LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 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)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Baker Valley USD		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Baker Valley Unified School District is located midway between Barstow and Las Vegas along Interstate 15 in San Bernardino County. Geographically, it is one of the largest school districts in the state of California (3,897 sq. miles).

Baker is proud of its desert heritage and is home to the world's tallest thermometer, which commemorates the high summer temperatures for which the town is so justly famous. The community of Baker comprises a population of 600, and relies heavily on income from traffic along Interstate 15. Mini-markets, service stations, motels, fast food establishments and restaurants provide employment for parents and students.

Baker Valley USD aligns its goals with the state eight priority areas and serves students from many small communities including Baker, Kelso, Cima, Nipton, and Beacon Station. Our student population majority is of Hispanic/Latino descent. In our high school, middle school, and elementary school, a total of 9 students are white out of 134 total students.

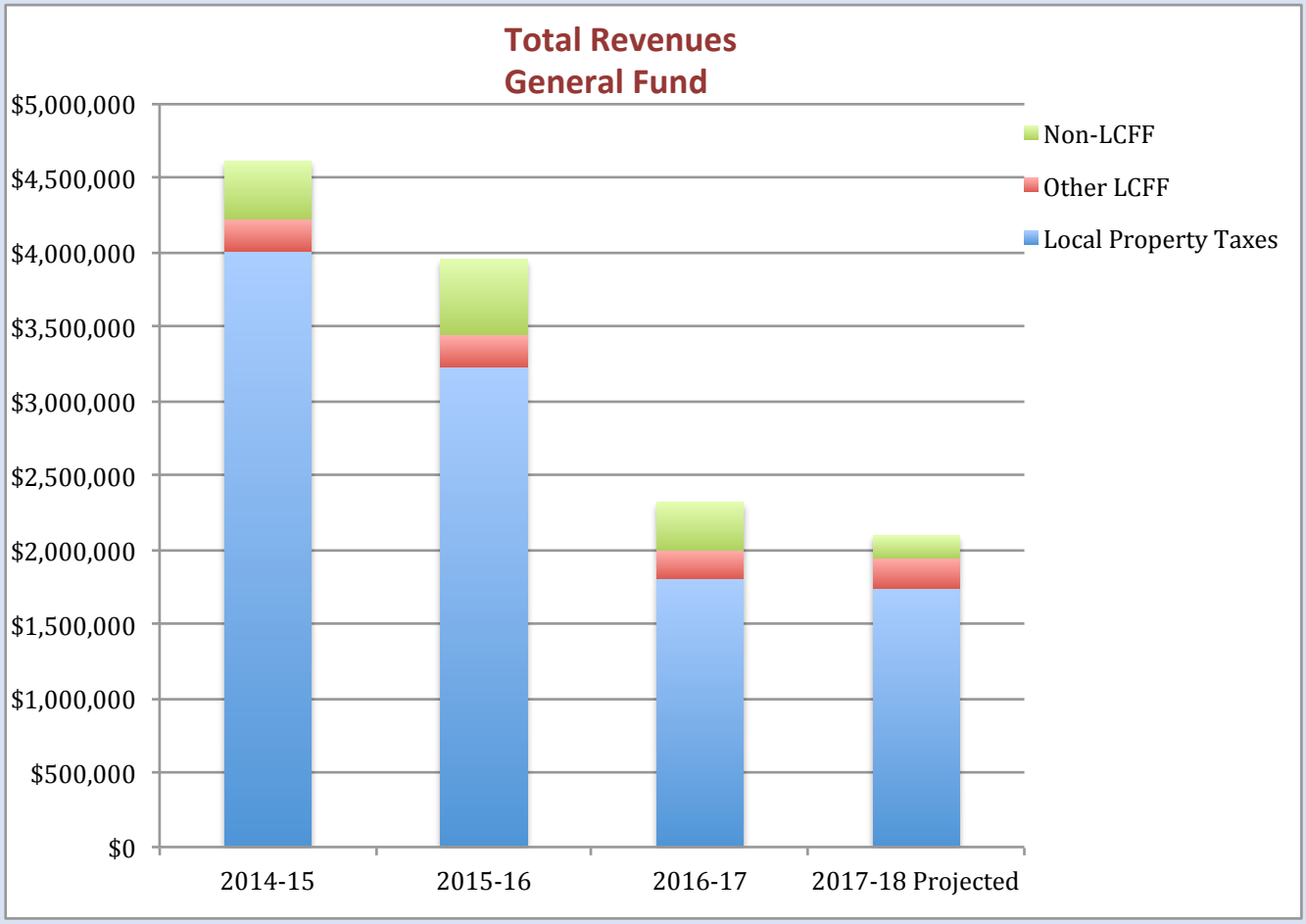
Our services include after school tutoring for students in grades K-12, an adult school program, and a high quality preschool that focuses early on the needs of our dual language learner population so that they will be successful in K-12 education. Our high school was awarded as one of America's Best High Schools for college going rate in 2016 as featured in U.S. News and World Report. Our school board and district supports a holistic approach to educating our students in a safe and engaging learning environment that will give them the necessary foundation for college and career. We also offer summer school for high school credit recovery and original credit.

Our district priorities include 'access for all.' Baker Valley USD teachers have been trained in

universal design. We receive support and coaching to support all learners. Family engagement is increasing, due to the staff providing "Next Degree" workshops throughout the year for students and their parents. Parents actively support the school district through these workshops, celebrations, field trips and events on site.

Significant Decrease in Revenue

In the 2014-15 school year, total revenue was 4.5 million, and $4.2 million of that was unrestricted LCFF revenue, and $4.0 million of LCFF was from local property taxes. In 2015-16, we experienced a drop of $800,000 in local property tax revenues, followed by a $1.4 million decrease in 2016-17. For 2017-18 we are projecting a small decrease in property tax revenue.



Overall, we are seeing a 53% ($2,407,779) decrease in total revenue from 14-15 to the 17-18 budget year, that is a 54% ($2,276,284) drop in LCFF revenue sources. Looking at just the local property tax decrease it was a 57% ($2,267,544) decrease in local property tax revenue. Most of the decrease in revenues has been from property tax revenue decreases, but also contributing are a decrease in ADA, and less one-time money from the state.

Due to these significant decreases in our revenues, significantly fewer resources are available to provide services to our students. We are in the creative process of 'redefining' what 'base' services we are able to continue or restructure those that are necessary and proper to legally

operate our school district and support all learners. We then look to our supplemental and concentration funds to determine what are the most effective and efficient uses of those funds, to increase outcomes and educational opportunities for our Low Income (LI) and English Learner (EL) students.

LCAP HIGHLIGHTS

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

Several LCAP highlights include:

- Significant growth on the CAASPP, particularly for our ELL population.
- Designed a reclassification process.
- Increased parent engagement with district, school, and classroom activities.
- Commitment to innovative technologies and 21st century learning.
- Enhance safety and security on all school sites.

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

Based on 2016-17 state testing, our Academic Performance increased 18.8% for English Learner Progress (K-12); an increase in English Language Arts of 23.3 points in grades (3-8); and an increase of 26.5 points in Mathematics in grades (3-8).

Although our state academic performance indicators are yellow for subgroups, Baker Valley USD will continue to build upon our significant progress and the pursuit of closing the achievement gap for students.

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 increase student knowledge and use of academic vocabulary, as well as the need for a new CCSS enriched math curriculum continues to frame our discussion for improvement. State indicators reflect a need for support in this area.

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

We had no groups that were identified as two or more performance levels below the all student level.

INCREASED OR IMPROVED SERVICES

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.

- Purchase materials for more hands-on science activities for the high school.
- New staff development opportunities through the San Bernardino COE.
- New ELPAC prep to help ELL students prepare for the new testing format.

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	$3,372,147.99
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$515,335.84

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.

