Introduction:

LEA: _Mt. Baldy JESD___ Contact (Name, Title, Email, Phone Number):_Kevin Vaughn, Supt. 909-985-0991_ LCAP Year:__2015-16___

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	**Impact on LCAP**
Mt. Baldy School District's mission is to provide all stakeholders the opportunity to participate in the development and review of the LCAP goals. Parent - Teacher Association meetings on March 4, April 11, and May 6, 2015. Staff meetings on March 5, April 2, and May 7, 2015. These meetings consisted of certificated staff. School Site Council meetings on April 7 and May 5, 2015. School Site Council functions as the parent advisory committee. The parents represented all groups since there are no subgroups.	At each of these meetings, discussions involved all of the state priorities: basic, implementation of state standards, course access, expelled pupils, pupil achievement, pupil outcomes, parent involvement, pupil engagement, and school climate. All meetings produced important information, ideas, and goals for the LCAP. For example, discussion considered appropriate target rates for goals, how to best service each at-risk student's needs, whether to use Common Core funds for technology.

Student Council meetings on March 20, and April 3. Community meetings on February 24, March 31, and April 21, 2015. Public hearing on June 9, 2015 and Board approval on June 18, 2015.	
Annual Update: LCAP and review and input sessions for the 2015-2018 LCAP were combined with the Involvement sessions.	**Annual Update:** Changes to our 2015-18 LCAP will include the following: We will eliminate the 2014-15 goal related to proficiency on district math assessments, since we did not develop a district assessment. We will eliminate the 2014-15 goal related to having room moms and volunteer coordinator will attend PTC meetings, since it was partially attained and no longer is necessary. Change the goal from the 2014-15 school year, 85% of the disadvantaged low-income students will become proficient in math and language arts to the following: In the 2015-16 school year, 65% of disadvantaged low-income students will become proficient in math and language arts. This goal will increase 5% in successive years. Change the goal from the 2014-15 school year, one of our three limited-English speaking students will be

	successfully transitioned to English to the following: In the 2015-16 school year, each limited-English speaking students will increase one proficiency level during the academic year.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?

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

GOAL:	1. During the 2015-16 school year, 65% of the disadvantaged low-income students will become proficient in math and language arts. All of the Mt. Baldy teachers are appropriately assigned and credentialed and this will assist this goal.	Related State and/or Local Priorities: 1X_ 2__ 3_x_ 4x_ 5_ 6__ 7x_ 8__ COE only: 9__ 10__ Local : Specify: Bas., Par. Inv., Pup. Ach., & Course Access.

Identified Need :	Not all of the disadvantaged low-income students are proficient in math and language arts. ELA proficiency: 73%	
Goal Applies to:	Schools:	Mt. Baldy
	Applicable Pupil Subgroups:	Low Income

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	At least 65% of the disadvantaged low-income students will be proficient in the math and language arts sections from the spring 2016 Smarter Balance testing. **State Metrics:** • Rate of Teacher Misassignment • Student access to standards-aligned instructional materials • Facilities in good repair • Efforts to seek parent input • Promotion of parental participation • Performance on standardized assessments • Share of students college and career ready • Student access and enrollment in all required areas of study

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
An Individual Learning Plan (ILP) will be developed for each disadvantaged low-income student. The ILPs will reflect the broad course of study available at Mt. Baldy School.	LEA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	Funding source: LCFF Object 4300 Instructional materials:$8,500

A team including the parent, teacher, and administrator will assess the needs of each student that is not proficient. Monitor the progress of the ILP goals, at a minimum, each trimester. Ensure that the parent and student are part of the monitoring process. Parent participation in this decision-making process will be vital to the implementation of the ILP. The team will identify the areas of improvement needed for each student and the actions that will best move that student into proficient academic achievement.			

