**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 | Mt Baldy Joint Elementary School | | |
| Contact Name and Title | Nancy Sirski, Principal | Email and Phone | Nancy_sirski@mtbaldy.k12.ca.us<br>909-985-0991 |

## 2017-20 Plan Summary

### THE STORY

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

Mt Baldy Joint Elementary School District is a single-school district located in the village of Mt Baldy at 4,000 feet in the San Gabriel Mountain range approximately 50 miles northeast of Los Angeles. We are a multi-age school with 4 full time teachers and three half time teachers that services approximately 110 students from transitional kindergarten to 8th grade. Twenty-seven percent of our student body attends school with inter-district permits. 21% of our student population is unduplicated which includes low income, foster youth and English learners. The District uses local metrics and the CAASPP scores as multiple measures to assess the percentage of students who meet grade level standards. The school has a strong parent/community involvement with at least one PTA sponsored event a month. Students are offered a dynamic program that meets Common Core State Standards through free choice, center activities, novel units, labs, classroom simulations, independent and group projects and cross age tutoring as well as multiple field trips, hikes and time spent in the garden or at the creek. The LEA is also committed to developing the socio-emotional needs of students by implementing strategies to help students feel seen, heard and valued and to help them resolve their own conflicts through peer mediation. Our focus is to cultivate self reliant children who will grow to productive members of a larger community.

## LCAP HIGHLIGHTS

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

Through feedback provided by our stakeholders, we have determined that we will maintain the three goals established in the 2016/17 LCAP with a few revisions in the actions and services.

Our first goal is to increase proficiency by providing students with a broad and enriching course of study at each grade level that reach beyond the common core state standards. We have broadened one of the actions and services (action 4) to encompass a variety of options for teacher support in core curriculum areas. We extend action 5, piloting curriculum, to prepare for the adoption of a common core aligned ELA curriculum during the 2017/18 school year.

Our second goal is continue to increase proficiency in student writing through the implementation of Common Core state standards. We have altered our focus in Action 1 from implementing strategies from two different writing programs to one in which we utilize strategies from Thinking Maps to assure students are capable of expressing their thinking in all subject areas. We will still utilize Common Core aligned writing rubrics and will need to develop new trimester writing assessment prompts for each grade level.

Our final goal is to increase student and staff engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement and focuses on improving the school climate for all students. We will continue with our surveys, have added an action/service to increase communication, and have also added the addition of Action 5 to pilot a social-emotional curriculum.

## 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

We were able to maintain growth in achievement for our students based upon SBAC score data in both math and LEA. Sixty percent of our students performed at or above standard in ELA, and sixty-six percent of our students did the same in math.

The teachers were able to pilot math programs and recommend a program for adoption by our school board in June of 2017. This program contains embedded ELL supports as well as intervention elements to support any struggling students. The teachers will receive professional development support with the implementation of the program during the 2017/2018 school year.

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

Feedback from a Parent Advisory Committee meetings and Strategic Planning Parent Meeting indicated that improving communication channels within the school will increase its effectiveness as well as serve to increase our student population. We have included an action/service to address this concern.

Although our overall student growth as measured by 2016 SBAC assessment was maintained, as well as for our unduplicated populations, there was one subgroup (white) that did not sustain growth in the area of ELA. We will be piloting and adopting a common core aligned English Language Arts curriculum during the 2017-2018 school year to assure that appropriate instruction is available to all student groups. As well, the staff will continue to receive professional development support with Thinking Maps to support reading comprehension (close reading) as well as writing in all subject areas.

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

2016 SBAC scores in ELA for one subgroup (white) indicate a difference of two performance levels compared with the overall performance of the LEA. This indicates that this group did not demonstrate growth in achievement equivalent to the whole. The group of 35 students achieved a status of "high", but experienced a decline of status from the year prior. The district will commence with a pilot and adoption process of a Common Core ELA curriculum during the 2017-2018 school year in order to assure adequate progress for all student populations. As well, the district will continue with instruction using Thinking Maps to support reading comprehension and written expression in all content areas.

## 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.

Thinking Maps provide multiple opportunities for scaffolding student learning, thinking and expression for EL learners. The strategies are principally directed toward our unduplicated students to support their learning although all students received instruction.

We will be incorporating a Social Emotional Learning online curriculum for teachers to support the learning environment specifically targeting our unduplicated students although all students will receive instruction.

## BUDGET SUMMARY

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

| DESCRIPTION | AMOUNT |
|---|---|
| Total General Fund Budget Expenditures for LCAP Year | $1,177,171.00 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $19,556 |

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.

Seventy-six percent of our general fund is dedicated to salary and benefits for our staff ($857,530.00). The remaining $300,085.00 is allotted for school maintenance and repair, our school bus and driver, and other support materials.

