Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Mt. Baldy Joint Elementary	Nancy Sirski	nancy_sirski@mtbaldy.k12.ca.us
	Principal	(909) 985-0991

2017-20 Plan Summary

The Story

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

Mt Baldy Joint Elementary School District is a single-school district located in the village of Mt Baldy at 4,000 feet in the San Gabriel Mountain range approximately 50 miles northeast of Los Angeles. We are a multi-age school with 4 full time teachers and three half time teachers that services approximately 96 students from transitional kindergarten to 8th grade. 77 percent of our student body attends school with inter-district permits. 32 percent of our student population is unduplicated which includes low income, foster youth and English learners. The District uses local metrics and the CAASPP scores as multiple measures to assess the percentage of students who meet grade level standards. The school has a strong parent/community involvement with at least one PTA sponsored event a month. Students are offered a dynamic program that meets Common Core State Standards through free choice, center activities, novel units, labs, classroom simulations, independent and group projects and cross age tutoring as well as multiple field trips, hikes and time spent in the garden or at the creek. The LEA is also committed to developing the socio-emotional needs of students by implementing strategies to help students feel seen, heard and valued and to help them resolve their own conflicts through peer mediation. Our focus is to cultivate self reliant children who will grow to productive members of a larger community.

LCAP Highlights

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

Key features of this year's LCAP include revisions to the planned action and services to meet the instructional needs of the LEA's newly adopted Language Arts program. In addition, other actions and services have been revised to improve student and staff engagement as well as school climate.

Review of Performance

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

Greatest Progress

The LEA was able to complete an ELA pilot and adoption this year aligning our ELA/ELD curriculum K-8 to CCSS. All teachers were trained in Thinking Maps and all teachers are implementing Thinking Maps across curriculum areas. Administration was able to successfully complete publishing an article in the monthly community publication strengthening the school/community relationship.

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

Greatest Needs

The LEA was measured to be in the "orange" performance in the area of suspensions. Two suspensions were issued during the 2016-2017 school year, which was a 2.6% increase from the two years prior in which no suspensions were issued.
In order to address the issues warranting suspension, the LEA has implemented school-wide instruction in social media safety using online Commonsense.org resources. As well, the LEA increased training and supervision of recess proctors in administration of student peer mediation. The number of trained student peer mediators was doubled.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The LEA does not have performance gaps in "all student" performance therefore no gaps need to be addresses at this time.

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

Increased or Improved Services

The LEA will support the teachers in utilizing resources provided within the recently adopted State Approved CCSS aligned curriculum in math (Envision Math, Pearson) and English Language Arts (Houghton Mifflin Harcourt Journeys (K-5) and Collections (6-8) to identify and address areas of academic need for our low-income and and English learners (LCAP Goal 1, Action 5)
All teachers have been trained and are receiving ongoing training in the use of Thinking Maps. Thinking Maps are used across all grade levels and subject areas, and support the thinking, speaking and writing skills for our unduplicated students (LCAP Goal 1, Action 2)
Additional support for English learners is provided through an CELDT/ELPAC coordinator. (Goal 1, Action 8).

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$1,405,885
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$18,842

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

The majority of our general fund is dedicated to salary and benefits for our staff ($879,432). The remaining $526,453 is alloted for school maintenance and repair, our school bus and driver, and other support materials.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$861,620

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

All students will increase proficiency by providing students a broad and enriching course of study at each grade level that reach beyond the common core state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Rate of Teacher Misassignment (1): 100% of teachers are appropriately credentialed and assigned	Expected outcome was met. All teachers are appropriately credentialed and assigned.

Expected	Actual
Student Access to Standards-Aligned Materials (1): 100% of students have access to standards-aligned instructional materials	Expected outcome met. All students have access to standards-aligned instructional materials.
Facilities in Good Repair (1): 100% of facilities are in good repair	Expected outcome met. All facilities are in good repair.
Implementation of CCSS for all students, including EL (2): 100% of teachers will be trained in CCSS ELA/ELD and math.	Expected outcome met. All teachers were trained in CCSS ELA/ELD and math.
Achievement on standardized assessments (4): At least 80% of students in grades 3-8 will meet grade level standards in math as calculated by 2018 CAASPP data.	2017 CAASPP data shows that 57% of students in grades 3-8 met grade level standards. 2018 Math CAASSP data was not available at this time and will be available Fall 2018.
Achievement on standardized assessments (4): At least 87% of students in grades 3-8 will meet grade level standards in English language arts as calculated by 2018 CAASPP data.	2017 CAASPP data shows that 62% of students in grades 3-8 met grade level standards. 2018 ELA CAASPP data was not available at this time and will be available Fall 2018.