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	At least 70% of the disadvantaged low-income students will be proficient in the math and language arts sections from the spring 2017 Smarter Balance testing. **State Metrics:** • Rate of Teacher Misassignment • Student access to standards-aligned instructional materials • Facilities in good repair • Efforts to seek parent input • Promotion of parental participation • Performance on standardized assessments • Share of students college and career ready • Student access and enrollment in all required areas of study

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

An Individual Learning Plan (ILP) will be developed for each disadvantaged low-income student. A team including the parent, teacher, and administrator will assess the needs of each student that is not proficient. Monitor the progress of the ILP goals, at a minimum, each trimester. Ensure that the parent and student are part of the monitoring process. The team will identify the areas of improvement needed for each students and the actions that will best move that student into proficient academic achievement.	LEA	__ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	Funding source: LCFF Object 4300 Instructional materials:$8,500

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	At least 75% of the disadvantaged low-income students will be proficient in the math and language arts sections from the spring 2018 Smarter Balance testing. **State Metrics:** • Rate of Teacher Misassignment • Student access to standards-aligned instructional materials • Facilities in good repair • Efforts to seek parent input • Promotion of parental participation • Performance on standardized assessments • Share of students college and career ready • Student access and enrollment in all required areas of study

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

An Individual Learning Plan (ILP) will be developed for each disadvantaged low-income student. A team including the parent, teacher, and administrator will assess the needs of each student that is not proficient. Monitor the progress of the ILP goals, at a minimum, each trimester. Ensure that the parent and student are part of the monitoring process. The team will identify the areas of improvement needed for each students and the actions that will best move that student into proficient academic achievement.	LEA	__ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding source: LCFF Object 4300 Instructional materials:$8,500

GOAL:	2. During the 2015-16 school year, through the implementation of state standards, 75% of our students will be proficient on the district writing assessment.	Related State and/or Local Priorities: 1__ 2x_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _Imp. State Stand._____

Identified Need :	Not all of our students are proficient in writing. ELA Proficiency: 73%
Goal Applies to:	Schools: Mt. Baldy
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	At least 85% of our students will pass the district writing assessment administered at the end of the year, based on the district writing assessment. State Metric: Implementation of CCSS for all students

Actions/Services	Scope of	Pupils to be served within	Budgeted

	Service	identified scope of service	Expenditures
Implement a staff development plan focused on Common Core writing strategies for best instructional practices in the classroom. 1-8 ELA teachers will implement a mid-year writing assessment to assess progress toward goal. Assess the progress toward this goal on a trimester basis. Develop intervention strategies for students at-risk of not attaining writing proficiency.	LEA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	Funding source: LCFF Object 4300 Instructional materials:$10,500

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	At least 77% of our students will pass the district writing assessment administered at the end of the year, based on the district writing assessment. State Metric: Implementation of CCSS for all students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a staff development plan focused on Common Core writing strategies for best instructional practices in the classroom. 1-8 ELA teachers will implement a mid-year writing assessment to assess progress toward goal. Assess the progress toward this goal on a trimester basis.	LEA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	Funding source: LCFF Object 4300 Instructional materials:$10,500

Develop intervention strategies for students at-risk of not attaining writing proficiency.			

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	At least 79% of our students will pass the district writing assessment administered at the end of the year, based on the district writing assessment. State Metric: Implementation of CCSS for all students		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a staff development plan focused on Common Core writing strategies for best instructional practices in the classroom. 1-8 ELA teachers will implement a mid-year writing assessment to assess progress toward goal. Assess the progress toward this goal on a trimester basis. Develop intervention strategies for students at-risk of not attaining writing proficiency.	LEA	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding source: LCFF Object 4300 Instructional materials:$10,500

GOAL:	3. During the 2015-16 school year, through the implementation of the state academic content and performance standards, each one of our limited-English speaking students will progress one re-designation level.	Related State and/or Local Priorities: 1__ 2x_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify Imp.of State stand._____
Identified Need :	33% of our English Learner students are English-proficient.	
Goal Applies to:	Schools: Mt. Baldy	