REAP funds: $18,727 – Certificated Salaries, Instructional Materials and Supplies

| | |
|---|---|
| $857,455 | 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 | All students will increase proficiency by providing students a broad and enriching course of study at each grade level that reach beyond the common core state standards. |
|---|---|

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| **Basic Services (1)**<br>State Metrics: Rate of Teacher Misassignments, student access to standards-aligned instructional materials, facilities in good repair.<br><br>1. 100% of teachers are appropriately credentialed and assigned.<br>2. 100% of students have access to standards-aligned instructional materials<br>3. 100% of facilities are in good repair.<br><br>**Implementation of Common Core State Standards (2)**<br>State Metric: Implementation of CCSS for all students, including EL.<br><br>4. Teachers will be trained in CCSS ELA/ELD and math.<br><br>**Student Achievement (4)**<br>5. At least 72% of students in grades 3-8 will meet grade level standards in math as calculated by 2017 CAASPP data.<br><br>6. At least 80% of students in grades 3-8 will meet grade level standards in English language arts as calculated by 2017 CAASPP data. | 1. 100% of teachers are appropriately credentialed and assigned.<br>2. 100% of students have access to standards-aligned instructional materials<br>3. 100% of facilities are in good repair.<br><br>4. Teachers will be trained in CCSS ELA/ELD and math. All teachers received training in CCSS Math for curriculum adoption, use of CCSS aligned writing rubrics, and addressing CCSS in all content areas using Thinking Maps.<br><br>5. 2017 Math CAASPP data not available at time of reporting .<br><br>6. 2017 ELA CAASPP data not available at time of reporting. |

| | |
|---|---|
| 7. Based on annual review of CELDT/ELPAC testing, each EL student will progress at least one EL level.<br><br>**Course Access (7)**<br>State Metric: Student access and enrollment in all required areas of study<br><br>8. 100% of students have access to and are enrolled an all required areas of study<br><br>**Other Student Outcomes (8)**<br>State Metrics: Other indicators of student performance in required areas of study<br>Local Metrics:<br><br>9. SRI Lexile Scores (grades 3-8), Running Records (grades 1-8), Math Benchmark Tests (grades 1-8) will be used to establish baseline data and monitor student progress in ELA and math. | 7. Baseline data for EL students was established this year as prior data was not available.<br><br>8. 100% of students have access to and are enrolled an all required areas of study<br><br>9. SRI Lexile Scores (grades 3-8), Running Records (grades 1-8), Math Benchmark Tests (grades 1-8) were used to establish baseline data and monitor student progress in ELA and math. No data available at this printing. |

## 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 | All of the Mt Baldy teachers are appropriately assigned and credentialed. | **All teachers were appropriately assigned and credentialed.** |
| Expenditures | BUDGETED<br>None | ESTIMATED ACTUAL<br>**None** |

### Action 2

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | All teachers grades K-8 will use Thinking Maps across the curriculum. Thinking Maps binders will be purchased for all teachers. | **All teachers received Thinking Map binders. 71% of teachers used Thinking Maps across the curriculum.** |
| Expenditures | BUDGETED<br>LCFF<br>$1,200<br>Books and Supplies | ESTIMATED ACTUAL<br>LCFF<br>$1,789<br>Books and Supplies |

### Action 3

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Provide differentiated instruction to meet the needs of all students and increase student achievement across the curriculum. | **Differentiated instruction was provided to meet the needs of all students. All students experienced growth in achievement as measured by SBAC 2016 scores except one subgroup, white, which experienced a decline of achievement relative to the overall performance in ELA.** |
| Expenditures | BUDGETED<br>None | ESTIMATED ACTUAL<br>None |

## Action 4

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | The District will establish a process to support teachers in preparing students to participate in the Science Fair and National History Day (county sponsored events). | **Support was provided to teachers in preparing students to participate in county sponsored events. One teacher conducted a local science fair for two grade levels. Three students represented our district and placed in a tri-county science fair, one student went to state level competition.** |
| Expenditures | BUDGETED<br>LCFF<br>$300 Books and Supplies | ESTIMATED ACTUAL<br>**LCFF**<br>**$787**<br>**Object 4310** |

## Action 5

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | The district will pilot CCSS aligned textbook materials in preparation for an adoption. | **The district piloted and selected CCSS aligned math textbooks which will be board approved June 15, 2017, and purchased in the 2017-18 school year.** |
| Expenditures | BUDGETED<br>LotteryRS6300<br>$7,000 Object 41XX | ESTIMATED ACTUAL<br>**Lottery: RS6300**<br>**$791**<br>**Object 4110** |

## Action 6

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Provide CCSS professional development for one or more of the following:<br>ELA/ELD<br>Math<br>NGSS (Science) | **CCSS professional development was provided for ELA and math**<br>**Ready Common Core instructional materials $672.00**<br>**Kindergarten teacher ECE conference $264.00**<br>**First/Second teacher Daily Five $149.00**<br>**Third/fourth teacher Math $100.00**<br>**First/second and fifth-eighth teachers Project Learning –no cost.**<br>**One Substitute teacher for cross-grade observation.**<br>**Substitutes for teachers attending training** |
| Expenditures | BUDGETED<br>Educator Effectiveness $6,120<br>$1,907 Object 11XX<br>$4,213 Object 58XX | ESTIMATED ACTUAL<br>**$2,035**<br><br>**Res6264 – Educator Effectiveness** |

| | |
|---|---|
| LCFF<br>$952 Object 3XXX | **$978 Obj 1140**<br>**$168 Obj 3XXX**<br>**$345 Obj 2110**<br>**$513 Obj 5810**<br>**LCFF**<br>**$31 Obj 3XXX** |