Expected	Actual
Share of ELs that become English proficient and EL reclassification rate (4): Based on annual review of CELDT/ELPAC testing, each EL student will progress at least one EL level.	During the 2016-2017 school year, the LEA established baseline data on our EL student group. Due to California CDE conversion from CELDT to ELPAC, CELDT exams were not administered in Fall of 2017. The ELPAC was administered in Spring of 2018. No students during the 2017-2018 school year were eligible for reclassification.
Student access and enrollment in all required areas of study (7): 100% of students have access to and are enrolled in all required areas of study.	100% of students have access to and are enrolled in all required areas of study.
Other indicators of student performance in required areas of study (8): 9.46% of unduplicated students meet grade level expectations in writing as measured by Mt. Baldy’s district writing assessment. 61% of unduplicated students meet grade level expectations in reading according to SRI and running record scores. 30% of unduplicated students meet grade level expectations in math according to CCSS aligned assessments.	Due to a pilot year and revisions made to the 2017-2018 action and services, Mt Baldy's District Writing assessment was not administered to students. 61 % of unduplicated students in grades K-8 met or exceed grade level expectations in reading according to trimester three SRI and running record scores. 45 % of unduplicated students in grades k-8 met or exceeded grade level expectations in math according to CCSS aligned math benchmarks.

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All of the Mt Baldy teachers are appropriately assigned and credentialed.	All of the Mt Baldy teachers were appropriately assigned and credentialed.	No cost	No cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers grades TK-8 will use Thinking Maps across the curriculum.	All teachers were trained in Thinking Maps and Thinking maps were used in TK-8 classrooms across the curriculum.	$220.00 LCFF Instructional Materials & Supplies - Obj 4310	No cost

Action 3

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

Continue to provide differentiated instruction to meet the needs of all students and increase student achievement across the curriculum.	SBCSS provided professional development on cooperative learning and flexible grouping to meet the needs of all learners. SBCSS also provided support on number talks for grades TK-8. Teachers were trained in Thinking Maps to help differentiate instruction and provide support for our unduplicated student groups across the curriculum areas.	$787.00 LCFF Instructional Materials & Supplies - Obj 4315	No Cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will establish a process to support teachers in preparing students to participate in enrichment activities, such as California Weekly Explorer, and county sponsored events, such as the Tri-County Science Fair to reach beyond CCSS.	Enrichment actives were provided this year. These included the California Weekly Explorer presentation in the fall and the Tri-County Fair in the Spring. Jr. High electives were provides once each each trimester to enrich the CCSS.	$300.00 LCFF Instructional Materials & Supplies - Obj 4330	$360 LCFF Instructional Materials & Supplies - Obj 4330

Action 5

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

The District will pilot CCSS aligned textbook materials in preparation for an adoption.	The District piloted ELA CCSS aligned textbook materials and Houghton Mifflin Harcourt went to the Board for Board approval in the Spring. The new ELA curriculum will be implemented in the 2018-2019 school year in grades TK-8.	$13,200 01-6300-0-1110-1000-0000 Restricted Lottery $4,700 01-5180-0-1110-1000-4100-000-0000 SRSA/REAP $10,674 01-0000-0-1110-1000-4110-000-0000 $10,674	$20,755

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide ongoing professional development for one or more of the following: ELA/ELD Math NGSS (Science)	Professional development was provided for all teachers in the area of math and ELA/ELD. Sessions included San Bernardino County Superintendent of Schools support in Number Talks as well as ELA/ELD support for the pilot focusing on implementation for multi-age classrooms. NGSS (Next Generation Science Standards) training was also provided to equip teachers with the roll--out and gather resources for curriculum and instruction. History-Social	LCFF $6,449 Educator Effectiveness Certificated Teacher Salaries – Subs - Obj 1140 Benefits – 3XXX Professional/Consulting Services – Obj 5810	$500 NGSS Training $225 History Social Studies Training $300 CAASPP Training $150 ELPAC Training $150 ELA Training Conference $1265 Substitute teachers $5775 ACSA Administrative Tier 2 Program $1000 ACSA Membership

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Science training was also added to the 2018-2019 actions and services to help support teachers and students in the newly adopted California History/Social Science Framework. Project Based Learning training was provided for all teachers. The school administrator received year two ACSA Tier 2 coaching support.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement a data management system to support teachers in their efforts to meet the learning needs of their students.	The LEA continues to use Illuminate to disaggregate CAASPP data to inform instruction as well as present data to stakeholders.	$4499.00 LCFF Professional/Consulting Services - Obj 5841	$3,765 Illuminate

Action 8

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

Provide additional support to English Learner students through the use of an English Language Coordinator and a designated instructional proctor.	The LEA's English Language Coordinator attending training on the ELPAC exam. The LEA did not hire an EL designated instructional proctor.	$1,091 LCFF Classified Pupil Support Salaries - Obj 2210 Benefits - Obj 3XXX	$1,180

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

Analysis

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

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

100 % of the actions and services for Goal 1 were met and supported to the best of the LEA's ability this year. Each action and service will either continue for 2018-2019 or has been modified to better meet students needs or reach the LEA's goal.

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

100% of the LEA's teachers are appropriately assigned and credentialed. 80% of the LEA's teachers were using Thinking Maps. 100% of the LEA's teachers were able to provide differentiated instruction to meet the needs of all students in multi-age classrooms. Students participated in enrichment activities such as California Weekly Explorer, The Tri-County Science Fair, Art and Electives during the 2017-2018 school year. 100% of the LEA's teachers went through professional development in at least one or more of the categories listed for Goal 1 Action/Service 6. The LEA was able to complete a ELA/ELD pilot which resulted in an adoption and will begin implementation for the 2018-2019 school year. EL's needs were also met through the use of an EL coordinator and will support the LEA in the transition to the new ELPAC assessment. 33% of our EL students are meeting standards in ELA. 66% are approaching standards in math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funds for Actions 3 and 8 were not expended. Expense overages occurred for Actions 5 and 6, textbook purchase and training.

