rates. There is also a need to implement a consistent and effective method for the registrar to communicate and provide accurate and ongoing daily/weekly student attendance rates in order to identify students at-risk for chronic absenteeism.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Parent involvement (including Unduplicated students and Students with Disabilities) will include input in decision-making: SSC, ELAC, PTO</b>	Outcome met	Outcome met (See Action 2)	Outcome met (See Action 2)	Outcome met (See Action 2)
<b>Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities.</b>	Outcome met	Outcome met (See Action 3)	Outcome met (See Action 3)	Outcome met (See Action 3)
<b>Maintain suspension rates &lt;2%</b>	0%	0%	<2%	<2%
<b>Maintain expulsion rates &lt;1%</b>	0%	0%	<1%	<1%
<b>FIT Report of “Good” or better.</b>	Exemplary	Exemplary	Exemplary	Good or better
<b>Increase student survey participation rate.</b>	90% (97 students)	36% (27 students)		
<b>Increase parent survey participation rate.</b>	34% (37 parents)	10% (18 parents)		
<b>Increase staff survey participation rate.</b>	100% (100%)	Not administered		



## Planned Actions / Services

### Action 1

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

#### Students to be Served:

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

#### Location(s):

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

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-Wide

All Schools

### Actions/Services

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

New

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

Modified

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

Modified

## 2017-18 Actions/Services

### SCHOOL CLIMATE & SAFETY

Ballington Academy for the Arts & Sciences - San Bernardino will implement the following actions and services to provide all students are provided with a safe, welcoming and positive learning community,

1. The Safety Office and Facilities Coordinator will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. The Principal will develop a supervision schedule that includes supervision of students' before/during and after-school.
3. Assemblies will take place monthly to recognize students for AVID traits, including exuding positive character traits/behavior, perfect attendance, and academic achievement
4. All students will attend assemblies and/or workshops on safety in the community, personal hygiene, community resources, and Science activities.

## 2018-19 Actions/Services

### SCHOOL CLIMATE & SAFETY

BAAS-SB will continue to implement the following services and staff to provide all students and staff with a safe, welcoming and positive learning environment:

- Implement Art-to-go: in collaboration with the Riverside County Office of Education that integrates Art in Science, and Art in Math instruction via our after-school academic and social enrichment program
- Monthly assemblies on school's positive behavior character traits, attendance, academic achievement, and AVID traits
- Administer annual student and staff survey.
- Annually review/revise the school's Comprehensive Safety Plan and administer drills as required.

## 2019-20 Actions/Services

### SCHOOL CLIMATE & SAFETY

BAAS-SB will continue to implement the following services and staff to provide all students and staff with a safe, welcoming and positive learning environment:

- Principal greets every student in the morning as they enter the school.
- Monthly assemblies on school's positive behavior character traits, attendance, academic achievement, and AVID traits
- Annually review/revise the school's Comprehensive Safety Plan, attend Safety Plan training, and administer drills as required. Purchase necessary first aid supplies.
- Ensure students undergo screening (Vision, hearing and scoliosis) by nurse.
- Administer **Student, staff and parent survey** to measure school climate and school connectedness.
- Principal will assess student needs, and provide **transportation services** for identified students to reduce chronic absenteeism rates. **(Funded with CSI Grant)**

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,2,3,4 \$28,724	\$55,000	Transportation \$8,000
Source	LCFF Base	S&C - \$55,000	CSI \$8,000
Budget Reference	Professional and Other 5800 (duplicate expense)	2000's, 3000's, 4000's	5000's

## Action 2

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

### Students to be Served:

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

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learner, Foster Youth, and/or Low Income

LEA-Wide

All Schools

### Actions/Services

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

New

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

Modified

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

Unchanged

## 2017-18 Actions/Services

### **PARENT INPUT IN DECISION-MAKING**

At Ballington Academy for the Arts & Sciences - San Bernardino, parent input in decision-making will take place through the following:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Parent-teacher Organization (PTO)

## 2018-19 Actions/Services

### **PARENT INPUT IN DECISION-MAKING**

At Ballington Academy for the Arts & Sciences - San Bernardino, parent input in decision-making will take place through the following:

- School Site Council (SSC) Meetings to revise the SPSA
- English Language Advisory Committee (ELAC)
- Parent Advisory: meets quarterly to discuss and provide input in components of the school's program.