Beyond what is in included in the LCAP, many expenditures are necessary to legally open and operate our school district. Examples of expenses not in LCAP:

(1) Teachers' salaries = $738,736,
(2) Certificated Administration Salaries = $128,630,
(3) Classified Salaries not in LCAP including Aids, Maintenance and Operations, Transportation, Clerical Office Support and Management = $479,040,
(4) Employee Benefits = $596,072
(5) Books, supplies and materials = $195,088
(6) Membership, Travel, Employee Professional Development = $51,743
(7) Contracted Speech Therapy Services = $55,930
(8) Insurance, Utilities and Repairs = $190,885
(9) Other Professional/Consulting and Operating Expenditures Including Legal Auditing, Permit Fees and more = $118,902
(10) Capital Improvements to buildings and equipment = $170,000
(11) Communications (Internet, Telephone, etc.) = $15,400
(12) Out of State Tuition and Transportation = $105,000
(13) Other Misc. = $11,386

$1,946,087	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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	1. Support and enhance student achievement and educational opportunities for all students, including ELs

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. At least 50% of our student population will achieve "meeting" or "exceeding" the standard on the CAASPP. **State Metric**: Performance on standardized tests	33% of students in ELA and 20% of students in math achieved "meeting" or "exceeding" the standard on the CAASPP.
2. Overall GPA will improve in year 1 by .10 points **State Metric**: Other indicators of student performance in required areas of study	Overall GPA for 16-17 was 2.73. This is a drop of .15 points.
3. CELDT - 50% of EL students attending US school 5 years or more will achieve level 3 (intermediate) or above on CELDT overall. **State Metric**: Share of ELS that become English proficient.	94% of EL students attending US school 5 years or more achieved level 3 or above on the 16-17 CELDT
4. EL reclassification rate will increase by 5% over the previous year's number **State Metric:** EL Reclassification Rate	EL Reclassification rate increased by 10.7% over the previous years number.

5. Refine and expand after school program according to student needs by 5% of the calendar year. Continue to expand and refine summer course offering aligning to changing state standards. **State Metric**: Implementation of CCSS for all students	This year's after school tutoring program was cut to one day a week.
6. 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual arts, physical education, and other studies as prescribed by the governing board **State Metric**: Student access and enrollment in all required areas of study	100% of students grades 1-5 received a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual arts, physical education, and other studies as prescribed by the governing board
7. 100% of district students grades 6-12 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual arts, physical education, and other studies as prescribed by the governing board **State Metric**: Student access and enrollment in all required areas of study	100% of district students grades 6-12 received a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual arts, physical education, and other studies as prescribed by the governing board
8. 100% of our teachers will meet the California High Objective Uniform State Standards of Evaluation **State Metric**: Teacher misassignment	100% of our teachers met the California High Objective Uniform State Standards of Evaluation
9. ***Currently API scores are suspended*** **State Metric**: Performance on standardized tests	

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**

Actions/Services	PLANNED	ACTUAL
	Maintain small class sizes, with all elementary	Both single grade class sizes maintained below 24

	classes below 24 students, all combo classes below 22 students, and keeping single grade classrooms when reasonable.	students, The K-1 and 2-3 combo classes maintained below 22 students
Expenditures	BUDGETED Total Expenditure: $81,800 Source: LCFF Certificated Salaries (11xx): $59,000 Employee Benefits (3xxx): $22,800 to maintain one of two elementary positions added in first LCAP year.	ESTIMATED ACTUAL Total Estimated Expenditure: $92,002 Source: LCFF Certificated Salaries (11xx): $67,381 Employee Benefits (3xxx): $24,621 to maintain one of two elementary positions added in first LCAP year.

Action 2

Actions/Services	PLANNED Adoption of new ELA curriculum	ACTUAL ELA Curriculum “Wonders” was purchased for grades K-5, “StudySync” for MS, along with supporting supplemental materials for all.
Expenditures	BUDGETED Total Expenditure: $30,000 Source: LCFF $27,000 Restricted Lottery (Res-6300): $3,000 Textbooks and Supplies (4100): $30,000	ESTIMATED ACTUAL Total Expenditure: $38,727 Source: LCFF $30,191 Lottery (Res-1100): $217 Restricted Lottery (Res-6300): $3,044 Title-I (Res-3010): $5,275 Textbooks and Supplies (4100): $33,452 Other Books (4200): $5,275

Action 3

Actions/Services	PLANNED Refine and expand after school needs by 5% of the school calendar days.	ACTUAL Due to low attendance the after school tutoring program was often offered only 1 day a week cutting the program hours nearly in half

	Continue to expand and refine summer course offering aligning to changing state standards Refine and expand our CTE programs of study aligning to state standards	A summer credit recovery program was implemented. The program ran for 20 days during the summer break, students were also given the opportunity to access the program 24/7 from home. We are a new member of the newly formed Desert Mountain ROP program
Expenditures	BUDGETED Total Expenditure: $22,024 Source: LCFF Certificated Salaries (11xx): $17,160 Employee Benefits (3xxx): $2,864 Materials/Supplies (43xx): $2,000	ESTIMATED ACTUAL Total Expenditure: $3,877 Source: LCFF Certificated Salaries (11xx): $2,895 Employee Benefits (3xxx): $482 Materials/Supplies (43xx): $500

Action **4**

Actions/Services	PLANNED Identify an English Language Facilitator to organize ELL program needs	ACTUAL An English Language Facilitator has been identified and the necessary paperwork has been completed. A uniform process for reclassifying students was developed and implemented.
Expenditures	BUDGETED Total Expenditure: $3,800 Source: LCFF Certificated Salaries (11xx): $1,500 Employee Benefits (3xxx): $300 Source: Title II (RS-4035)	ESTIMATED ACTUAL Total Expenditure: $1,145 Source: LCFF Certificated Salaries (11xx): $750 Employee Benefits (3xxx): $195 Source: Title II (RS-4035)

Employee Training (52xx): $2,000	Employee Training (52xx): $200

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The District achieved overall implementation of the actions and services articulated in the 2016-17 LCAP goals. Baker Valley USD is focused on small classrooms and new ELA curriculum programs. In addition, an identified English Language Facilitator will organize and focus on EL program needs. Furthermore, after school tutoring was provided to our students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the District actions and services were effective. State testing showed an improvement from the previous year in both English Language Arts and Mathematics. An increase of 23.3 points on the ELA portion of the CAASPP state testing, with an even more significant rate of growth for our ELL population of 31.5 points
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Total Budget for Goal 1 = $137,624 Total Estimated Actual Expenditures = $135,752. With a close difference amount between Budget and Actual Expenditures, Action 3 had significantly less actual expenditures due to low participation rates.
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.	We have moved two Actions from our old Goal 11 into Goal 1 due to similarities. Also, have modified actions based on stakeholder meetings and feedback.

Goal 2	Address technology shortfalls and increase availability of technology to support learning through expanded course offerings

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
The technology ratios will remain at 1:1 or greater	Technology ratios remain at 1:1

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	ACTUAL
Actions/Services	Continue to assess needs, purchase relevant equipment, modernize and enhance with additional interactive technology, update network infrastructure, and maintain/replace aging equipment.	Infrastructure was updated to increase internet reliability
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Total: $65,000 Source: LCFF Materials/Supplies	Total: $37,219 Source: LCFF Materials/Supplies

(43xx): $3,000 Non-capitalized equipment (44xx): $40,000 Services/Operating Expenditures (58xx): $22,000	(43xx): $4,061 Non-capitalized equipment (44xx): $12,433 Services/Operating Expenditures (58xx): $20,725

Action **2**

	PLANNED	ACTUAL
Actions/Services	Continue with expanded course offerings through online programs such as Accellus, Odysseyware, Khan Academy, Rosetta Stone, etc. Evaluate and increase new software and online programs as needed including exploring programs for advance placement courses	Courses were offered or enhanced through Odysseyware, Khan Academy, Rosetta Stone, and Accelerated Reader Wonders digital access was purchased for the Kindergarten and first grade classes; Read 180 was purchased for the High School. Subscriptions to Sumdog, Brainpop, and Discovery Education were purchased for the various grade levels and schools.
Expenditures	BUDGETED Total: $10,500 Source: LCFF Materials/Supplies (43xx): $5,500 Professional Services/Operating Expenditures (58xx): $5,000	ESTIMATED ACTUAL Total: $20,054 Source: LCFF: $17,855 Title-I (RS 3010): $1,618 Title-II (RS 4035): $211 Restricted Lottery (RS 6300): $370 Textbooks (41xx):$3,375 Conferences & Training (52xx): $211 Professional Services/Operating Expenditures (58xx): $16,468

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The District achieved overall implementation of the actions and services articulated in the 2016-17 LCAP goals. Baker Valley USD maintained a 1:1 student-to-computer technology ratio, updated and replaced old network equipment and increased internet access capacity and reliability, purchased software, digital subscriptions, and enhanced digital courses for various grade levels.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students were able to improve their core skills through digital resources as well as experience hands on research projects through digital media.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Approx. $18,000 less was spent than budgeted. Due to caution after large drop in revenue projections. However, needed equipment for student achievement was still purchased.
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.	No change