	Applicable Pupil Subgroups:	English Learners		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Based on an annual review of CELDT testing, each EL student will progress one-academic year toward re-designation. **State Metrics:** • Implementation of CCSS for all students • Share of ELs that become English Proficient • EL reclassification rate			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For EL students: provide professional development for EL teachers on ELA/ELD/SDAIE framework and effective strategies for instruction. Hire an EL consultant to assist staff in all areas related to EL students. Review progress toward re-designation each trimester. Purchase materials as necessary for EL students.		LEA	__ALL OR: __Low Income pupils x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	LCFF Obj 4300 Instructional materials:$3,000 LCFF Obj 5800 EL Consultant: $700
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Based on an annual review of CELDT testing, each EL student will progress one-academic year toward re-designation **State Metrics:** • Implementation of CCSS for all students			

	• Share of ELs that become English Proficient • EL reclassification rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For EL students: provide professional development for EL teachers on ELA/ELD/SDAIE framework and effective strategies for instruction. Hire an EL consultant to assist staff in all areas related to EL students. Review progress toward re-designation each trimester. Purchase materials as necessary for EL students.	LEA	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	LCFF Obj 4300 Instructional materials:$3,000 LCFF Obj 5800 EL Consultant: $700

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Based on an annual review of CELDT testing, each EL student will progress one-academic year toward re-designation **State Metrics:** • Implementation of CCSS for all students • Share of ELs that become English Proficient • EL reclassification rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For EL students: provide professional development for EL teachers on ELA/ELD/SDAIE framework and effective strategies for instruction.	LEA	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	LCFF Obj 4300 Instructional materials:$3,000 LCFF

Hire an EL consultant to assist staff in all areas related to EL students. Review progress toward re-designation each trimester. Purchase materials as necessary for EL students.		(Specify)_____	Obj 5800 EL Consultant: $700

GOAL:	4. During the 2015-16 school year, our attendance rate will be at least increase by one percentage point, to 91%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_x 7__ 8_x_ COE only: 9__ 10__ Local : Specify _Pup. Eng., School Climate, & Other Pup. Out.__

Identified Need :	We are losing instructional time and funding due to student absences. Attendance rate is 90%.	
Goal Applies to:	Schools:	Mt. Baldy
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Using the P1 and P2 attendance rates, we will attain an attendance rate of 91%. **State Metrics:** • School attendance rate • Chronic absenteeism rate • Middle school dropout rate • High school dropout rate • High school graduation rate • Suspension rate • Expulsion rate • Other indicators of student performance in required areas of study

Actions/Services	Scope of	Pupils to be served within identified	Budgeted

	Service	scope of service	Expenditures
We will monitor attendance on a monthly basis. Create and send letters for excessive absences. Implement SARB procedures as needed. We will survey the parents regarding the effectiveness of this plan.	LEA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _	Funding Source: LCFF Object 5800 $900 for monthly attendance awards.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Using the P1 and P2 attendance rates, we will attain an attendance rate of 92%. **State Metrics:** • School attendance rate • Chronic absenteeism rate • Middle school dropout rate • High school dropout rate • High school graduation rate • Suspension rate • Expulsion rate • Other indicators of student performance in required areas of study

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will monitor attendance on a monthly basis. Create and send letters for excessive absences. Implement SARB procedures as needed.	LEA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Object 5800 $1,000 for monthly attendance awards.

LCAP Year 3: 2017-18

Expected Annual	Using the P1 and P2 attendance rates, we will attain an attendance rate of 93%.

Measurable Outcomes:	**State Metrics:** • School attendance rate • Chronic absenteeism rate • Middle school dropout rate • High school dropout rate • High school graduation rate • Suspension rate • Expulsion rate • Other indicators of student performance in required areas of study

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will monitor attendance on a monthly basis. Create and send letters for excessive absences. Implement SARB procedures as needed.	LEA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF Object 5800 $1,100 for monthly attendance awards.