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.

Although budgeted amounts for Actions 3 and 8 were not utilized during the 2017-18 school year, the LEA will continue to budget for these items with

intent to utilize these funds to support our English learner and other unduplicated groups.
The budgeted amount for Action 6 will be reduced significantly as the administrative coaching will not be necessary.
History-Social Science training was also added to the 2018-2019 actions and services to help support teachers and students in the newly adopted California History/Social Science Framework.

Goal 2

Through the implementation of state standards all students will increase their proficiency in writing.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
1. Other indicators of student performance in required areas of study (8) 1. 54% of students will meet or exceed on the Spring District Writing Assessment	Due to the ELA/ELD pilot and the revisions made to the actions and services for the 2017-2018 school year, the Mt Baldy District Writing Assessments were not administered.
2. Implementation of CCSS for all students, including EL (2) 2. 100% of teachers will be trained in CCSS ELA/ELD	100% of teachers were trained in CCSS ELA/ELD.

Expected	Actual
3. Performance on standardized test (4) 3. 55 % of students will perform near standard and 35% will perform above standard on writing on CASSPP assessment	2018 writing data from the ELA CAASPP scores was not available at this time and will be available Fall of the 2018-2019 school year. 48 % of students performed near standard and 37% performed above standard on writing based on CAASPP 2017 data.

Actions/Services

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

Action 1

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

Teachers will use a portion of early release Thursdays to create constructed response prompts and evaluate student responses using grade level rubrics from CCSS anchor and grade level standards.	Early release Thursdays were not used to create constructed responses. However, a portion of the early release Thursdays was used to support teachers and students in the ELA adoption process. Time was spent meeting with publisher representatives looking at program components including writing assessments. Teachers debriefed their teaching and student learning experiences in using each company's writing assessments and how the program worked for their students. After collaboration with stakeholders. this action has been significantly changed for the 2018-2019 school year as reflected in the action and service section of this document.	No Cost	No Cost

Action 2

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

Professional development will be provided for all K-8 teachers in writing across the curriculum.	All teachers were trained in Thinking Maps. A portion of the early release Thursdays were used to share student work samples as well as review how the frame of reference questions will be used in the classroom. Teachers also shared how Thinking Maps are being used across the curriculum and brought student work samples to look for student misconceptions.	No Cost	No Cost

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

Analysis

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

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

As a result of input from the LEA educators and Parent Advisory Committee, it was determined that district writing assessments described in action 1 should not occur for the 2017-18 school year. This allowed the LEA to focus on piloting and selecting California approved ELA curricula.

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

Due to the decision to suspend the LEA local measure of writing, data is not available to indicate the effectiveness of the actions/services provided in action 1. The LEA completed a pilot for ELA/ELD. A recommendation went to the school board and a new ELA/ELD curriculum was adopted and will begin implementation in the 2018-2019 school year. CAASPP writing data has not been released to the LEA at this time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No expenditures were budgeted or expended.

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.

Action 1 will be modified to accommodate the use of writing assessments contained within the newly adopted ELA curriculum.

Goal 3

Increase student and staff engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement and focuses on improving the school climate for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
1. Efforts to seek parent input (3) Parent survey conducted Spring and Fall.	Outcome was met. Parents were given surveys in the Spring and Fall and data from each survey was shared at the PAC meetings.

Expected	Actual
2. Promotion of parental participation (3) Parent notification board was installed . All calls are made to invite parents to events in the school 100% of teachers send home weekly letters with classroom updates and upcoming events. 100% of parents have weekly parent volunteers 100% of teachers provide a variety of options for parent engagement in their children’s education	A parent notification board was installed in our parking lot and maintained by PTA. All calls were made to families to inform them of school wide events. 100% of teachers continued to provide families with a weekly letter informing families of areas of study in the classroom as well as classroom reminders. 100% of teachers utilized parent volunteers in some format and provide a variety of options for parent engagement in their children's education in the form of family interviews and curriculum provided parent letters.
3. School attendance rate (5) Attendance rate will increase by 1%	P2 attendance for the 2016-17 school year was 94.65%. P2 attendance for the 2017-18 school year was 94.35%
4. Chronic absenteeism rate (5) Chronic absenteeism rate will decrease by a minimum of 1%	Chronic absenteeism for the 2016-17 school year was 12.14 %. Chronic absenteeism for the 2017-2018 school year was 13.33%.
5. Middle school dropout rate (5) Middle school dropout rate will be maintained at 0%	Middle school dropout rate remains at 0%.

Expected	Actual
6. Suspension rate (6) Suspension rate will be maintained at or below 2%	The suspension rate was 0%.
7. Expulsion rate (6) Expulsion rate will be maintained at 0%	The Expulsion rate was maintained at 0%.
8. Other local measure (6) Student surveys conducted each trimester.	Student surveys were conducted each trimester. Student survey data was analyzed and shared with stakeholders.