Goal 3	Build literacy skills for all students and enhance pupil literacy appreciation

State and/or Local Priorities Addressed by this goal: STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Library utilization will increase by 2% over last year not to exceed 10% of the school calendar days. 10% growth in students, grades 1st – 8th, reading at the 50th percentile or above on the District Benchmark Assessments **State Metric**: Other indicators of student performance **Local Metric**: 70% of students will score at the 50th percentile on Renaissance Learning assessment, Benchmark Assessments, Library Survey	Elementary students were able to visit weekly, thus exceeding the 2% increase in usage. The High school History classes were also able to use the library effectively this year. 22% of the students, 1st – 8th are reading at the 40th percentile as tested by the District Benchmark Assessment (STAR test). This is a drop of 4%

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	ACTUAL
Actions/Services	Maintain and refine Learning Center (library) services. Continue to update materials and services to better suit needs of students and align materials to state standards. Including increasing selection of reading materials available.	Software and equipment were purchased to facilitate an automated self-check out system
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Total: $9,765 Source: LCFF Certificated Salaries (12xx): $5,000 Employee Benefits (3xxx): $765	Total: $7,530 Source: LCFF: Lottery (RS 1100): $2,154 Certificated Salaries

Books/Materials (42xx): $3,000 Professional Services/Operating Expenditures (58xx): $1,000	(12xx): $5,000 Employee Benefits (3xxx): $129 Books/Materials (42xx): $247 Materials & Supplies (58xx): $2,154

Action **2**

	PLANNED	ACTUAL
Actions/Services	Purchase listening centers	No listening centers were purchased this year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Total: $3,500 Source: LCFF Materials and Supplies (43xx): $3,500	Total: $0 Materials and Supplies (43xx): $0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation of actions and services were successful. The District realized an increase usage of Library resources with weekly student access. In addition, students participated in Accelerated Reader classroom activities earning classroom rewards.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services provided by the District were effective as students are developing a love for reading through the opportunity to choose their own books during library visits. As tested by the District Benchmark Assessment, twenty-two percent of students grade (1-8) are reading at the 40th percentile.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No Expenditures in action 2.
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.	No change

Goal 4

Exposure to broader environments outside of the Baker area

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Number of educational field trips will increase by a minimum of 5% of the school calendar days annually. **State Metric**: Implementation of CCSS, Efforts to seek parent input	Students attended 9 field trips this year.

Local Metric: Parent School Connectedness Survey	

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	ACTUAL
Actions/Services	The number of field trips will not fall below 5% of school calendar days. Complete training for 2nd bus driver and then maintain 2 fully trained and licensed bus drivers.	Attended trips to China Ranch, Desert Discovery Center, Science Camp, UNLV, BCC, Basketball Tournament, BCC Theatre, Senior Trip, Death Valley. This is equal to 5% of the school calendar days. Training continues for 2nd bus driver
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Total: $8,660 Source: LCFF Classified Support Salaries (23xx): $2,000 Employee Benefits (3xxx): $410 Materials/Supplies (43xx): $ 1,500 Professional Services/Operating Expenditures (58xx): $4,750	Total: $6,431 Source: LCFF Classified Support Salaries (23xx): $2,414 Employee Benefits (3xxx): $1,050 Materials/Supplies (43xx): $ 0 Professional Services/Operating Expenditures (58xx): $2,967

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The District implemented the action to help achieve the goal. As a result, the number of field trips to a wide variety of locations increased.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students are becoming more familiar with the history and ecosystem of their surrounding areas.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
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.	No change

Goal 5	Renovate classrooms to facilitate 21st century learning

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Facilities Inspection Tool will show (100%) well maintained school with no extreme deficiencies in any major area; Average Daily Attendance will increase by 1%; Chronic absenteeism will not exceed 5%; Middle school dropout rates will not exceed 2.5%; High school dropout rates will not exceed 10%; High school graduation rates will exceed 85%; Establish California School Climate baseline **State Metric**: Facilities in good repair, School Attendance Rate, Chronic absenteeism rates, Middle school dropout rates, high school dropout rates, high school graduation rate	Only minor deficiencies were noted on this year's Facility Inspection tool. Average daily attendance rate was 121 with a Chronic absenteeism rate of 2 students. Both the Middle school dropout rate and High school dropout rate were at 0%. The high school graduation rate was at 91%. We were unable to establish a California School Climate baseline.

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	ACTUAL
Actions/Services	Continued selection of modern ergonomic tools and furniture conducive to learning as needed. Continued maintenance of vibrant and safe school environments to improve academic performance	Small upgrades to classrooms Replaced outdated flooring and cabinets in teacher work room and parent workshop area. Two ping-pong tables were purchased for lunch-time and after school activities.
Expenditures	BUDGETED Total: $20,000 Source: LCFF Materials/Supplies	ESTIMATED ACTUAL Total: $8,907 Source: LCFF Materials/Supplies

(43xx): $7,000 Non-Capitalized Equipment (44xx): $13,000	(43xx): $1,258 Non-Capitalized Equipment (44xx): $7,649

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.	Areas of need were identified and renovated; new equipment was purchased to facilitate a calmer lunch transition for high school.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services were overall effective as the District continued to make/or add improvements to the school sites.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Approx. $11,000 less was spent than budgeted. Due to caution after large drop in revenue projections. However, needed equipment for student engagement was still purchased.
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.	No change

Goal 6	Celebrate student achievement and educational progress

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Number of events celebrating student achievement will increase by at least 1 additional event per grade level per year; Average Daily Attendance will increase by 1% over previous year's number; Increased participation in incentive programs will exceed 85% of the school population; Suspension rates will not exceed 2% of the school population; Expulsion rates will not exceed 2% of school population. **State Metric**: Attendance rates, Suspension rate, expulsion rate **Local Metric**: California School Climate Survey, Incentive Program rates	2 additional achievement celebrations added this year. A district wide incentive program focusing on literacy was organized this year with 54% of the school population participating. Suspension rate 11% Expulsion rate 0%

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	ACTUAL
Actions/Services	Continue personal achievement assemblies established in 2014-15 and explore other incentive programs. Increase in parent attendance at achievement celebrations and ceremonies.	In addition to our bimonthly achievement celebrations, we held a new district wide end-of-year student achievement celebration that brought all grade levels together for the first time. A new achievement event for those participating in the science fair was held this year in the form of a science night and sleep over. More parents are attending the assemblies, particularly the district wide celebration at the end of the year.
Expenditures	BUDGETED Total: $4700 Source: LCFF Materials/Supplies (43xx): $700 Professional Services/Operating Expenditures (58xx): $4000	ESTIMATED ACTUAL Total: $479 Source: LCFF Materials/Supplies (43xx): $227 Professional Services/Operating Expenditures (58xx): $252

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The District implemented the action to help achieve the goal. Some highlights include additional achievement celebrations for science fair and academic achievements, new focused district wide incentive reward program.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services were overall effective, with over half of the student population qualified for the district wide incentive program focused on literacy. Based on feedback from parents, an overwhelming number of parents reported they enjoyed the District-sponsored celebrations and events.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Overall, the items budgeted were spent. However, the District spent approximately less than budgeted to celebrate student achievement and educational progress due to the nature of the actions and services provided to achieve the goal.
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.	No Change

Goal 7

Increase number of students who choose to eat school food and place priority in increasing their knowledge of healthy lifestyles

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
5% increase in the number of students choosing to eat a cafeteria meal. Survey on cafeteria options will show improvement of healthier food choices.	Breakfast served 6,246 this is a decrease of 5.4% Lunches served 3,781 this is a decrease 12.6% Most favorite Pizza 29.3%

Local Metric: Other Local Measures - Cafeteria Survey, cafeteria records of meals sold	Least favorite Baked potato bar 20.7% Item they want added: Hot Pockets

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	ACTUAL
Actions/Services	Using cafeteria surveys the options on the menu will increase. Provide “Picnic Friday” as a healthy alternative lunch choice, purchase a meat slicer Offer fruit smoothies as a healthy salad bar option, purchase equipment for efficient operation. Continue to monitor and upgrade salad bar options. Provide Healthy Choices curriculum to K-5 classes Professional Development for all staff associated with cafeteria for increased operational efficiencies in nutritional services operations, and expanded desirable healthy alternative exposure and training. Maintain Nutrikids Menu Planning Software for healthy and diverse meal planning	Student completed cafeteria surveys and the results were forwarded to the cafeteria supervisor. Picnic Friday continued this year as well as a new baked potato bar. Weekly fruit smoothies continued as well as additional ingredients added to the salad bar. Healthy Choices curriculum was not used this year There was no staff development held for the cafeteria staff this year Nutrikids Menu planning software was continued this year.
Expenditures	BUDGETED Total: $2340 Source: LCFF Materials/Supplies	ESTIMATED ACTUAL Total: $1658 Source: Child Nutrition (RS5310) Materials/Supplies