Action 7

| PLANNED | ACTUAL |
|---|---|
| Actions/Services<br>Explore options for a data management system to support teachers in their efforts to meet the learning needs of their students. Contract with a data management systems and provide professional development to support teachers. | **Teachers received training and services for Illuminate data management service.**<br>**Scholastic Reading Inventory was utilized as a local progress monitoring and summative reporting instrument.** |
| BUDGETED | ESTIMATED ACTUAL |
| Expenditures<br>LCFF<br>$6750 Object 58XX | **$3,737**<br>**LCFF**<br>**Object 5841** |

Action 8

| PLANNED | ACTUAL |
|---|---|
| Actions/Services<br>Provide additional support to English Learner students. | **District CELDT coordinator trained to assess students and provide teacher support for ELL** |
| BUDGETED | ESTIMATED ACTUAL |
| Expenditures<br>LCFF - $1,092<br>$1000 Object 22XX<br>$92 Object 3XXX | **$1,093**<br>**LCFF**<br>**$1,000 Object 2210**<br>$93 Object 3XXX |

## 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. | 1. All teachers were appropriately assigned and credentialed.<br>2. All teachers were trained in the use of Thinking Maps across all curricula.<br>3. Differentiated instruction was provided to meet all student needs.<br>4. Support was provided to all teachers in preparing students to participate in county sponsored science and social studies events.<br>5. Teachers were trained and piloted CCSS math curriculum in preparation for an adoption.<br>6. Individualized CCSS professional development was provided to teachers<br>7. Illuminate data management system was implemented. Teachers received professional development.<br>8. A teacher was designated as E.L. coordinator and received training and conducted CELDT exams for our E.L. students. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | 2. We anticipate an increase in student performance with our unduplicated student groups in the areas of reading and writing as measured by local district writing assessments and 2017 CASSPP results due to the implementation of Thinking Maps to support student success in these areas. Data to substantiate this is not available at this reporting.<br>4. Twenty-five percent of the students participated in our local science fair.<br>6. Teacher observation data shows the implementation of CCSS strategies to support all students, but targeted at the needs of unduplicated students as a result of individualized professional development in the areas of math, language arts, and best practices in early childhood education.<br>7. Fourteen percent of the teachers utilized Illuminate to monitor and support student learning. All teachers benefitted from analysis of 2016 CAASPP data provided by the program.<br>8. The E.L. coordinator was able to provide accurate information to our teachers and families based on CELDT scores about how best to meet their academic needs. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | 7. For action/service number seven our district did not end up using $2,251 allotted to training for our data management system as we were credited for training received due to technical difficulties. |
| 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. | 3. Action number three was revised after stakeholder review and approval—the purchase of Thinking Map binders occurred and is no longer necessary in the action. Funds were included to purchase new binders if staff changes occur.<br>4. Action 4 was modified with stakeholder approval to broaden the scope of CCSS support and activities beyond that offered by the county.<br>8. Action 8 has been modified to include pursual of support services of an instructional proctor for E.L.<br><br>support. |

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| **Other Student Outcomes (8)**<br>State Metrics: Other indicators of student performance in required areas of study<br>Local Metrics: Journals, Interactive Writing Spirals, CAASPP writing data grades 3-8<br><br>1. 47% of students will meet or exceed standards on the Spring District Writing Assessment.<br><br>**Implementation of Common Core State Standards (2)**<br>State Metric: Implementation of CCSS for all students, including EL<br>Local Metric:<br><br>2. Teachers will be trained in CCSS ELA/ELD<br><br>**Student Achievement (4)**<br>State Metric: Performance on standardized test<br><br>3. 2016 CAASSP data is not currently available and will be reviewed by teachers in the Fall of 2016 for instructional planning. | 1. Data not available at the time of this reporting.<br><br>2. Teachers received training in Thinking Maps which provide support for writing, especially for E.L. students.<br><br>3. 2016 CAASPP data was reviewed and analyzed by teachers in the Winter of 2016. |

## 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 | Teachers will allocate a portion of the early release Thursdays to focus on embedding strategies from Step Up to Writing and Charlotte Knox in their planning and lesson delivery. | **The teaching staff elected not to continue with either writing program in order to devote more time upon evaluation of district writing assessment results and implementation of Thinking Maps for writing across all content areas.** |
| Expenditures | BUDGETED<br>No Cost | ESTIMATED ACTUAL<br>**No cost** |

### Action 2

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Professional development will be provided for all K-8 teachers in writing across the curriculum. Writing assessments and rubrics for genres will be developed and utilized during the 2016-2017 school year. | **Professional development in writing across the curriculum was provided through training on the use of Thinking Maps. New CCSS aligned rubrics were utilized and CCSS aligned writing assessments were developed.** |
| Expenditures | BUDGETED<br>LCFF<br>$3750 Object 58XX | ESTIMATED ACTUAL<br>**$978**<br>**LCFF**<br>**Object 5810** |