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parents will continue to be provided with a school climate survey every fall and spring.	Parents were provided with a school climate survey in the Fall and Spring. Results were shared with all stakeholders.	No Cost	No Cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will continue to complete a school climate survey three times a year, one per trimester.	Students completed a school climate survey three times in the 2017-2018 school year. Results were shared with all stakeholders.	No cost	No cost

Action 3

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

Teachers will complete a school climate survey twice a year.	Teacher feedback from the 2017 SWIFT teacher survey revealed that some survey items were not addressing the role of superintendent and principal individually therefore compromising validity of the data. Teacher survey was not conducted during the 2017-2018 school year, however a survey will be administered in the 2018-2019 school year. The principal solicited feedback from teachers during staff meetings, debriefs after school events and during individual teacher meetings.	No Cost	No Cost

Action 4

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

The administrator will publish an article in the Baldy Breeze, a community publication printed once every two months, that highlights the achievements of the students and invites community members to participate in school events.	Administration published an article in the Baldy Breeze that is distributed to community members every two months highlighting student learning and encouraging volunteerism. After consulting with stakeholders, this service was removed for the following school years and replaced with an action to include social media.	No Cost	No Cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will pilot an online curriculum designed to increase student social emotional learning.	Some teachers piloted an online SEL curriculum. As we continue to learn about SEL, curriculum options and implementation will be considered.	$265.00 LCFF Instructional Materials & Supplies - Obj 4310	$0-Program was donated by a community member.

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

Analysis

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

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

Three of the actions and services were implemented as planned. Action and Service 3 occurred with modifications. Action 5 occurred with 20% teacher participation and has been budgeted again for next year.

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

Parent survey data indicate that measures taken by the LEA to increase parent and student engagement and improve school climate are effective. Student survey data indicate an improvement in perception of school safety. The LEA experienced a reduction in suspensions from 2 during the 2016-17 school year to none during the 2017-18 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences. We will maintain the budget for the SEL program in anticipation of purchase for next school year.

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.

Based upon teacher input, the LEA will explore how to best support teachers and students in improving engagement and school climate. The LEA will modify the teacher survey mentioned in Action 3 of the Annual Update. The LEA will also continue its publication in a community newsletter, however, after consulting with stakeholders, the action and service was changed to include communication through social media.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

October 19, 2017-Nancy Sirski, Mitch Hovey met with the MBJSD School Board at the regular October 19, 2017 board meeting.

October 30, 3017- Nancy Sirski and Michael Blanks met with Christine Gianunzio from SBCSS at the LEA.

November 16. 2017 Student school climate survey period commenced. Online parent school climate survey activated. Swift Teacher Surveys administered.

November 26, 2017- Nancy Sirski met with the MBJSD School Board at the regular November 16, 2017 board meeting.

December 5, 2017-Nancy Sirski, Michael Blanks, Christine Gianunizo and Jen Harper met with the PAC at the LEA. Parents of low income and EL student populations were invited and participated in the PAC meetings (we currently have no foster youth.)

February 11, 2018 Student school climate survey period 2 commenced. Second online parent survey activated.

March 29, 2018-Nancy Sirski and teachers at a staff meeting at the LEA.

April 17, 2018-Nancy Sirski, Michael Blanks and Serena Straka met with the PAC at the LEA.

May 1, 2018-Michael Blanks met with teachers at the LEA during a staff meeting.

May 22, 2018-Nancy Sirski and Michael Blanks met with the PAC at the LEA.

June 7, 2018-Nancy Sirski met with the MBJSD School Board at the board meeting.

Impact on LCAP and Annual Update

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

October 19, 2017-Dr. Hovey and Nancy Sirski shared news about the new California School Dashboard for parents and community members to access data for students performance of student achievement in ELA and Math.

October 30, 2017-The LEA used this time to become acquainted with our new county support as well as clarify questions regarding the dashboard to prepare for the first PAC meeting.

November 26, 2017-Nancy Sirski reported that the school's LCAP team met with SBCSS representatives for guidance and advice in regards to insuring accuracy in our progress with the LCAP. An updated goal 2 was also given and with the new ELA adoption the action and service for goal 2 regarding constructed responses would be revisited. State indicators will still be used as a way to measure student progress in writing.

December 5, 2017-SBAC data from the spring of 2017 was shared and a request for county and state comparisons was requested. Christine Gianunizo from SBCSS educated the PAC on the dashboard and how to read the data.

March 29, 2018-At a staff meeting, Nancy Sirski shared the data from the trimester 2 student survey as well as the data from the parent survey.

April 17, 2018-SBAC data from 2017 was compared with the county and state. Student survey data and parent survey data was shared. Parent survey questions were reviewed and agreed upon they were still relevant. An update on action and services was given to the PAC and three were revised for next year.

May 2, 2018-Teachers were informed of the outcomes of the second PAC meeting and their input was gathered for next year's actions and services specifically goal 2, action and service 1. A reminder for data from local metrics was also given.