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	1. All students need to be proficient in ELA.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 x_ COE only: 9__ 10__ Local : Specify __Pupil Outcomes____
Goal Applies to:	Schools: Mt. Baldy	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Goal for year one is to have 85% of the students proficient. Use district assessments.	Actual Annual Measurable Outcomes:	73% proficient

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Students will be given district writing assessments 3 times a year. Assessments our Common Core-based and were developed by staff.	$4,000 Common Core 4000	Students were given district writing assessments 3 times this year. Assessments are Common Core-based and were developed by staff. Daily instruction in writing was provided.	None
Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English Learners: District will hire an EL consultant to work with staff on SDAIE, ELA, and core curriculum. Goal is to have all students redesignated within 5 years.	$1,800 LCFF 5000	District hired an EL consultant to work with staff on SDAIE, ELA, and core curriculum.	$570 Obj5800 LCFF
Scope of service: LEA __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____		Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Since we did not meet our goal of attaining 85% proficiency, we are changing the rate of proficiency goal to 75, 77, and 79% in the next three years. We will continue to use the district assessment as a metric, but will add the writing portion of the SBAC as an additional metric. This goal has been partially met through the re-designation of one student. This goal will be altered for the 2015-16 LCAP, by evaluated the re-designation process of each of the two students individually. Goal 1 was moved to Goal 2 in the 2015-2016 plan. The new Goal 1 is focused on math and English language arts achievement for low income students. The new Goal 3 is focused on increasing reclassification rates for English Learner students.

Original GOAL from prior year LCAP:	2. All students need to be proficient in math.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _Pup. Achiev.

Goal Applies to:	Schools: Mt. Baldy Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Goal for year one is to have 85% of the students proficient. Use district assessments. CELDT Assessment	Actual Annual Measurable Outcomes:	District assessments were not developed. One out of three students were reclassified.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Daily instruction in math.	$4,000 Common Core 4000	Students were not given district math assessments because they were unable to be developed. Math instructional materials were used that were Common core-based.	$1239 Obj4300 LCFF

Scope of service:	LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____		Scope of service:	LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____	
For low income pupils: The 11 students will be assessed on an individual basis to determine the best approach: personal lap top; food/nutrition; books, etc.		$4,000 LCFF 4000	The 11 students were assessed on an individual basis to determine the best approach: personal lap top; food/nutrition; books.		$4,155.38 LCFF Obj 4300
Scope of service:	LEA _x_ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____		Scope of service:	LEA _x_ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We were unable to assess the goal for the following reasons: 1. We planned to develop a district-wide math assessment to assess proficiency prior to the end of this year. This assessment was not developed. 2. We planned to use the Smarter Balance Interim Assessment as a fallback to the district-wide math assessment. However, the Smarter Balance Interim Assessment came available too late in the year to properly have it administered. Our plan of action is to evaluate the math results from the spring 2015 SBAC and consider math goals beginning in the 2016-17 school year. ILP plans were written for all 11 low-income students. We will have to await SBAC testing results to fully assess progress. This goal will continue in our 2015-16 LCAP.				

	The new Goal 1 is focused on math and English language arts achievement for low income students.

Original GOAL from prior year LCAP:	3. Assure all staff are well-trained and possess proper credentials.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __Basic_____
Goal Applies to:	Schools: Mt. Baldy Applicable Pupil Subgroups: n/a	

Expected Annual Measurable Outcomes:	Current level is 100% and we will need to maintain this level. Consult with county credential specialist.	Actual Annual Measurable Outcomes:	All staff currently have appropriate credentials.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Have room parents attend PTC meetings. 2. Have volunteer Coordinator attend PTC meetings.	No funds are needed in this area.	The Volunteer Coordinator did attend all PTC meetings. Room parents were not chosen to attend PTC meetings. However, each classroom was represented by one or more parents at the meetings.	none
Scope of service: LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____		Scope of service: LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____	

What changes in actions, services,	

and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has been met and will be eliminated from the LCAP.

Original GOAL from prior year LCAP:	4. Successfully implement the K-8 curriculum in all classrooms.		Related State and/or Local Priorities: 1_X 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _Course Access____
Goal Applies to:	Schools: Mt. Baldy Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	K-8 curriculum is currently implemented 100% and we will need to maintain this level.	Actual Annual Measurable Outcomes:	We have maintained a 100% level of implementation regarding the K-8 curriculum.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Monitor the availability of materials through walk-throughs and quarterly reports.	No funds are needed in this area.	During the course of the school year we have demonstrated that K-8 instructional materials are available to all students.	none

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has been met and will be eliminated from the LCAP.