	(43xx): $2340	(43xx): $1658

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation of actions and services was a success. Feedback from student surveys help shaped the lunch menu. Popular alternatives, such as smoothies and picnic lunches were welcomed favorably among the students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services provided by the District were effective as smoothies continue to be a popular item on the menu. However, the number of student meals purchased through the cafeteria will need to increase.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No Change
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.	No Change

Goal 8	Enhance student counseling services to promote educational achievement

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Percentage of high school students completing the UC/CSU A-G required courses will increase to 80%; Number of college campus tours will increase by a minimum of 1; 80% of seniors will successfully complete senior portfolios; 70% of the high school population will participate in the Naviance program. **State Metric**: Share of students that are college and career ready **Local Metric**: Pupil participation in Naviance Program	55% of students completed the UC/CSU A-G required courses. 2 college campus tours, no change from last year Senior Portfolios were not a requirement this year. Zero students participated in the Naviance Program

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	ACTUAL
Actions/Services	Staff development in the use of the Naviance Academic Software Solution.	There was no staff development held addressing the use of the Naviance Academic Software

	Licensing fee for Naviance Academic Solution Evaluate (through teacher and student survey) productivity of software in continue or select an alternative program.	Licensing fee was paid Program was not used this year
Expenditures	BUDGETED Total: $12,000 Source: LCFF Professional Services/Operating Expenditures (58xx): $10,000 Travel/Conferences (52xx): $2,000	ESTIMATED ACTUAL Total: $6,352 Source: LCFF Professional Services/Operating Expenditures (58xx): $6,352 Travel/Conferences (52xx): $0

Action **2**

Actions/Services	PLANNED Student participation in visits to area college campuses including but not limited to at least 1 California campus	ACTUAL Two college campus visits this year, with one being in California
Expenditures	BUDGETED Total: $1,765 Source: LCFF Classified Support Salaries (23xx): $564 Employee Benefits (3xxx): $113 Materials/Supplies (43xx): $287 Operating Expenses (58xx): $801	ESTIMATED ACTUAL Total: $1235 Source: LCFF Certificated (1xxx): $750 Classified Support Salaries (23xx): $150 Employee Benefits (3xxx): $225 Materials/Supplies (43xx): $110 Operating Expenses (58xx): $0

Action	3	
Actions/Services	PLANNED Purchase T-shirts for the “I Am College Bound” program.	ACTUAL A T-shirt has been designed and approved by the District Superintendent.
Expenditures	BUDGETED Total: $410 Source: LCFF Materials/Supplies (43xx): $410	ESTIMATED ACTUAL Total: $0 Source: LCFF Materials/Supplies (43xx): $0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation of the actions and services provided by the District will continue to support the students working to complete their UC/CSU A-G required courses. District will maintain college campus visits to encourage and inspire students to attend college.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall effectiveness of the actions and services was a success, as 94% of the seniors graduated.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Due to fewer college campus visits and incurred expenditures, the District spent less than initially budgeted.

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.	No change.

Goal 9

Provide a clean, physically functional, appealing, secure and safe school environment /climate.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Facilities Inspection Tool will show well maintained school with no extreme deficiencies in any major area; Establish baseline for California School Climate Survey. **State Metric**: California School Climate Survey **Local Metric:** Facilities Inspection Tool	Inspection tool only showed minor deficiencies. Unable to establish California School Climate Survey

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	ACTUAL
Actions/Services	Continually assess facilities, making necessary repairs and upgrades in order to provide secure, safe, clean, appealing, and well-functioning facilities.	Fire alarm system and bell system were upgraded. Other repairs & upgrades to provide safe, clean, appealing, and well-functioning facilities.
Expenditures	BUDGETED Total: $136,000 Source: LCFF Capital Building Improvements (62xx): $125,000 Repairs/Non-Cap Improvements (56xx): $6,000 Materials/Supplies (43xx): $5,000	ESTIMATED ACTUAL Total: $106,846 Source: LCFF Capital Building Improvements (62xx): $74,862 Repairs/Non-Cap Improvements (56xx): $12,621 Materials/Supplies (43xx): $5,140 New Equipment (44xx): $14,223

Action 2

	PLANNED	ACTUAL
Actions/Services	Continue to practice and prepare students and staff for crisis emergencies.	One fire drill and only a single lock down drill held this year.
Expenditures	BUDGETED Total: $1,000 Source: LCFF Travel/Conferences (52xx): $500 Professional Services (58xx): $500	ESTIMATED ACTUAL Total: $0 Source: LCFF Travel/Conferences (52xx): $0 Professional Services (58xx): $0

Action	3	
Actions/Services	PLANNED Implement PBIS and utilization of SWIS Data collection system.	ACTUAL PBIS implemented district wide, SWIS Data system used to monitor progress of PBIS.
Expenditures	BUDGETED Total: $1,995 Source: LCFF Teacher Salaries (11xx): $1,000 Employee Benefits (3xxx): $45 Materials/Supplies (43xx): $400 Travel/Conferences (52xx): $300 Operating Expenses (58xx): $250	ESTIMATED ACTUAL Total: $2,176 Source: LCFF Teacher Salaries (11xx): $1,600 Employee Benefits (3xxx): $266 Operating Expenses (58xx): $310

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation of the actions and services to achieve goal was successful. With implementation of PBIS district-wide, it helped with student discipline. The fire alarm and bell system upgrades provided the notification system platform to conduct the District lock down drill and fire drills to help and prepare staff and students for campus emergencies.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall effectiveness of the actions and services is a positive. The District continues to strive for a clean, secure, and safe campus, preparing both students and staff. Furthermore, high level discipline problems remained at a low count.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The District spent significantly less than budgeted in actual repairs. Actual cost for the repairs and upgrades came in to be reasonably lower than estimated.
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.	No significant change.

Goal 10

Increase district wide activities for student engagement

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Student participation in activities will increase by 5% above the previous year Local Metric: Student Interest Survey, enrollment in extracurricular activities, Attendance at ASB events	Forty-seven students participated in activities

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	ACTUAL
Actions/Services	Develop student interest survey Administer student interest survey at the beginning of the school year to identify most popular activities Recruit parents and staff to assist with activities and/or events.	Survey for this year was updated and administered Soccer was identified as the most popular activity for the upcoming year. Parents and staff worked together to organize this year's Cinco De Mayo celebration
Expenditures	BUDGETED Total: $2,700 Source: LCFF Professional Services and Operating Expenditures (58xx): $2,000 Materials/Supplies (43xx): $700	ESTIMATED ACTUAL Total: $158 Source: LCFF Materials/Supplies (43xx): $158

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions and services was achieved with success. Student surveys were used for data compilation to identify popular activities favored by student population. Parent involvement and participation to help with organizing the District activities contributed to achievement of articulated goal in increasing student engagement with District events.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the District actions and services were effective. Students participated in athletics, journalism, ASB, and Year Book. We had several special successful events through parent support: two Stone Soup events, Science Night and Sleepover, as well as a Cinco De Mayo celebration that included a new dance group performing for the first time.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The District spent less than budgeted with volunteer parent and community assistance and support.
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.	No change.

Goal 11

Successful implementation of State Standards

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Minimum of three professional development opportunities will be offered to all staff with a minimum of 70% attending at least 2 days,	Five professional development opportunities were held with 90% of the general education staff attending at least 2 days and

including special education staff; Minimum of 2 parent workshops of state standards will be offered; 100% of students, grades k-12 will have access to a device to access relevant technology and access to standards-aligned instructional materials that offers core and ELD programs and services. **State Metric**: Student access to standards-aligned instructional materials, Implementation of CCSS for all students, Promotion of parent participation, Efforts to seek parent input **Local Metric**: Sign in sheet for parent workshop, workshop evaluations completed by parent	50% of the special education staff attending at least 2 days. 100% of students, grades k-12 had access to a device to access relevant technology.