May 22, 2018- The PAC had requested further investigation of the student survey results, specifically in grades 3 and 4. After a Focused Conversation, the student responses were shared and presented at the PAC. The PAC also viewed a draft of the proposed LCAP. No written questions were posed to the superintendent. Minor errors in language and attendance data were found and corrected before presenting to Board.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged

Goal 1

All students will increase proficiency by providing students a broad and enriching course of study at each grade level that reach beyond the common core state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

The focus for Goal #1 developed after analyzing CAASPP data and conversations with stakeholders. The LEA and its stakeholders have a desire to help students reach beyond the expected CCSS. In addition, there was a desire to enrich the program for those students who were exceeding standards.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Rate of Teacher Misassignment (1)	1. 100% of teachers are appropriately credentialed and assigned	1. 100% of teachers are appropriately credentialed and assigned	1. 100% of teachers are appropriately credentialed and assigned	1. 100% of teachers are appropriately credentialed and assigned
2. Student Access to Standards-Aligned Materials (1)	2. 100% of students have access to standards-aligned instructional materials	2. 100% of students have access to standards-aligned instructional materials	2. 100% of students have access to standards-aligned instructional materials	2. 100% of students have access to standards-aligned instructional materials
3. Facilities in Good Repair (1)	3. 100% of facilities are in good repair	3. 100% of facilities are in good repair	3. 100% of facilities are in good repair	3. 100% of facilities are in good repair
4. Implementation of CCSS for all students, including EL (2)	4. 100% of teachers will be trained in CCSS ELA/ELD and math.	4. 100% of teachers will be trained in CCSS ELA/ELD and math.	4. 100% of teachers will be trained in CCSS ELA/ELD and math.	4. 100% of teachers will be trained in CCSS ELA/ELD and math.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5. Achievement on standardized assessments (4)	5. 66% of students in grades 3-8 met grade-level standards in math as calculated by 2016 CAASPP data.	5. At least 80% of students in grades 3-8 will meet grade level standards in math as calculated by 2018 CAASPP data	5. At least 70% of students in grades 3-8 will meet grade level standards in math as calculated by 2019 CAASPP data (target modified from 82% to 70% based upon 2016 Baseline data)	5. At least 72% of students in grades 3-8 will meet grade level standards in math as calculated by 2019 CAASPP data (target modified from 82% to 72% based upon 2016 Baseline data)
6. Achievement on standardized assessments (4)	6. 60 % of students in grades 3-8 met grade-level standards in English Language arts as calculated by 2016 CAASPP data.	6. At least 87% of students in grades 3-8 will meet grade level standards in English language arts as calculated by 2018 CAASPP data.	6. At least 64% of students in grades 3-8 will meet grade level standards in English language arts as calculated by 2019 CAASPP data (Target modified from 89% to 64% based upon 2016 baseline data).	6. At least 66% of students in grades 3-8 will meet grade level standards in English language arts as calculated by 2019 CAASPP data (Target modified from 90% to 66% based upon 2016 baseline data).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
7. Share of ELs that become English proficient and EL reclassification rate (4)	7. CELDT baseline established. Insufficient data to determine EL progress.	7. Based on annual review of CELDT/ELPAC testing, each EL student will progress at least one EL level.	7. Based on annual review of CELDT/ELPAC testing, each EL student will progress at least one EL level. At least one student will be reclassified.	7. Based on annual review of CELDT/ELPAC testing, each EL student will progress at least one EL level. At least one student will be reclassified.
8. Student access and enrollment in all required areas of study (7)	8. 100% of students have access to and are enrolled an all required areas of study.	8. 100% of students have access to and are enrolled an all required areas of study.	8. 100% of students have access to and are enrolled an all required areas of study.	8. 100% of students have access to and are enrolled an all required areas of study.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
9. Other indicators of student performance in required areas of study (8)	9. 38% of unduplicated students meet grade level expectations in writing as measured by Mt. Baldy's district writing assessment. 53% of unduplicated students meet grade level expectations in reading according to SRI and running record scores. 23% of unduplicated students meet grade level expectations in math according to CCSS aligned assessments.	9. 46% of unduplicated students meet grade level expectations in writing as measured by Mt. Baldy's district writing assessment. 61% of unduplicated students meet grade level expectations in reading according to SRI and running record scores. 30% of unduplicated students meet grade level expectations in math according to CCSS aligned assessments.	9. 53 % of unduplicated students meet grade level expectations in writing as measured by Mt. Baldy's district writing assessment. 69% of unduplicated students meet grade level expectations in reading according to SRI and running record scores. 38% of unduplicated students meet grade level expectations in math according to CCSS aligned assessments.	9. 61% of unduplicated students meet grade level expectations in writing as measured by Mt. Baldy's district writing assessment. 76% of unduplicated students meet grade level expectations in reading according to SRI and running record scores. 46% of unduplicated students meet grade level expectations in math according to CCSS aligned assessments.