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. | 1. This goal was not implemented as expected. Due to changes of staff, as well as concerns voiced about implementing more than one writing program, the staff opted to focus the early release time upon implementation of the new CCSS aligned rubrics (action 2), creation of CCSS aligned writing samples (action 2) and implementation of Thinking Map strategies (Goal 1, action 2).<br>2. Professional development on writing across the curriculum was not delivered by Charlotte Knox as planned, but rather addressed through instruction with Thinking Map strategies. New CCSS rubrics were utilized for district writing assessments and new CCSS writing assessments were developed. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | 1. Local and CAASPP student performance data are not available at the time of this reporting.<br>2.Local and CAASPP student performance data are not available at the time of this reporting. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | 2. The decision by the staff not to continue with professional development by Charlotte Knox resulted in the allotted amount $3,750 being unspent. |
| 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. | 1. The actions and services of this goal have been altered with stakeholder input and approval to focus upon analyzing student writing effectiveness in making their thinking visible and implementing Thinking Map strategies to achieve at or above grade level competence with CCSS grade level ELA anchor standards. The local measures will need to be altered; district selected rubrics may still be utilized, but new writing assessments will need to be developed.<br>2. Although CCSS rubrics were utilized and writing assessments developed, new writing prompts will need to be created to address the new focus of action 1. |

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| **Parent Involvement (3)**<br>State Metrics: Efforts to seek parent input, promotion of parental participation<br>Local Metrics:<br><br>1. Parent survey will be administered and baseline data will be established.<br>2. Mt. Baldy will establish baseline data in 2016-2017 for parental participation.<br><br>**Pupil Engagement (5)**<br>State Metrics: School attendance rates, chronic absenteeism rates, middle school dropout rates<br><br>3. 2016-2017 attendance rates will increase by 1%.<br>4. Chronic absenteeism rate will decrease by a minimum of 1%<br>5. Middle school dropout rate will be maintained at 0%<br><br>**School Climate (6)**<br>State Metrics: Student suspension rates, student expulsion rates, other local measure<br><br>6. Student suspension rate will be maintained at or below 2%.<br>7. Student expulsion rates will be maintained at 0%.<br><br>Local Metrics: | 1. A parent survey was developed and administered in October, 2016 and May, 2017.<br>2. Baseline data for parental participation was not established—more clarification is needed to define parent participation and determine appropriate metrics.<br><br>3. The student attendance rate increased from 98.25 % (2015-16) to 99.18 % (2016-17)—an increase, but of less than 1%.<br>4. The chronic absenteeism rate decreased from 6.7% to 5%.<br>5. Our middle school dropout rate was maintained at 0%.<br>6. Our school suspension rate was maintained at or below 2%.<br>7. Our school expulsion rate was maintained at 0%. |

| | |
|---|---|
| 8. Student Survey will be administered and baseline data will be established.<br>9. Area Of Focus Monitoring Tool will be used to gauge progress towards accomplishing Areas Of Focus in the Spring. | 8. Student surveys were administered each trimester of the year. Baseline data was established from the fall survey data results.<br>9. Progress within each Area of Focus was noted during each school board meeting. A Spring parent advisory meeting was held to analyze progress with each area of focus and identify next steps for the 2017-2018 school year. |

## 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 | Parents will be provided a survey every spring. | **Provided an online survey in October 2016. Results were reported to our PAC, school board and teachers. A spring survey was conducted in May 2017. Results of the spring survey were presented and discussed at the June PAC meeting.** |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | None | **None** |

### Action 2

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Students will complete a survey three times a year, one per trimester. The survey includes questions on engagement and school climate. | **Student surveys were administered during fall, winter and spring trimesters. Spring survey data was presented and discussed at the June PAC meeting.** |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | None | **None** |

### Action 3

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Develop, measure, and monitor Areas Of Focus to be used as a guide to support student and staff engagement. | **Progress in Areas of Focus was noted at each school board meeting. A spring meeting of a parent advisory committee occurred in April, 2017 to analyze progress in each of the areas and determine next steps for the 2017-18 year.** |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | None | **None** |

## 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. | 1. Parent surveys were conducted both in the Fall and Spring.<br>2. Student surveys were conducted once per trimester.<br>3. A parent meeting occurred on May 4th, 2017 to monitor effectiveness of Areas of Focus. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | 1. Parent surveys have provided valuable information to inform all stakeholder groups about areas of strength and concern in regards to perceptions held of school climate.<br>2. Student surveys have provided valuable information to all stakeholders about areas of strength and concern in regards to perceptions held of school climate. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | No materials differences |
| 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. | 1. Action 1 was revised to include a Fall survey as well as Spring survey.<br>3. Action 3 "develop, measure, and monitor Areas of Focus to be used as a guide to support student and staff engagement" was removed after stakeholder input and discussion.<br>3. A new action 3 was discussed and approved by stakeholder groups, "Teachers will complete a school climate survey twice a year."<br>4. A new action 4 was discussed and approved by stakeholder groups, "The administrator will publish an article in the Baldy Breeze, a community publication printed once every month, that highlights the achievements of the students and invites community members to participate in school events."<br>5. A new action 5 in goal 3 was added which includes the piloting of an online social-emotional curriculum.<br>6. Goal 3, action 9 was removed. |

# Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

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

At the August 19, 2016, staff meeting teachers met with both the principal and superintendent to review our LCAP goals and local metrics for the year. Teachers were reminded to gather local metric data throughout the year. The need was identified for math assessments.