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	ACTUAL
Actions/Services	Continued staff development in implementing Common Core in the classroom Workshops to help parents better understand the meaning of Common Core	Staff development was offered on site, through SELPA and other outlets identified by teachers. A total of 5 Common Core workshops were held by elementary staff (each teacher independently in ELA and 1 jointly in math), 3 parent workshops held by the superintendent to provide opportunities for open dialogue.
Expenditures	BUDGETED Total: $6,077 Source: Title II Travel/Conferences (52xx): $2,000 Source: LCFF Teacher Salaries (11xx): $2,250 Employee Benefits (3xxx): $327	ESTIMATED ACTUAL Total: $908 Source: Title II Travel/Conferences (52xx): $577 Source: LCFF Teacher Salaries (11xx): $0 Employee Benefits (3xxx): $0

Materials/Supplies (43xx): $1000 Travel/Conferences (52xx): $500	Materials/Supplies (43xx): $331

Action 2

PLANNED Assessing and integrating new curriculum, including: new books, classroom materials and supplies.	ACTUAL New Wonders curriculum purchased for K-5, Read 180 for 9-12
BUDGETED Total: $33,500 Source: LCFF Textbooks (41xx): $30,000 Materials/Supplies (43xx): $500 Source: Lottery Books and Ref. Mat. (42xx): $3,000	ESTIMATED ACTUAL Total: $49,620 Source: LCFF Textbooks (41xx): $42,586 Materials/Supplies (43xx): $7,033 Source: Lottery Books and Ref. Mat. (42xx): $0

Actions/Services

Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation of the actions and services has been successful. Teachers are able to implement Common Core State standards as well as share their knowledge with parents.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Attendance and participation of teaching staff increased overall. The teachers worked together to support parents through a variety of workshops focusing on ELA, Math, Reading, Science and accessing the Illuminate Assessment System for grades and scores. The District Superintendent held three parent workshops to help facilitate an open dialogue about parent concerns or ideas.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Employee salaries and benefits were not separately tracked for this goal.
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.	Due to similarities between Goal 1 and Goal 11, there's an overlap between actions under both goals. We have merged these two goals. Moving actions from Goal 11 to Goal 1, and eliminating Goal 11 based on stakeholder feedback.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 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?

Baker Valley Unified School District (BVUSD) used a variety of techniques this year to gather input from all of our stakeholders. Stakeholder groups included parents, teaching staff, faculty, students, bargaining units and the community.

Engagement of stakeholders, in this year's revision process, was a continuation of the process that began 2014/2015, we shared the progress on the current LCAP goals and the accompanying actions.

At the School Site Council (SSC) meetings, starting in October, testing data and information from surveys was presented to the parents, including parents of English learners, and low-income children, teaching staff, bargaining units, faculty, students and ELAC/DELAC members-which included parents of low income children and English learners.

"Workshop with the Superintendent" that began in 2015/2016 was continued in 2016/2017. These workshops were held at the school campus and are frequented by community members. They provided an opportunity for community members to meet with faculty in an informal setting and provide valuable insight into their concerns as well as an opportunity to share ideas. Superintendent consulted with the community about their concerns and LCAP goals during the "Workshops with Superintendent."

At the end of each meeting, the stakeholders were asked to prioritize their suggestions by severity of need.

On March 15, 2017; the teaching staff, the Business Office, parents, community, and local bargaining units were in attendance at a LCAP information meeting where all of the current goals, actions and metrics were discussed. Feedback was solicited on desired changes/updates for 2017/2018 and beyond. All stakeholders have been given an opportunity to reflect on current goals and some have suggested new activities and tasks or refined the old actions/services. All suggestions were around the eight state priorities.

The annual updated LCAP for the year of 2017-2018 was presented to SSC, ELAC, DELAC on May 3, 2017 with no objections. On June 8, 2017 the Annual Updated LCAP was presented to the community stakeholders (parents, students, faculty, ELAC, DELAC) as well as the BVUSD Board.

The Board approved Baker Valley Unified School District's Annual Updated LCAP on June 15, 2017.

SSC meeting dates: (included ELAC/DELAC)	"Workshop with the Superintendent"
10/19/17 1/18/17 5/3/17	10-12-16 1-24-17 3-14-17

IMPACT ON LCAP AND ANNUAL UPDATE

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

This year's involvement process provided further opportunity for BVUSD and its stakeholders to continue blending the values of the community with the 8 States priorities.

The data consisted of quantitative data such as; Graduation rate by district and school, GPA reports, English learner reclassification rate, District benchmarks, Attendance rate, suspensions and expulsion rate, CST science scores, and CELDT scores.

This year the following 3 goals were identified as areas of highest concern and prioritized by need:
Goal 3 (Build literacy skills for all students and enhance pupil literacy appreciation)
Goal 1 (Student Achievement)
Goal 9 (Provide Clean and Safe School)

We reviewed our eleven goals. Surveys were given to all staff, students and many community members. A team of cross-section of representatives addressed each goal. We held meetings to discuss prioritization and the agenda of when and how to meet the requirements of our goals.

With input from all, it was determined that we would keep most of the goals unchanged for 2017-2018, however due redundancy and similarity/overlap between goal 1 and 11 actions, actions from goal 11 were moved, and integrated into goal 1. Other small modifications to actions and services, based on data, and feedback from engagement groups were made.

As part of our continual monitoring, and annual stakeholder evaluation of progress in meeting the goals, and effectiveness of the actions and services, additional changes were made and are listed after each goal in the annual update section of the LCAP.

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.

	☐ New	☒ Modified	☐Unchanged
Goal 1	Support and enhance student achievement and educational opportunities for all students, including ELs		

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. State Metric: Performance on standardized tests	33% of students in ELA and 20% of students in math achieved "meeting" or "exceeding" the standard.	1. At least 30% of our student population will achieve "meeting" or "exceeding" the standard on the CAASPP.	1. At least 40% of our student population will achieve "meeting" or "exceeding" the standard on the CAASPP.	1. At least 50% of our student population will achieve "meeting" or "exceeding" the standard on the CAASPP.
2. State Metric: Other indicators of student performance in required areas of study	16/17 overall GPA 2.73	2. Overall GPA will improve by .10 points	2. Overall GPA will improve by .10 points	2. Overall GPA will improve by .10 points
3. State Metric: Share of ELs that become English proficient.	94% of students achieved an Intermediate level or above	3. CELDT - 50% of EL students attending US school 5 years or more will achieve level 3 (intermediate) or above on CELDT overall.	3. CELDT - 50% of EL students attending US school 5 years or more will achieve level 3 (intermediate) or above on CELDT overall.	3. CELDT - 50% of EL students attending US school 5 years or more will achieve level 3 (intermediate) or above on CELDT overall.
4. State Metric: EL Reclassification Rate	13 students reclassified in 16/17	4. EL reclassification rate will increase by 3 students over the previous year's number	4. EL reclassification rate will increase by 3 students over the previous year's number	4. EL reclassification rate will increase by 3 students over the previous year's number

5. State Metric: Implementation of CCSS for all students, including EL	Tutoring offered for 20 days	5. Provide an after school program for a minimum of 20 days over the school year. Continue to expand and refine summer course offering aligning to changing state standards.	5. Refine and expand afterschool program to include an additional 5 days. Continue to expand and refine summer course offering aligning to changing state standards.	5. Refine and expand afterschool program to include an additional 5 days. Continue to expand and refine summer course offering aligning to changing state standards.
6. State Metric: Student access and enrollment in all required areas of study	100% of grades 1-5 receiving an all-inclusive course of study	6. 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual arts, physic al education, and other studies as prescribed by the governing board	6. 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual arts, physic al education, and other studies as prescribed by the governing board	6. 100% of district students grades 1-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual arts, physic al education, and other studies as prescribed by the governing board
7. State Metric: Student access and enrollment in all required areas of study	100% of grades 6-12 receiving an all-inclusive course of study	7. 100% of district students grades 6-12 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, physical education, and other studies as prescribed by the governing board	7. 100% of district students grades 6-12 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, physical education, and other studies as prescribed by the governing board	7. 100% of district students grades 6-12 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, physical education, and other studies as prescribed by the governing board