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All of the Mt Baldy teachers are appropriately assigned and credentialed.	All of the Mt Baldy teachers are appropriately assigned and credentialed.	All of the Mt Baldy teachers are appropriately assigned and credentialed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	No cost	No cost	No cost
Source	None	None	None
Budget Reference	None	None	None

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, 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

Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers grades K-8 will use Thinking Maps across the curriculum.	All teachers grades TK-8 will use Thinking Maps across the curriculum.	All teachers grades TK-8 will use Thinking Maps across the curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$220.00	$240.00	$110.00
Source	LCFF	LCFF	LCFF
Budget Reference	Instructional Materials & Supplies - Obj 4310	Instructional Materials & Supplies - Obj 4310	Instructional Materials & Supplies - Obj 4310

Action #3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide differentiated instruction to meet the needs of all students and increase student achievement across the curriculum.	Continue to provide differentiated instruction to meet the needs of all students and increase student achievement across the curriculum.	Continue to provide differentiated instruction to meet the needs of all students and increase student achievement across the curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$787.00	$787.00	$787.00
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Instructional Materials & Supplies - Obj 4315	Instructional Materials & Supplies - Obj 4315	Instructional Materials & Supplies - Obj 4315

Action #4

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

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

OR

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

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

Actions/Services

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

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

The District will establish a process to support teachers in preparing students to participate in enrichment activities, such as California Weekly Explorer, and county sponsored events, such as the Tri-County Science Fair to reach beyond CCSS.	The District will establish a process to support teachers in preparing students to participate in the enrichment activities, such as California Weekly Explorer, and county sponsored events, such as the Tri-County Science Fair to reach beyond CCSS as well as Jr. High Electives, music and art.	The District will establish a process to support teachers in preparing students to participate in the enrichment activities, such as California Weekly Explorer, and county sponsored events, such as the Tri-County Science Fair to reach beyond CCSS as well as Jr. High Electives, music and art.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300.00	$785	$785
Source	LCFF	LCFF	LCFF
Budget Reference	Instructional Materials & Supplies - Obj 4330	Instructional Materials & Supplies - Obj 4310 Professional Consulting Services & Operating Expenditures - Obj 5880 Contracted Services - Obj 5810	Instructional Materials & Supplies - Obj 4310 Professional Consulting Services & Operating Expenditures - Obj 5880 Contracted Services - Obj 5810

Action #5

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

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

All Students	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will pilot CCSS aligned textbook materials in preparation for an adoption.	The district will implement adopted CCSS aligned textbooks and materials.	The district will implement adopted CCSS aligned textbooks and materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5945	$6000.00	$6000.00

Year	2017-18	2018-19	2019-20
Source	Restricted (Prop 20) Lottery	Restricted (Prop 20) Lottery	Restricted (Prop 20) Lottery
Budget Reference	Approved Textbooks & Core Curriculum – Obj 4110	Approved Textbooks & Core Curriculum – – Obj 4110	Approved Textbooks & Core Curriculum – Obj 4110

Action #6

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

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

OR

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

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

Actions/Services

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

Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide ongoing professional development for one or more of the following: ELA/ELD Math NGSS (Science)	Provide ongoing professional development for one or more of the following: ELA/ELD Math NGSS (Science) HSS (History Social Science)	Provide ongoing professional development for one or more of the following: ELA/ELD Math NGSS (Science) HSS (History Social Science)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,449	$4,320	$4,320
Source	Educator Effectiveness LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Teacher Salaries – Subs Obj 1140 Benefits – 3XXX Professional/Consulting Services – Obj 5810	Certificated Teacher Salaries – Subs Obj 1140 Benefits – 3XXX Professional/Consulting Services – Obj 5810	Certificated Teacher Salaries – Subs Obj 1140 Benefits – 3XXX Professional/Consulting Services – Obj 5810

Action #7

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

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

for 2017-18	for 2018-19	for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to implement a data management system to support teachers in their efforts to meet the learning needs of their students.	The district will use the data management system to continue to monitor student progress and address the needs of students. Illuminate	The district will use the data management system to continue to monitor student progress and address the needs of students. Illuminate

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,499	$3,765	$3,765
Source	LCFF	LCFF	LCFF
Budget Reference	Professional/Consulting Services - Obj 5841	Professional/Consulting Services - Obj 5841	Professional/Consulting Services - Obj 5841

Action #8

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

Students to be Served	Location(s)

N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	Limited to Unduplicated Student Groups	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
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide additional support to English Learner students through the use of an English Language Coordinator and a designated instructional proctor.	Provide additional support to English Learner students through the use of an English Language Coordinator and a designated instructional proctor.	Provide additional support to English Learner students through the use of an English Language Coordinator and a designated instructional proctor.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$1,091	$2,030	$2000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Pupil Support Salaries - Obj 2210 Benefits - Obj 3XXX	Classified Pupil Support Salaries - Obj 2110 Benefits - Obj 3XXX	Classified Pupil Support Salaries Obj 2210 Benefits Obj 3XXX

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

Unchanged

Goal 2

Through the implementation of state standards all students will increase their proficiency in writing.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Identified Need:

The LEA determines writing as a key indicator of student understanding that we could measure across grade levels in all subject areas.