On September 28, 2016, the school principal, and a lead teacher, met to monitor the actions and service at the start of the school year and begin planning for our PAC meetings.

In October of 2016 student (paper) and parent surveys(online) were distributed.

In November, letters were sent out to parents asking them to participate in this year's PAC meetings. Letters were sent to last year's previous PAC members as well ask new members being sure to include parents who represent our unduplicated population.

On December 9, 2016 the school principal and lead teacher attended a training sponsored by the county.

On January 11, the school principal and lead teacher met to create the presentation and gather data for the first PAC meeting scheduled for January 24.

At a staff meeting on January 19, teachers were updated on the first PAC meeting and what the PAC will be viewing and participating in.

On January 20, 2017, February 2, 2017, and February 10, 2017, the school principal attended county sponsored meetings to learn about the new LCAP rubrics, the updated template, and local metrics in the Dashboard.

The first PAC meeting was held on February 22, 2017 which was rescheduled from January 24 due to snow. Stakeholders included the principal, teachers, other school personnel and PAC members. Union representative attended meeting as well. Representation from E.L. and low-income groups were present.

On February 28 , the principal attended a county meeting regarding the integration on LCFF and the LCAP.

The staff meeting on March 9 included the principal and teachers were updated on the February 22 PAC meeting and teachers ranked our current "revisit" actions and services.

On May 11, 2017 a parent meeting occurred during which stakeholders evaluated the progress being made on the Areas of Focus and next steps for the 2017-2018 school year were articulated.

On June 5, 2017 a PAC meeting was held in which the key highlights of the new LCAP were shared as well as results from the spring 2017 parent and student surveys.

On June 15, 2017 the LCAP was presented for public hearing. The LCAP was approved by the Mt. Baldy School Board on June 22, 2017.

IMPACT ON LCAP AND ANNNUAL UPDATE

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

At the August 19 meeting, the impact on the LCAP was the beginning of our work with Illuminate to see how they can support our school with math assessments and data management.

The outcome of the September 28 meeting included creating a parent survey for the fall and spring that was administered on Survey Monkey. In addition, we created a year long plan that included the three PAC meetings, Board review and Board approval.

In November 10 letters were sent and 3 parents responded that they would participate in all three meetings solidifying our team for the year.

At the December 9 meeting, Nancy Sirski, principal, and Michael Blanks, teacher, learned about the revised template as well as a few new components to this year's LCAP including the plan summary and how to correctly label funds used from LCFF.

As a result of the January 11 meeting, a presentation was created that outlined the SBAC results for 2015-2016 and shared the results from the fall parent school climate survey as well as data from the student school climate survey. Actions and services were also reviewed and identified as either met, in progress or revisit.

At the February 22 PAC meeting, the team viewed 2016 SBAC results, parent school climate survey results and student survey results. The team then reviewed the current actions and services and was asked to evaluate the three that had not been met or weren't in progress. They evaluated those three actions and services based on the LEA's mission statement and their level of importance to their child's learning experiences. This dialogue coupled with the dialogue from the March 9 staff meeting, revealed stakeholders most valued action or service, from items not met or in progress, were first, Action 1.6: provide CCSS professional development for one or more of the following: ELA/ELD, Math, NGSS (science),second: Action 1.4 The District will establish a process to support teachers in preparing students to participate in the Science Fair and National History Day (county sponsored events), and third: Action 2,1: Teachers will allocate a portion of the early release Thursdays to focus on embedding strategies from Step Up to Writing and Charlotte Knox in their planning and lesson delivery. We learned stakeholders value supporting teachers in being prepared to teach CCSS yet also value enrichment act ivies that reach beyond the standards.

As a result of the parent advisory meeting on May 11th , 2017 it was determined that the focus will be on communication in order to increase overall effectiveness and stabilize school enrollment.

May, 2017 Student surveys (paper) and parent surveys were conducted.

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

| | |
|---|---|
| State and/or Local Priorities Addressed by this goal: | STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8<br>COE ☐ 9 ☐ 10<br>LOCAL _____ |
| Identified Need | NEED TO COMPLETE |

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 1. Rate of Teacher Misassignment (1) | 1. 100% of teachers are appropriately credentialed and assigned | 1. 100% of teachers are appropriately credentialed and assigned | 1. 100% of teachers are appropriately credentialed and assigned | 1. 100% of teachers are appropriately credentialed and assigned |
| 2. Student Access to Standards-Aligned Materials (1) | 2. 100% of students have access to standards-aligned instructional materials | 2. 100% of students have access to standards-aligned instructional materials | 2. 100% of students have access to standards-aligned instructional materials | 2. 100% of students have access to standards-aligned instructional materials |
| 3. Facilities in Good Repair (1) | 3. 100% of facilities are in good repair | 3. 100% of facilities are in good repair | 3. 100% of facilities are in good repair | 3. 100% of facilities are in good repair |
| 4. Implementation of CCSS for all students, including EL (2) | 4. 100% of teachers will be trained in CCSS ELA/ELD and math | 4. 100% of teachers will be trained in CCSS ELA/ELD and math | 4. 100% of teachers will be trained in CCSS ELA/ELD and math | 4. 100% of teachers will be trained in CCSS ELA/ELD and math |
| 5. Achievement on | 5. 66% of students in grades 3-8 met grade-level standards in | 5. At least 80% of students in | 5. At least 82% of students in | 5. At least 84% of students in |