## 2019-20 Actions/Services

### **PARENT INPUT IN DECISION-MAKING**

At Ballington Academy for the Arts & Sciences - San Bernardino, parent input in decision-making will take place through the following:

- School Site Council (SSC) Meetings to revise the SPSA
- English Language Advisory Committee (ELAC)
- Parent Advisory: meets quarterly to discuss and provide input in components of the school's program.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Title 1	LCFF Base	LCFF Base
Budget Reference	Materials and Supplies 4300	4000-5999	4000-5999

## Action 3

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

### Students to be Served:

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

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-Wide

All Schools

## Actions/Services

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

New

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

Modified

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

Modified

## 2017-18 Actions/Services

### **OPPORTUNITIES FOR PARENT PARTICIPATION**

Ballington Academy for the Arts & Sciences - San Bernardino will provide the following opportunities to engage parents as partners in their child's education. They include:

1. Recruiting volunteers for schoolwide events; and/or assist teachers in the classroom. All volunteers will undergo a live-scan and TB testing paid by the school.
2. Parent workshops on the following topics as requested by parents:
  - Positive Discipline
  - How to support my child academically
  - Understanding the importance of attendance
  - Finding and accessing community resources
3. Administer a parent survey annually.

Ensure school website, automated call system (One Call Now) and social media is updated on a regular basis as a method to communicate with parents.

## 2018-19 Actions/Services

### **OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:**

BAAS-SB provides parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities. Our school will continue to implement the following strategies and programs to increase parent engagement:

- Hire/provide a **Family Community Outreach Coordinator** who will communicate with families, facilitate parent workshops and outreach to families of unduplicated and Students with Disabilities to increase parent engagement. The Family Community Outreach Coordinator is bilingual (Spanish/English) who will provide translation services, and translate materials for families, and work closely with the school principal to address chronic absenteeism rates.
- Strengthen & formalize SARB Process via San Bernardino Unified: community resources to address chronic absenteeism, and involve parents in the process and solution.
- Coffee with the Principal: Bi-monthly
- Host Parent Workshops led by Interventionist in

## 2019-20 Actions/Services

### **OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:**

BAAS-SB provides parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities.

Our school's **Family Community Outreach Coordinator** will communicate with families, facilitate parent workshops and outreach to families of unduplicated and Students with Disabilities to increase parent engagement. The Family Community Outreach Coordinator will continue to work closely with the school principal to address chronic absenteeism rates.

Our school will continue to implement the following strategies and programs to increase parent engagement:

- Strengthen & formalize SARB Process via San Bernardino Unified: community resources to address chronic absenteeism, and involve parents in the process and solution.
- Develop evidence-based strategies for incentives for parents to reduce chronic absenteeism rates and increase attendance rates.
- Provide Parenting workshops open to all parents, but especially to target families who child is chronically absent (to address the impact absenteeism has on student

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4. \$250	\$12,000	\$68,851
Source	LCFF Base	LCFF S/C	LCFF S&C
Budget Reference	Dues and Membership 5300	Salaries and Benefits (2000-2999, 3000)	2000's, 3000's, 5000's

## Action 4

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

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



## 2017-18 Actions/Services

### **FACILITIES**

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:

1. Annual facility leasing cost for school site.
2. Costs for facility upgrades and/or expansion, maintenance/repairs, installation of classroom furniture and janitorial services.
3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.
4. Maintain security cameras and locks throughout the campus that are monitored by the front office staff.

## 2018-19 Actions/Services

### **FACILITIES**

BAAS-SB currently leases its school facility and is seeking another site as enrollment increases in combination with annual grade expansion. Our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. Our school will annually assess its security system and cameras to ensure a safe school site for all students and staff.

## 2019-20 Actions/Services

### **FACILITIES**

BAAS-SB currently **leases its school facility** and is seeking another site as enrollment increases in combination with annual grade expansion. Our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. BAAS-SB contracts **janitorial and maintenance services**.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$625,000	\$525,073
	1,2,3 \$151,530 4 \$10,000		1. Lease \$412,208 2. Janitorial \$88,865 3. Building Repairs and Maintenance \$24,000

Year	2017-18	2018-19	2019-20
Source	1,2,3 LCFF Base 4. LCFF S&C	LCFF Base	1. \$196,572 LCFF Base \$215,636 SB740 2. LCFF Base 3. LCFF Base
Budget Reference	1,2,3,4 Space & Lease 4. Operations and Housekeeping	Space & Lease (5600-5699)	5600's

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: <b>2019-20</b>	
Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$487,064	30.59%

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

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

## **2019-20**

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- **Goal 1, Action 1:** Ballington Academy for the Arts & Sciences – San Bernardino provides a longer school day and year. Our teachers also provide intervention during the instructional day. The principal facilitates professional development for teachers. A portion of the teacher's salary and principal's salary will be funded with S&C funds.

- **Goal 1, Action 4:** Ballington Academy for the Arts & Sciences - San Bernardino will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. Our Intervention Specialist and (4) Instructional Aides will administer small group and one-on-one targeted academic support for ELA and mathematics using: STAR Reading & Math, and Didax Math manipulatives.