Expected Annual Measureable Outcomes

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

1. Other indicators of student performance in required areas of study (8)	45% of students met or exceeded CCSS grade level expectations on the Spring District Writing Assessment	1. 54% of students will meet or exceed on the Spring District Writing Assessment	1. 63% of students will meet or exceed on the Spring District Writing Assessment	1. 72% of students will meet or exceed on the Spring District Writing Assessment
2. Implementation of CCSS for all students, including EL (2)	2. 100% of teachers will be trained in CCSS ELA/ELD	2. 100% of teachers will be trained in CCSS ELA/ELD	2. 100% of teachers will be trained in CCSS ELA/ELD	2. 100% of teachers will be trained in CCSS ELA/ELD
3. Performance on standardized test (4)	3. 2016 CAASPP data showed 59.6 % of students performed near standard and 29.8 % performed above standard on writing.	3. 55 % of students will perform near standard and 35% will perform above standard on writing on CASSPP assessment	3. 50 % of students will perform near standard and 40% will perform above standard on writing on CASSPP assessment	3. 45 % of students will perform near standard and % 45will perform above standard on writing on CASSPP assessment

Planned Actions/Services

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

Action #1

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

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

All Students	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will use a portion of early release Thursdays to create constructed response prompts and evaluate student responses using grade level rubrics from CCSS anchor and grade level standards.	Teachers will use a portion of early release Thursdays to determine what writing assessments are offered in the new ELA adoption, decide if any instructional pieces are missing from the program and create a TK-8 process for assessing student understanding.	Teachers will use a portion of early release Thursdays to determine what writing assessments are offered in the new ELA adoption, decide if any instructional pieces are missing from the program and create a TK-8 process for assessing student understanding.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	$250	$250
Source	None	LCFF	LCFF
Budget Reference	None	Instructional Materials/Supplies - Obj 4310 Goal 4760	Instructional Materials/Supplies - Obj 4310 Goal 4760

Action #2

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional development will be provided for all K-8 teachers in writing across the curriculum.	Professional development will be provided for all K-8 teachers in writing across the curriculum.	Professional development will be provided for all K-8 teachers in writing across the curriculum.

Budgeted Expenditures

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

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

Unchanged

Goal 3

Increase student and staff engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement and focuses on improving the school climate for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

As a result of stakeholder meetings and student survey data, the LEA identified a need to increase student and staff engagement as well as encourage parent and community involvement.

Expected Annual Measureable Outcomes

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

1. Efforts to seek parent input (3)	Parent survey was conducted in Spring and Fall. Results were shared in PAC meeting.	Parent survey conducted Spring and Fall	Parent survey conducted Spring and Fall	Parent survey conducted Spring and Fall
2. Promotion of parental participation (3)	Parent notification board was installed . All calls are made to invite parents to events in the school 66% of teachers send home weekly letters with classroom updates and upcoming events. 100% of parents have weekly parent volunteers 100% of teachers provide a variety of options for parent engagement in their children’s education	Parent notification board was installed . All calls are made to invite parents to events in the school 100% of teachers send home weekly letters with classroom updates and upcoming events. 100% of parents have weekly parent volunteers 100% of teachers provide a variety of options for parent engagement in their children’s education	Parent notification board was installed . All calls are made to invite parents to events in the school 100% of teachers send home weekly letters with classroom updates and upcoming events. 100% of parents have weekly parent volunteers 100% of teachers provide a variety of options for parent engagement in their children’s education	Parent notification board was installed . All calls are made to invite parents to events in the school 100% of teachers send home weekly letters with classroom updates and upcoming events. 100% of parents have weekly parent volunteers 100% of teachers provide a variety of options for parent engagement in their children’s education
3. School attendance rate (5)	P2 attendance for 2016-17 was 94.65%. P2 attendance for the 2017-18 school year was 94.35%	Attendance rate will increase by 1%	Attendance rate will increase by 1%	Attendance rate will increase by 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4. Chronic absenteeism rate (5)	Chronic absenteeism was 12.14% for the 2016-17 school year and 13.33% for the 2017-18 school year.	Chronic absenteeism rate will decrease by a minimum of 1%	Chronic absenteeism rate will decrease by a minimum of 1%	Chronic absenteeism rate will decrease by a minimum of 1%
5. Middle school dropout rate (5)	Middle school dropout rate was maintained at 0%	Middle school dropout rate will be maintained at 0%	Middle school dropout rate will be maintained at 0%	Middle school dropout rate will be maintained at 0%
6. Suspension rate (6)	Suspension rate was maintained at or below 2%	Suspension rate will be maintained at or below 2%	Suspension rate will be maintained at or below 2%	Suspension rate will be maintained at or below 2%
7. Expulsion rate (6)	Expulsion rate was 0%	Expulsion rate will be maintained at 0%	Expulsion rate will be maintained at 0%	Expulsion rate will be maintained at 0%
8. Other local measure (6)	Student surveys conducted each trimester 100% of students participated in survey	Student surveys conducted each trimester 100% of students participated in survey	Student surveys conducted each trimester 100% of students participated in survey	Student surveys conducted each trimester 100% of students participated in survey

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parents will continue to be provided with a school climate survey every fall and spring.	Parents will continue to be provided with a school climate survey every fall and spring.	Parents will continue to be provided with a school climate survey every fall and spring.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	None	None	None
Budget Reference	None	None	None