| | | | | |
|---|---|---|---|---|
| standardized assessments (4) | math as calculated by 2016 CAASPP data. | grades 3-8 will meet grade level standards in math as calculated by 2018 CAASPP data | grades 3-8 will meet grade level standards in math as calculated by 2019 CAASPP data | grades 3-8 will meet grade level standards in math as calculated by 2019 CAASPP data |
| 6. Achievement on standardized assessments (4) | 6. 60 % of students in grades 3-8 met grade-level standards in English Language arts as calculated by 2016 CAASPP data. | 6. At least 87% of students in grades 3-8 will meet grade level standards in English language arts as calculated by 2018 CAASPP data. | 6. At least 89% of students in grades 3-8 will meet grade level standards in English language arts as calculated by 2019 CAASPP data. | 6. At least 90% of students in grades 3-8 will meet grade level standards in English language arts as calculated by 2019 CAASPP data. |
| 7. Share of ELs that become English proficient and EL reclassification rate (4) | 7. CELDT baseline established. Insufficient data to determine EL progress. | 7. Based on annual review of CELDT/ELPAC testing, each EL student will progress at least one EL level. | 7. Based on annual review of CELDT/ELPAC testing, each EL student will progress at least one EL level. | 7. Based on annual review of CELDT/ELPAC testing, each EL student will progress at least one EL level. |
| 8. Student access and enrollment in all required areas of study (7) | 8. 100% of students have access to and are enrolled an all required areas of study. | 8. 100% of students have access to and are enrolled an all required areas of study. | 8. 100% of students have access to and are enrolled an all required areas of study. | 8. 100% of students have access to and are enrolled an all required areas of study. |
| 9. Other indicators of student performance in required areas of study (8) | 9.38% of unduplicated students meet grade level expectations in writing as measured by Mt. Baldy's district writing assessment.<br>53% of unduplicated students meet grade level expectations in reading according to SRI and running record scores.<br><br>23% of unduplicated students meet grade level expectations in math according to CCSS aligned assessments. | 9.46% of unduplicated students meet grade level expectations in writing as measured by Mt. Baldy's district writing assessment.<br>61% of unduplicated students meet grade level expectations in reading according to SRI and running record scores.<br><br>30% of unduplicated students meet grade level expectations in math according to CCSS aligned assessments. | 9. 53 % of unduplicated students meet grade level expectations in writing as measured by Mt. Baldy's district writing assessment.<br>69% of unduplicated students meet grade level expectations in reading according to SRI and running record scores.<br><br>38% of unduplicated students meet grade level expectations in math according to CCSS aligned assessments. | 9. 61% of unduplicated students meet grade level expectations in writing as measured by Mt. Baldy's district writing assessment.<br><br>76% of unduplicated students meet grade level expectations in reading according to SRI and running record scores.<br><br>46% of unduplicated students meet grade level expectations in math according to CCSS aligned assessments. |

## PLANNED ACTIONS / SERVICES

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

## Action 1

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☒ 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 |
| All of the Mt Baldy teachers are appropriately assigned and credentialed. | | |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | No cost | Amount | No cost | Amount | |
| Source | | Source | | Source | |
| Budget Reference | | Budget Reference | | Budget Reference | |

## 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 |
| All teachers grades K-8 will use Thinking Maps across the curriculum. | | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $220.00 | Amount | $110.00 | Amount | |
| Source | LCFF | Source | LCFF | Source | |
| Budget Reference | Instructional Materials & Supplies Obj 4310 | Budget Reference | Instructional Materials & Supplies - Obj 4310 | Budget 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 provide differentiated instruction to meet the needs of all students and increase student achievement across the curriculum. | | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $787.00 | Amount | $787.00 | Amount | |
| Source | LCFF | Source | LCFF | Source | |
| Budget Reference | Instructional Materials & Supplies Obj 4315 | Budget Reference | Instructional Materials & Supplies - Obj 4315 | Budget Reference | |

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

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $300.00 | Amount | $300.00 | Amount | |
| Source | LCFF | Source | LCFF | Source | |
| Budget Reference | Instructional Materials & Supplies Obj 4330 | Budget Reference | Instructional Materials & Supplies - Obj 4315 | Budget Reference | |

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 |
| The district will pilot CCSS aligned textbook materials in preparation for an adoption. | The district will implement CCSS aligned textbooks and materials. | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $5945 | Amount | $6000.00 | Amount | |
| Source | Restricted (Prop 20) Lottery | Source | Restricted (Prop 20) Lottery | Source | |
| Budget Reference | Approved Textbooks & Core Curriculum – Obj 4110 | Budget Reference | Approved Textbooks & Core Curriculum – Obj 4110 | Budget Reference | |