8. State Metric: Teacher misassignment	100% of teachers meeting the California High Objective Uniform State Standards of Evaluation	8. 100% of our teachers will meet the California High Objective Uniform State Standards of Evaluation	8. 100% of our teachers will meet the California High Objective Uniform State Standards of Evaluation	8. 100% of our teachers will meet the California High Objective Uniform State Standards of Evaluation
9. State Metric: Student access to standards-aligned materials	2016-17 100% Compliance Standards Based Materials Williams Report, SARC	Maintain Compliance Standards Based Materials Williams Report, SARC	Maintain Compliance Standards Based Materials Williams Report, SARC	Maintain Compliance Standards Based Materials Williams Report, SARC
10. State Metric: % of students passing AP Exams	% of students passing AP Exams is XX%	% of students passing AP Exams will increase to XX%	% of students passing AP Exams will increase to XX%	% of students passing AP Exams will increase to XX%
11. **State Metric:** College and Career Indicator as reported on the CA State Dashboard (status currently)	College and Career status for ELA grade 11 is zero points below DF3 with no change College and Career status for Math grade 11 is zero points below DF3 with no change	Increase College and Career status for ELA grade 11 by X points from the 16-17 Increase College and Career status for Math grade 11 by X points from the 16-17	Increase College and Career status for ELA grade 11 by X points from the 17-18 Increase College and Career status for Math grade 11 by X points from the 17-18	Increase College and Career status for ELA grade 11 by X points from the 18-19 Increase College and Career status for Math grade 11 by X points from the 18-19
12. **State Metric**: Share of students determined prepared for college by the Early Assessment Program	% of students increase from 2015-16	% of students will increase XX%	% of students will increase XX%	% of students will increase XX%

13. **State Metric**: Score on Academic Performance Index	Academic Performance Index is currently suspended in California	Academic Performance Index is currently suspended in California	Academic Performance Index is currently suspended in California	Academic Performance Index is currently suspended in California

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☐ All schools ☐ Specific Schools: Baker Valley Elementary_ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: _Baker Elementary & Jr High___ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain small class sizes, with all elementary classes below 24 students, all combo classes below 22 students, and keeping single grade classrooms when reasonable.	Maintain small class sizes, with all elementary classes below 24 students, all combo classes below 22 students, and keeping single grade classrooms when reasonable.	Maintain small class sizes, with all elementary classes below 24 students, all combo classes below 22 students, and keeping single grade classrooms when reasonable.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$161,427	Amount	$167,723	Amount	$174,264
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Certificated (Teacher) Salaries Employee Benefits	Budget Reference	Certificated (Teacher) Salaries Employee Benefits	Budget Reference	Certificated (Teacher) Salaries Employee Benefits

Action 2

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served: ☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Purchase science lab materials to perform hands-on learning experiences and additional opportunities to increase language acquisition of EL students. Retain and explore options for expanded course offerings and learning opportunities through online choice of possibilities. Some examples include visual arts, performing arts, and career technical education.	Reassess instructional needs; continue to explore supplemental instructional materials to support core instruction and EL students' needs. Retain and explore options for expanded course offerings and learning opportunities through online choice of possibilities. Some examples include visual arts, performing arts, and career technical education.	Reassess instructional needs; continue to explore supplemental instructional materials to support core instruction and EL students' needs. Retain and explore options for expanded course offerings and learning opportunities through online choice of possibilities. Some examples include visual arts, performing arts, and career technical education.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$13,976	Amount	$10,000	Amount	$10,000
Source	LCFF Title I Lottery	Source	LCFF	Source	LCFF
Budget Reference	Books & Supplies Services/Operating Expenditures	Budget Reference	Books & Supplies Services/Operating Expenditures	Budget Reference	Books & Supplies Services/Operating Expenditures

Action **3**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Location(s): ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged

2017-18	2018-19	2019-20
Adopt a new math curriculum Provide staff development in ELA based on the newly adopted curriculum.	Provide staff development in ELA and Math based on the newly adopted curriculums.	Provide staff development in ELA and Math based on the newly adopted curriculums.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$41,768	Amount	$35,000	Amount	$27,000
Source	LCFF Lottery (RS 1100) Restricted Lottery (RS 6300)	Source	LCFF	Source	LCFF
Budget Reference	Books & Supplies Services/Operating Expenditures	Budget Reference	Books & Supplies Services/Operating Expenditures	Budget Reference	Books & Supplies Services/Operating Expenditures

Action **4**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served: ☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide after school educational program based on student needs, CAASPP results, teacher-made assessments, classroom observations, for a total of 20 days over the school year. Continue to expand and refine summer course offerings aligning to the state standards Expand and explore new CTE programs of study aligning to state standards.	Expand and refine the after school educational program based on student needs, CAASPP results, teacher-made assessments, classroom observations, for an additional 5 days over last year's schedule. Continue to expand and refine summer course offerings aligning to the state standards Expand and explore new CTE programs of study aligning to state standards.	Expand and refine after school educational program based on student needs, CAASPP results, teacher-made assessments, classroom observations, for an additional 5 days $over last year's schedule Continue to expand and refine summer course offerings aligning to the state standards Expand and explore new CTE programs of study aligning to state standards.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$19,032	Amount	$20,000	Amount	$20,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated (Teacher) Salaries Employee Benefits	Budget Reference	Certificated (Teacher) Salaries Employee Benefits	Budget Reference	Certificated (Teacher) Salaries Employee Benefits

Action **5**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain English Language Facilitator to organize and prioritize EL needs based on LPAC results, CAASPP sub-category results, teacher-made assessment, classroom observations.	Maintain English Language Facilitator to organize and prioritize EL needs based on LPAC results, CAASPP sub-category results, teacher-made assessment, classroom observations.	Maintain English Language Facilitator to organize and prioritize EL needs based on LPAC results, CAASPP sub-category results, teacher-made assessment, classroom observations.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,559.80	Amount	$3,500	Amount	$3,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated (Teacher) Salaries Employee Benefits	Budget Reference	Certificated (Teacher) Salaries Employee Benefits	Budget Reference	Certificated (Teacher) Salaries Employee Benefits

Action 6

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continued staff development in effort to increase effectiveness; including but not limited to implementation of Common Core, instructional practices, and student engagement Workshops to educate parents and community members on how to support educational practices and skills beyond the instructional day.	Continued staff development in effort to increase effectiveness; including but not limited to implementation of Common Core, instructional practices, and student engagement Workshops to educate parents and community members on how to support educational practices and skills beyond the instructional day.	Continued staff development in effort to increase effectiveness; including but not limited to implementation of Common Core, instructional practices, and student engagement Workshops to educate parents and community members on how to support educational practices and skills beyond the instructional day.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4,500	Amount	$10,000	Amount	$5,000
Source	LCFF Title II	Source	LCFF Title II	Source	LCFF Title II
Budget Reference	Books and Supplies Services /Operating Expenditures	Budget Reference	Books and Supplies Services /Operating Expenditures	Budget Reference	Books and Supplies Services /Operating Expenditures

Action 7

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served: ☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☒ Specific Schools: _Baker High_____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Due to our remote and rural district, and the general teaching shortage, the district's ability to attract and retain highly qualified teachers is diminishing. In addition, our salary offering is not on par with other districts in our county. Therefore, offering a signing bonus to attract a science teacher that knows and identifies with our students, understands their language and their areas of need, would be a great use of our S&C funds. This would especially benefit our language learners and low-income	Due to our remote and rural district, and the general teaching shortage, the district's ability to attract and retain highly qualified teachers is diminishing. In addition, our salary offering is not on par with other districts in our county. Therefore, offering a signing bonus to attract a science teacher that knows and identifies with our students, understands their language and their areas of need, would be a great use of our S&C funds. This would especially benefit our language learners and low-income	Due to our remote and rural district, and the general teaching shortage, the district's ability to attract and retain highly qualified teachers is diminishing. In addition, our salary offering is not on par with other districts in our county. Therefore, offering a signing bonus to attract a science teacher that knows and identifies with our students, understands their language and their areas of need, would be a great use of our S&C funds. This would especially benefit our language learners and low-income

students.	students.	students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	11,721	Amount	11,721	Amount	11,721
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated (Teacher) Salaries Employee Benefits	Budget Reference	Certificated (Teacher) Salaries Employee Benefits	Budget Reference	Certificated (Teacher) Salaries Employee Benefits

☐ New ☐ Modified ☒ Unchanged

Goal 2

Address technology shortfalls and increase availability of technology to support learning through expanded course offerings

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Pupil enrollment in	16/17 ratio 1:1	The technology ratios will remain at 1:1 or greater	The technology ratios will remain at 1:1 or greater	The technology ratios will remain at 1:1 or greater

broad course of study **Local Metric**: Inventory of instructional technological materials				