Action #2

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

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

OR

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

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

Actions/Services

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

Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Students will continue to complete a school climate survey three times a year, one per trimester.	Students will continue to complete a school climate survey three times a year, one per trimester.	Students will continue to complete a school climate survey three times a year, one per trimester.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	None	None	None
Budget Reference	None	None	None

Action #3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will complete a school climate survey twice a year.	Teachers will complete a school climate survey twice a year.	Teachers will complete a school climate survey twice a year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	None	None	None

Year	2017-18	2018-19	2019-20
Budget Reference	None	None	None

Action #4

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

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

OR

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

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

Actions/Services

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

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

The administrator will publish an article in the Baldy Breeze, a community publication printed once every two months, that highlights the achievements of the students and invites community members to participate in school events.	The District will use multiple aspects of social media to update and inform stakeholders on school events and student learning.	The District will use multiple aspects of social media to update and inform stakeholders on school events and student learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	None	None	None
Budget Reference	None	None	None

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, 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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will pilot an online curriculum designed to increase student social emotional learning.	Teachers will pilot an online curriculum designed to increase student social emotional learning.	Teachers will pilot an online curriculum designed to increase student social emotional learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$265.00	$265.00	$265.00
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Instructional Materials & Supplies - Obj 4310	Instructional Materials & Supplies - Obj 4310	Instructional Materials & Supplies - Obj 4310

Action #6

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

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

OR

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

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

Actions/Services

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

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

New action/service for 2018-2019.	The District will foster student, parent and community involvement as well as cultivate a positive school culture through the use of programs such as student council, peer mediations, whole school activities, parent nights and other various programs.	The District will foster student, parent and community involvement as well as cultivate a positive school culture through the use of programs such as student council, peer mediations, whole school activities, parent nights and other various programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$400	$400
Source	LCFF	LCFF	LCFF
Budget Reference	N/A	Instructional Materials/Supplies - Obj 4330	Instructional Materials/Supplies - Obj 4330

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$18,320	2.22%

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.

Goal 1/Action 2 - $220: All teachers will use Thinking Maps across the curriculum.
Goal 1/Action 7 - $3.765: Continue to implement a data management system to support teachers in their efforts to meet the learning needs of their students.
Goal 1/Action 8 - $1180: Provide additional support to English learners through the use of an EL coordinator and designated instructional proctor support.
Goal 3/Action 5 - $265: Teachers will pilot an online curriculum designed to increase student social-emotional learning.

The services and actions listed above have been strategically selected to effectively support our unduplicated students and are the most effective use of funds to meet our goals. Actions 7 and 8 were selected to provide for accurate and timely formative assessment and progress monitoring of our unduplicated students. The data provided by formative assessments allow teachers to pinpoint key areas to support to assure the instructional growth

and success for our unduplicated students in the core subject areas. Action 8 is focused specifically upon identifying specific needs and providing targeted supports for our English learners. Action 2 provides our unduplicated students with access to instructional support strategies across curriculum areas through the use of Thinking Maps. As well, Thinking Maps serve as the underpinning for our district writing program. Our unduplicated students benefit from known research-based strategies to improve their thinking, speaking and writing. Action 5 provides teachers with tools and strategies to support the social and emotional needs of unduplicated students, thus increasing the likelihood of better attitudes toward school, perception of themselves as capable learners, increased attendance, and greater sense of inclusion in the school culture.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$38,518	4.89%

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.

Goal 1/Action 2 - $240: All teachers will Thinking Maps across the curriculum.
Goal 1/Action 7 - $8,365: Continue to implement a data management system to support teachers in their efforts to meet the learning needs of their students.
Goal 1/Action 8 - $2030: Provide additional support to English learners through the use of an EL coordinator and designated instructional proctor support.
Goal 3/Action 5 - $265: Teachers will utilize an online curriculum designed to increase student social-emotional learning.

The services and actions listed above have been strategically selected to effectively support our unduplicated students. Actions 7 and 8 were selected to provide for accurate and timely formative assessment and progress monitoring of our unduplicated students. The LEA will continue to utilize Illuminate as a tool to assess and monitor performance for our unduplicated students. Data from Illuminate provides teachers with specific information

about areas in which to support students. The LEA will utilize components of Aeries SIS to monitor achievement and attendance of unduplicated students. Research supports a positive relationship between increased student attendance and better attitudes about and performance within school. The data provided by formative assessments allow teachers to pinpoint key areas to support to assure the instructional growth and success for our unduplicated students in the core subject areas. Action 8 is focused specifically upon identifying specific needs and providing targeted supports for our English learners. Action 2 provides our unduplicated students with access to instructional support strategies across curriculum areas through the use of Thinking Maps. As well, Thinking Maps serve as the underpinning for our district writing program. Our unduplicated students benefit from known research-based strategies to improve their thinking, speaking and writing. Action 5 provides teachers with tools and strategies to support the social and emotional needs of unduplicated students, thus increasing the likelihood of better attitudes toward school, perception of themselves as capable learners, increased attendance, and greater sense of inclusion in the school culture.