## 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 |
| Provide ongoing professional development for one or more of the following:<br><br>ELA/ELD<br>Math<br>NGSS (Science) | | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $6,449 | Amount | $2,546 | Amount | |
| Source | Educator Effectiveness | Source | Educator Effectiveness | Source | |
| Budget Reference | Certificated Teacher Salaries – Subs Obj 1140<br><br>Benefits – 3XXx<br><br>Professional/Consulting Services – Obj 5810 | Budget Reference | Certificated Teacher Salaries – Subs Obj 1140<br><br>Benefits – 3XXx<br><br>Travel and Conferences – Obj 5200 | Budget Reference | |

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:_____ ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☐ Modified ☐ Unchanged |
| Continue to implement a data management system to support teachers in their efforts to meet the learning needs of their students. | The district will use the data management system to continue to monitor student progress and address the needs of students. | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $4499.00 | Amount | $4499.00 | Amount | |
| Source | LCFF | Source | LCFF | Source | |
| Budget Reference | Professional/Consulting Services Obj 5841 | Budget Reference | Professional/Consulting Services Obj 5841 | Budget Reference | |

## Action 8

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 additional support to English Learner students through the use of an English Language Coordinator and a designated instructional proctor. | | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $1,091 | Amount | $1,091 | Amount | |
| Source | LCFF | Source | LCFF | Source | |
| Budget Reference | Classified Pupil Support Salaries<br>Obj 2210<br>Benefits<br>Obj 3XXX | Budget Reference | Classified Pupil Support Salaries<br>Obj 2210<br>Benefits<br>Obj 3XXX | Budget Reference | |

☐ New ☐ Modified ☒ Unchanged

# Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

NEED TO COMPLETE

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 1. Other indicators of student performance in required areas of study (8) | 45% of students met or exceeded CCSS grade level expectations on the Spring District Writing Assessment | 1. 54% of students will meet or exceed on the Spring District Writing Assessment | 1. 63% of students will meet or exceed on the Spring District Writing Assessment | 1. 72% of students will meet or exceed on the Spring District Writing Assessment |
| 2. Implementation of CCSS for all students, including EL (2) | 2. 100% of teachers will be trained in CCSS ELA/ELD | 2. 100% of teachers will be trained in CCSS ELA/ELD | 2. 100% of teachers will be trained in CCSS ELA/ELD | 2. 100% of teachers will be trained in CCSS ELA/ELD |
| 3. Performance on standardized test (4) | 3. 2016 CAASPP data showed 59.6 % of students performed near standard and 29.8 % performed | 3. 55 % of students will perform near standard and 35% will | 3. 50 % of students will perform near standard and 40% will | 3. 45 % of students will perform near standard and % 45will perform |

| | | | | |
|---|---|---|---|---|
| | above standard on writing. | perform above standard on writing on CASSPP assessment | perform above standard on writing on CASSPP assessment | above standard on writing on CASSPP assessment |

## PLANNED ACTIONS / SERVICES

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

## Action 1

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☒ 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 |
| Teachers will use a portion of early release Thursdays to create constructed response prompts and evaluate student responses using grade level rubrics from CCSS anchor and grade level standards. | | |

### BUDGETED EXPENDITURES

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

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 |
| Professional development will be provided for all K-8 teachers in writing across the curriculum. | | |

BUDGETED EXPENDITURES

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

☐ New ☒ Modified ☐ Unchanged

# Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

NEED TO COMPLETE

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 1. Efforts to seek parent input (3) | Parent survey was conducted in Spring and Fall. Results were shared in PAC meeting. | Parent survey conducted Spring and Fall | Parent survey conducted Spring and Fall | Parent survey conducted Spring and Fall |
| 2. Promotion of parental participation (3) | Parent notification board was installed . All calls are made to invite parents to events in the school 66% of teachers send home weekly letters with classroom updates and upcoming events. 100% of parents have weekly parent volunteers 100% of teachers provide a variety of options for parent engagement in their children's education | Parent notification board was installed . All calls are made to invite parents to events in the school 100% of teachers send home weekly letters with classroom updates and upcoming events. 100% of parents have weekly parent volunteers 100% of teachers provide a variety of options for parent engagement in their children's education | Parent notification board was installed . All calls are made to invite parents to events in the school 100% of teachers send home weekly letters with classroom updates and upcoming events. 100% of parents have weekly parent volunteers 100% of teachers provide a variety of options for parent engagement in their children's education | Parent notification board was installed . All calls are made to invite parents to events in the school 100% of teachers send home weekly letters with classroom updates and upcoming events. 100% of parents have weekly parent volunteers 100% of teachers provide a variety of options for parent engagement in their children's education |
| 3. School attendance rate (5) | School attendance rate was 99.18% | Attendance rate will increase by 1% | Attendance rate will increase by 1% | Attendance rate will increase by 1% |
| 4. Chronic absenteeism rate (5) | Chronic absenteeism was 5%. | Chronic absenteeism rate will decrease by a minimum of 1% | Chronic absenteeism rate will decrease by a minimum of 1% | Chronic absenteeism rate will decrease by a minimum of 1% |