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to assess needs, purchase relevant equipment, modernize and enhance with additional interactive technology, update network infrastructure, provide high speed/bandwidth (50-100 Mbps) internet, and maintain/replace aging equipment	Continue to assess needs, purchase relevant equipment, modernize and enhance with additional interactive technology, update network infrastructure, and maintain/replace aging equipment	Continue to assess needs, purchase relevant equipment, modernize and enhance with additional interactive technology, update network infrastructure, and maintain/replace aging equipment

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$106,000	Amount	$100,000	Amount	$100,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Books & Supplies Services/Operating Expenditures	Budget Reference	Books & Supplies Services/Operating Expenditures	Budget Reference	Books & Supplies Services/Operating Expenditures

Action 2

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served: ☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue with expanded course offerings through online programs such as Accellus, Odysseyware, Khan Academy, etc. Evaluate and increase new software and online programs as needed including exploring programs for advanced placement courses	Continue with expanded course offerings through online programs such as Accellus, Odysseyware, Khan Academy, etc. Evaluate and increase new software and online programs as needed including exploring programs for advanced placement courses	Continue with expanded course offerings through online programs such as Accellus, Odysseyware, Khan Academy, etc. Evaluate and increase new software and online programs as needed including exploring programs for advanced placement courses

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$16,150	Amount	$16,150	Amount	$16,150
Source	LCFF, Title I, Title II	Source	LCFF, Title I, Title II	Source	LCFF, Title I, Title II
Budget Reference	Books and Supplies, Services & Operating Expenditures	Budget Reference	Books and Supplies, Services & Operating Expenditures	Budget Reference	Books and Supplies, Services & Operating Expenditures

☐ New ☐ Modified ☒ Unchanged

Goal 3

Build literacy skills for all students and enhance pupil literacy appreciation

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Other indicators of student performance **Local Metric**: 25% of students will	Elementary students visit library weekly 22% of students at 40th	Elementary Students will utilize the library weekly, Jr. High students will utilize the library twice monthly. 25% of students grades	Elementary Students will utilize the library weekly, Jr. High students will utilize the library twice monthly. More than 30% of	Elementary Students will utilize the library weekly, Jr. High students will utilize the library twice monthly. More than 35% of students

score at the 40Th percentile on Renaissance Learning assessment, Benchmark Assessments, Library Survey	percentile	1st -8th will be reading at the 40th percentile or above on the District Benchmark Assessments (STAR assessment)	students grades 1st -8th will be reading at the 40th percentile or above on the District Benchmark Assessments (STAR assessment)	grades 1st -8th will be reading at the 40th percentile or above on the District Benchmark Assessments (STAR 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	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain and refine Learning Center (library) services. Continue to update materials and services to better suit needs of students and align materials to state standards. Including increasing selection of reading materials available	Maintain and refine Learning Center (library) services. Continue to update materials and services to better suit needs of students and align materials to state standards. Including increasing selection of reading materials available	Maintain and refine Learning Center (library) services. Continue to update materials and services to better suit needs of students and align materials to state standards. Including increasing selection of reading materials available

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,088	Amount	$10,000	Amount	$10,000
Source	LCFF	Source	LCFF	Source	LCFF

	Lottery (RS 1100)		Lottery (RS 1100)		Lottery (RS 1100)
Budget Reference	Certificated Salaries Employee Benefits Books & Supplies	Budget Reference	Certificated Salaries Employee Benefits Books & Supplies	Budget Reference	Certificated Salaries Employee Benefits Books & Supplies

☐ New ☐ Modified ☒ Unchanged

Goal 4

Exposure to broader environments outside of the Baker area

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Implementation of CCSS, Efforts to seek parent input **Local Metric**: Parent School Connectedness	Students attended 9 field trips (5%)	Number of educational field trips will equal 5% of the school calendar days annually	Number of educational field trips will equal 5% of the school calendar days annually	Number of educational field trips will equal 5% of the school calendar days annually

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	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The number of field trips will not fall below 5% of school calendar days. Maintain 2 fully trained and licensed bus drivers	The number of field trips will not fall below 5% of school calendar days. Maintain 2 fully trained and licensed bus drivers	The number of field trips will not fall below 5% of school calendar days. Maintain 2 fully trained and licensed bus drivers

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$8,861	Amount	$9,000	Amount	$9,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Services/Operating Expenditures	Budget Reference	Services/Operating Expenditures	Budget Reference	Services/Operating Expenditures

☐ New ☐ Modified ☒ Unchanged

Goal 5

Renovate classrooms to facilitate 21st century learning

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Facilities in good repair School Attendance Rate Chronic absenteeism rates Middle school drop out rates	minor deficiencies noted Average daily attendance rate was 121 Chronic absenteeism rate of 2.42% Middle school dropout rate 0%	Facilities Inspection Tool will show (100%) well maintained school with no deficiencies Average Daily Attendance will increase by 1% Chronic absenteeism will not exceed 5% of current school population Middle school dropout rates will not exceed 2.5% of middle school population	Facilities Inspection Tool will show (100%) well maintained school with no deficiencies Average Daily Attendance will increase by 1% Chronic absenteeism will not exceed 5% of current school population Middle school dropout Rates will not exceed	Facilities Inspection Tool will show (100%) well maintained school with no deficiencies Average Daily Attendance will increase by 1% Chronic absenteeism will not exceed 5% of current population Middle school dropout rates will not exceed 2.5% of middle school population

High school dropout rates High school graduation rate	High school dropout rate were at 0%. High school graduation rate was at 91%.	High school dropout rates will not exceed 10% of high school population High school graduation rates will exceed 85% of high school population	2.5% of middle school population High school dropout rates will not exceed 10% of high school population High school graduation rates will exceed 85% of high school population	High school dropout rates will not exceed 10% of high school population High school graduation rates will exceed 85% of high school population

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continued selection of modern ergonomic tools and furniture conducive to learning as needed. Continued maintenance of vibrant and safe school environments to improve academic performance	Continued selection of modern ergonomic tools and furniture conducive to learning as needed. Continued maintenance of vibrant and safe school environments to improve academic performance	Continued selection of modern ergonomic tools and furniture conducive to learning as needed. Continued maintenance of vibrant and safe school environments to improve academic performance

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$31,850	Amount	$13,000	Amount	$5,500

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books & Supplies	Budget Reference	Books & Supplies	Budget Reference	Books & Supplies

☐ New ☐ Modified ☒ Unchanged

Goal 6

Celebrate student achievement and educational progress

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Attendance rates, Suspension rate, expulsion rate **Local Metric**: California School Climate Survey, Incentive Program rates	9 achievement celebrations across the district held in 16/17 54% of the school population participated in the district wide incentive program	Number of events celebrating student achievement will increase by at least 1 additional event per grade level per Year Increased participation in incentive programs will exceed 85% of the	Number of events celebrating student achievement will increase by at least 1 additional event per grade level per Year Increased participation in incentive programs will exceed 85% of the	Number of events celebrating student achievement will increase by at least 1 additional event per grade level per Year Increased participation in incentive programs will exceed 85% of the school population

	Suspension rate 11% Expulsion rate 0%	school population Suspension rates will not exceed 2% of the school population Expulsion rates will not exceed 2% of school population	school population Suspension rates will not exceed 2% of the school population Expulsion rates will not exceed 2% of school population	Suspension rates will not exceed 2% of the school population Expulsion rates will not exceed 2% of school population

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue personal achievement assemblies established in 2014-15 and explore other incentive programs. Increase in parent attendance at achievement celebrations and ceremonies	Continue personal achievement assemblies established in 2014-15 and explore other incentive programs. Increase in parent attendance at achievement celebrations and ceremonies	Continue personal achievement assemblies established in 2014-15 and explore other incentive programs. Increase in parent attendance at achievement celebrations and ceremonies

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,400	Amount	$2,000	Amount	$1,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services/Operating Expenditures	Budget Reference	Services/Operating Expenditures	Budget Reference	Services/Operating Expenditures

☐ New ☐ Modified ☒ Unchanged

Goal 7

Increase number of students who choose to eat school food and place priority in increasing their knowledge of healthy lifestyles

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Other Local Measures - Cafeteria Survey	26.62% of students purchased breakfast 15.5% purchased lunch	40% of the current student population will choose to eat a cafeteria meal. Survey on cafeteria options will show improvement of healthier food choices.	60% of the current student population will choose to eat a cafeteria meal. Survey on cafeteria options will show improvement of healthier food choices.	80% of the current student population will choose to eat a cafeteria meal. Survey on cafeteria options will show improvement of healthier food choices.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Using cafeteria surveys the options on the menu will increase. Provide "Picnic Friday" as a healthy alternative lunch choice, purchase a meat slicer Offer fruit smoothies as a healthy salad bar option, purchase equipment for efficient operation. Continue to monitor and upgrade salad bar options.	Using cafeteria surveys the options on the menu will increase. Provide "Picnic Friday" as a healthy alternative lunch choice. Offer fruit smoothies as a healthy salad bar option. Continue to monitor and upgrade salad bar options.	Using cafeteria surveys the options on the menu will increase. Provide "Picnic Friday" as a healthy alternative lunch choice. Offer fruit smoothies as a healthy salad bar option. Continue to monitor and upgrade salad bar options.