- **Goal 2, Action 1:** Professional Development on Project Based Learning from the Buck Institute, so that teacher can deliver rigorous and engaging standards aligned lessons for all students.

- **Goal 2, Action 3:** Our school will purchase **Learning A-Z ELD Supplemental Program** to support our EL students.

- **Goal 2, Action 4:** Our school will provide students with access to the following non-core courses: **Enrichment Instructor for (Art/Music); and 1 Credentialed Teacher for (Science/Technology).**

- **Goal 2, Action 5:** Provide **Field trips** that focus on PBL Culminating Projects. Continue to implement Ballington Bucks based on AVID SHARP Core Values. Implement **Art-to-go:** in collaboration with the Riverside County Office of Education that integrates Art in Science, and Art in Math instruction via our after-school academic and social enrichment program.

- **Goal 3, Action 3:** Our school's **Family Community Outreach Coordinator** will communicate with families, facilitate parent workshops and outreach to families of unduplicated and Students with Disabilities to increase parent engagement. The Family Community Outreach Coordinator will continue to work closely with the school principal to address chronic absenteeism rates.

## **2018-19**

Ballington Academy for the Arts and Science – San Bernardino, serves a predominately at-risk, low-income community. Upon analyzing NWEA MAP diagnostic assessments in ELA and mathematics, our staff identified the significant learning gaps, and below grade level academic performance among unduplicated students (low income, English Learners, and Foster Youth). In order to change the mindsets of staff, students and families, our entire instructional team has received and will continue to receive training on AVID, to improve academic outcomes of our students. As a school with a high percentage of unduplicated pupils, our instructional, curricular, assessment and extra-curricular program is designed on evidence-based strategies that is principally directed towards improving outcomes for these subgroups.

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups. They are as follows:

- **Goal 1, Action 3:** Purchase of Laptops for student use with course work, and to access web-based intervention supplemental programs; and SMART Board for use in the classroom to differentiate instruction (student/teacher use)
- **Goal 1, Action 4:** Intervention Specialist and Instructional Aides, who will work directly with unduplicated students who are struggling academically identified by NWEA MAP assessments. In addition, Renaissance STAR Math and STAR Reading web-based intervention programs will be used by our unduplicated students who struggle academically.
- **Goal 1, Action 5:** Universal screener for identifying students for social-emotional and/or behavioral support and intervention; a Psychologist and Psychology interns to provide social-emotional counseling.
- **Goal 2, Action 3:** ELL academic intervention supplemental program: Learning A-Z ELD Support
- **Goal 2, Action 4:** Provide students with access to Art, Music, Science Learning Lab, and Technology. According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases
- **Goal 2, Action 5:** In order to improve student engagement, our school has trained and will continue to train new teachers on AVID strategies, that offer a variety of classroom activities, lesson plans, professional learning videos and articles that are relevant to students. These resources allow teachers to refine their instructional practice and allow them to identify and provide academic and social supports students need in order to thrive.

- **Goal 3, Action 1:** Our school has partnered with Riverside County Office of Education, Art-to-go that integrates Art in Science, and Art in Math instruction via our after-school academic and social enrichment program. Our school administers an annual student, parent, and staff survey to measure school climate, student connectedness, and engagement.
- **Goal 3, Action 3:** In order to effectively communicate and engage parents of unduplicated students, our school will employ a Family Community Outreach Coordinator, who will facilitate parent workshop, provide translation services, communicate with parents, collaborate with the principal in hosting Coffee with the Principal, and the SARB process, in order to decrease the high chronic absenteeism rates among unduplicated students.

### **2017-18**

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- Goal 1, Action 2: includes the use of internal assessments, NWEA MAP, to monitor the academic progress of students in ELA (Language, & reading) and Math; and STAR Reading (reading comprehension)
- Goal 1, Action 3 includes the purchase of technology devices for students to access web-based resources and instructional materials.
- Goal 2, Action 1: Professional Development on newly adopted standards-aligned curriculum, EL strategies, ELD Standards, Data Analysis and training on the implementation of AVID program schoolwide that focuses on the growth mindset through the use of WICOR and an explicit focus on high expectations, rigor and developing a college readiness culture.
- Goal 2, Action 3: Includes an ELD instructor for EL students and to provide ELD training and observations to classroom teachers.
- Goal 2, Action 5 includes providing field trips aligned to the content standards and providing students with experiential learning opportunities that extend beyond the classroom.
- Goal 3, Action 4: includes providing a safe learning community for students including security cameras and surveillance.

The EL Specialist will provide all teachers with coaching, conduct observations and professional development on implementing ELD standards, and will provide academic support and instruction for EL Students.