| | | | | |
|---|---|---|---|---|
| 5. Middle school dropout rate (5) | Middle school dropout rate was maintained at 0% | Middle school dropout rate will be maintained at 0% | Middle school dropout rate will be maintained at 0% | Middle school dropout rate will be maintained at 0% |
| 6. Suspension rate (6) | Suspension rate was maintained at or below 2% | Suspension rate will be maintained at or below 2% | Suspension rate will be maintained at or below 2% | Suspension rate will be maintained at or below 2% |
| 7. Expulsion rate (6) | Expulsion rate was 0% | Expulsion rate will be maintained at 0% | Expulsion rate will be maintained at 0% | Expulsion rate will be maintained at 0% |
| 8. Other local measure (6) | Student surveys conducted each trimester 100% of students participated in survey | Student surveys conducted each trimester 100% of students participated in survey | Student surveys conducted each trimester 100% of students participated in survey | Student surveys conducted each trimester 100% of students participated in survey |

## PLANNED ACTIONS / SERVICES

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

## Action 1

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☒ 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 |
| Parents will continue to be provided with a school climate survey every fall and spring. | | |

### BUDGETED EXPENDITURES

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

## 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 |
| Students will continue to complete a school climate survey three times a year, one per trimester. | | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | No cost | Amount | No cost | Amount | |
| Source | | Source | | Source | |
| Budget Reference | | Budget Reference | | Budget 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 |
| Teachers will complete a school climate survey twice a year. | | |

BUDGETED EXPENDITURES

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

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 |
| The administrator will publish an article in the Baldy Breeze, a community publication printed once every two months, that highlights the achievements of the students and invites community members to participate in school events. | | |

BUDGETED EXPENDITURES

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

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 |
| Teachers will pilot an online curriculum designed to increase student social emotional learning. | | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $265.00 | Amount | $265.00 | Amount | |
| Source | LCFF | Source | LCFF | Source | |
| Budget Reference | Instructional Materials & Supplies Obj 4310 | Budget Reference | Instructional Materials & Supplies Obj 4310 | Budget Reference | |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

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

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

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

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

Goal 1/Action 2 - $220.00: All teachers will use Thinking Maps across the curriculum
Goal 1/Action 7 - $4,499.00: Continue to implement a data management system to support teachers in their efforts to meet the learning needs of their students.
Goal 1/Action 8 - $1,091.00: Provide additional support to English learners through the use of an EL coordinator and designated instructional proctor support.
Goal 3/Action 5 - $265.00: Teachers will pilot an online curriculum designed to increase student social-emotional learning.

The services and actions listed above have been strategically selected to effectively support our unduplicated students. Actions 7 and 8 were chosen to provide for accurate formative assessment and progress monitoring of our unduplicated students. The data provided by formative assessments allow teachers to pinpoint key areas to support to assure the instructional growth and success of our unduplicated students in the core subject areas. Action 8 is focused specifically upon identifying specific needs and providing targeted supports for our E.L. students. Action 2 provides our unduplicated students with access to instructional support strategies across curriculum areas through the use of Thinking Maps. As well, Thinking Maps serve as the underpinning for our district writing program. Our unduplicated students will benefit from known strategies to improve their writing. Action 5 provides teachers with tools and strategies to support the social and emotional needs of unduplicated students, thus increasing the likelihood of better attitudes toward school, toward themselves as capable learners, increased school attendance and positive attitudes toward school in general.

Thinking Maps was selected as a key foundational program for our unduplicated students as research evidence indicates that it is proven to increase achievement in all subjects areas for all students, but especially for students in poverty or E.L. students, as the visual supports scaffold these students' efforts in thinking (planning and organizing), speaking ("talking off the maps"), and writing ( Thinking Maps are an effective means by which to assist students in organizing, elaborating and modifying writing). The work of Robert Marzano, Hattie and Kinsella validate the use of Thinking Maps as educational best practice as maps are non-linguistic representations and are frequently used as advance organizers.

We selected Illuminate and SRI as two methods of data management which provide means by which to conduct frequent (6 week) formative assessments to monitor and support learning for our unduplicated students. Illuminate has the flexibility to design targeted assessments to identify and address areas of concern for our unduplicated students in a timely manner. SRI is a reading assessment which provides teachers and students with information on optimal student reading levels, as well as providing strategy suggestions for students, parents and teachers on ways to increase reading proficiency. The personalized reports are available in many languages.

We are providing additional support to our E.L. students through the use of an EL coordinator, who is in charge of language assessment (ELPAC), providing

guidance to classroom teachers on research-based best practices to support E.L. students, as well as supporting the designated instructional proctor support. We do not have sufficient numbers of E.L. students to provide a separate class for E.L.D., so are addressing this need through personalized support.

We selected an online resource for a social emotional support curriculum as the cost of the program was manageable and the program includes a variety of resources to target the potential social-emotional needs of our unduplicated students as well as other at-risk groups. Issues of social-emotional health are increasing in our student population at large and could be exacerbated by potential challenges experienced by English Learners, foster youth and students from economically disadvantaged homes.

# DRAFT Revised 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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