Provide Healthy Choices curriculum to K-5 classes Professional Development for all staff associated with cafeteria for increased operational efficiencies in nutritional services operations, and expanded desirable healthy alternative exposure and training. Maintain Nutrikids Menu Planning Software for healthy and diverse meal planning	Provide Healthy Choices curriculum to K-5 classes Professional Development for all staff associated with cafeteria for increased operational efficiencies in nutritional services operations, and expanded desirable healthy alternative exposure and training. Maintain Nutrikids Menu Planning Software for healthy and diverse meal planning	Provide Healthy Choices curriculum to K-5 classes Professional Development for all staff associated with cafeteria for increased operational efficiencies in nutritional services operations, and expanded desirable healthy alternative exposure and training. Maintain Nutrikids Menu Planning Software for healthy and diverse meal planning

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Child Nutrition (RS 5310)	Source	Child Nutrition (RS 5310)	Source	Child Nutrition (RS 5310)
Budget Reference	Books & Supplies Services/Operating Expenditures	Budget Reference	Books & Supplies Services/Operating Expenditures	Budget Reference	Books & Supplies Services/Operating Expenditures

☐ New ☐ Modified ☒ Unchanged

Goal 8

Enhance student counseling services to promote educational achievement

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Share of students that are college and career ready **Local Metric**: Field trip participation	55% of students completed the UC/CSU A-G required courses. 2 college campus tours held in 16/17	75% of the high school population will complete the UC/CSU A-G required courses will There will be a minimum of 2 college campus tours with at least 1 to a California school.	85% of the high school population will complete the UC/CSU A-G required courses will There will be a minimum of 3 college campus tours with at least 1 to a California school.	85% of the high school population will complete the UC/CSU A-G required courses will There will be a minimum of 3 college campus tours with at least 1 to a California school.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☐ All schools ☒ Specific Schools: Baker Valley High School ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide extra support to students working on the UC/CSU A-G course work	Provide extra support to students working on the UC/CSU A-G course work	Provide extra support to students working on the UC/CSU A-G course work

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,353	Amount	$6,000	Amount	$6,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Services/Operating Expenditures	Budget Reference	Services/Operating Expenditures	Budget Reference	Services/Operating Expenditures

Action **2**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Location(s): ☐ All schools ☒ Specific Schools: _Baker Valley High and Baker Valley Jr. High___ ☐ Specific Grade spans: _____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools: Baker Valley High School & Jr High ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Schedule visits to area college campuses including but not limited to at least 1 California campus or 1 technical school	Schedule visits to area college campuses including but not limited to at least 1 California campus or 1 technical school	Schedule visits to area college campuses including but not limited to at least 1 California campus or 1 technical school

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services/Operating Expenditures	Budget Reference	Services/Operating Expenditures	Budget Reference	Services/Operating Expenditures

Action **3**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Location(s): ☐ All schools ☒ Specific Schools: _ Baker Valley High and Baker Valley Jr. High __ ☐ Specific Grade spans: _____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continued support of the “I Am College Bound” theme	Continued support of the “I Am College Bound” theme	Continued support of the “I Am College Bound” theme

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$500	Amount	$500	Amount	$500
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Books & Supplies	Budget Reference	Books & Supplies	Budget Reference	Books & Supplies

☐ New ☐ Modified ☒ Unchanged

Goal 9

Provide a clean, physically functional, appealing, secure and safe school environment /climate

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: California School Climate Survey **Local Metric**: Facilities Inspection Tool	Minor deficiencies noted No baseline established	Facilities Inspection Tool will show well maintained school with no extreme deficiencies in any major area Establish baseline for California School Climate Survey	Facilities Inspection Tool will show well maintained school with no extreme deficiencies in any major area Administer and analyze California School Climate Survey results.	Facilities Inspection Tool will show well maintained school with no extreme deficiencies in any major area Administer and analyze California School Climate Survey results.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continually assess facilities, making necessary repairs and upgrades in order to provide secure, safe, clean, appealing, and well-functioning facilities.	Continually assess facilities, making necessary repairs and upgrades in order to provide secure, safe, clean, appealing, and well-functioning facilities.	Continually assess facilities, making necessary repairs and upgrades in order to provide secure, safe, clean, appealing, and well-functioning facilities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$60,000	Amount	$50,000	Amount	$45,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books & Supplies	Budget Reference	Books & Supplies Services/Operating	Budget Reference	Books & Supplies

Services/Operating Expenditures Capital Outlay	Expenditures Capital Outlay	Services/Operating Expenditures Capital Outlay

Action **2**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Location(s): ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to practice and prepare students and staff for crisis emergencies.	Continue to practice and prepare students and staff for crisis emergencies.	Continue to practice and prepare students and staff for crisis emergencies.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,000	Amount	$2,000	Amount	$700
Source	LCFF	Source	LCFF	Source	LCFF
Budget	Books & Supplies	Budget	Books & Supplies	Budget	Books & Supplies

Reference		Reference		Reference	

Action 3

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to implement PBIS and SWIS Data collection system.	Continue to implement PBIS and SWIS Data collection system.	Continue to implement PBIS and SWIS Data collection system.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,150	Amount	$3,000	Amount	$1,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services/Operating Expenditures	Budget Reference	Services/Operating Expenditures	Budget Reference	Services/Operating Expenditures

☐ New ☐ Modified ☒ Unchanged

Goal 10

Increase district wide activities for student engagement

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: Student Interest Survey Enrollment in extracurricular activities Attendance at ASB events	47 students participated in activities	50 % of the high school student population will participate in elective activities	60 % of the high school student population will participate in elective activities	70 % of the high school student population will participate in elective activities

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____
Location(s)	☐ All schools ☒ Specific Schools: _Baker Valley High School_ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Increase in student participation in offered extracurricular activities by 10% over the previous year. Administer and analyze student interest survey to identify most desired activities. Recruit parents and staff to assist with activities and/or events	Increase in student participation in offered extracurricular activities by 10% over the previous year. Administer and analyze student interest survey to identify most desired activities. Recruit parents and staff to assist with activities and/or events	Increase in student participation in offered extracurricular activities by 10% over the previous year. Administer and analyze student interest survey to identify most desired activities. Recruit parents and staff to assist with activities and/or events

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books & Supplies	Budget Reference	Books & Supplies	Budget Reference	Books & Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 294,828	Percentage to Increase or Improve Services:	19.93 %

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

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

The estimated supplemental and concentration grant funding is $294,828 for the 2017-2018 school year. This amount was calculated based upon the unduplicated count of low income (LI), English learners (EL), and foster youth (FY), which is 92.61% of all students, based on a three year rolling average.

Services and Support for our unduplicated students (English Learner, Low income, and foster youth) will be increased and improved by more than 19.93%, beyond what is targeted to all students.

Do to the large percentage of unduplicated students, the district is permitted to classify the expenditures of the supplemental and concentration grants in either a LEA-wide or school-wide basis. So, while most of the actions, services, and related expenditures, listed both above and below, were targeted to raise the achievement level of our unduplicated students, they will be provided to all students.

To not provide these services to all students in a global manner would either be disruptive to the educational process, or would not be feasible. For the 2017-2018 fiscal year, we will be expending these and other sources from the district's general fund to increase or improve services by doing the following:

Maintaining Small Class sizes - $161,427
Science lab materials for hands-on learning experiences to increase language acquisition of EL students - $13,976
Providing after School and Summer Program - $19,032
English Language Facilitator to organize ELL program needs - $3,599
Bonus to attract high quality science teacher to enhance EL student achievement - $11,721
Technological items for classrooms, network infrastructure, provide high speed internet, etc. - $106,000
Online expanded course offerings - $16,150
Continue (and expand) learning center services and resources - $10,088
Continue, and add to the expanded field trip options that began in 2015-2016 - $8,861
Modernize and update classroom equipment and supplies - $31,850
Personal Achievement awards and ceremonies - $2,400
Enhanced student guidance counseling services - $6,353

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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