Original GOAL from prior year LCAP:	5. Successfully implement the Common Core curriculum.	Related State and/or Local Priorities: 1__ 2X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify Impl. Of State Standards

Goal Applies to:	Schools: Mt. Baldy Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Common Core is currently implemented and must be maintained. Observations and walkthroughs ELA and Math consultants (County and Supt.)	Actual Annual Measurable Outcomes:	We have successfully implemented Common Core in the school through the efforts of all staff and assistance from SBCSS consultants.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Observe instruction during principal walk-throughs and consultations with consultants.	No funds are needed in this area.	This year we worked with staff and county officials to implement the Common Core across all grade levels.	none
Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____		Scope of service: LEA _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____	
1. Have room parents attend PTC meetings. 2. Have volunteer Coordinator attend PTC meetings. Schedule PTC meetings at times when both parents and the volunteer coordinator are available.	No funds are needed in this area.	The Volunteer Coordinator did attend all PTC meetings. Room parents were not chosen to attend PTC meetings. However, each classroom was represented by one or more parents at the meetings.	none

Scope of service:	LEA		Scope of service:	LEA	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has been met and will be eliminated from the LCAP.

Original GOAL from prior year LCAP:	6. 1. Have room parents attend PTC meetings. 2. Have volunteer Coordinator attend PTC meetings.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6_x_ 7__ 8X_ COE only: 9__ 10__ Local : Specify Parent Involvement. School climate.

Goal Applies to:	Schools:	Mt. Baldy
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1. Parents-students will be more informed regarding all aspects of the school. 2. Survey responses and attendance at PTC meetings. 3. Suspension and Expulsion Data	Actual Annual Measurable Outcomes:	There has been better attendance at PTC meetings but we have not administered a survey at this point in the school year. Suspension rate: 0% Expulsion rate: 0%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Schedule PTC meetings at times when both parents and the volunteer coordinator are	No funds are	The Volunteer Coordinator did attend all PTC meetings. Room parents were not chosen to	None

available.		needed in this area.	attend PTC meetings. However, each classroom was represented by one or more parents at the meetings.		
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has been met and will be eliminated from the LCAP.				

Original GOAL from prior year LCAP:	7. Maintain at 94% attendance rate.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6~~X~~ 7__ 8__ COE only: 9__ 10__ Local : Specify School Climate____
Goal Applies to:	Schools: Mt. Baldy Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Have a 94% rate of attendance. CDE Middle School Dropout Rate Report	Actual Annual Measurable Outcomes:	At this point in the school year, our attendance rate is approximately 90% Middle School Dropout rate: 0%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
	No funds are	Attendance was monitored on a monthly basis.	None

Monitor attendance on a monthly basis. Have monthly attendance awards for perfect attendance.		needed in this area. Awards will be PTA sponsored.	We implemented monthly attendance awards for perfect attendance.		
Scope of service:	LEA		Scope of service:	LEA	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☹Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has not been met. We have adjusted the goal to 91, 92, and 93% in the next three consecutive years.				

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

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide

manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ $14,122

During the 2015-16 school year, approximately $11,233 of the supplemental / concentration factor funds will be expended to develop individualized learning plans (ILP) for each of the 11 low-income students. Each ILP will identify need and goals of the student.

Approximately $2,889 of the supplemental / concentration factor funds will be expended on an EL consultant to work with the teachers and two EL students on all of the educational issues surrounding their learning. Teachers and the consultant will strategize on SDAIE delivery, ELA, and best ways to access the core-curriculum.

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

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

1.44	%

All unduplicated pupils will have an Individual Learning Plan (ILP) developed to evaluate their individual needs. An average of $1,086 extra is available for each unduplicated student, to be spent compared to the services provided to all other students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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