§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: _Mt. Baldy_ Contact:_Kevin Vaughn, Supt., kvaughn@mtbaldy.k12.ca.us__909-985-0991_____ LCAP Year:2014-16_____

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement*: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	**Impact on LCAP**
The stakeholders in the Mt. Baldy community have had extensive opportunities to be involved in the development of the Local Control Accountability Plan. At this time we currently don't have any FY in our district. Parents (Including LI and EL Parents represented on PTC) - Teacher Association meetings on February 11, March 10, April 14, and May 12, 2014. Staff meetings on February 13, March 4, April 1, and May 6, 2014. School Site Council meetings on March 25, April 15, and May 27, 2014. School Site Council functions as the parent advisory committee. Student Council meetings on February 18, March 11, and April 15. Community meetings on March 24, April 15, and May 13, 2014. Public hearing on June 9, 2014 and Board approval on June 19, 2014.	At each of these meetings, discussions involved all of the state priorities: basic, implementation of state standards, course access, 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 purchase a class set of Chromebooks., etc.

Involvement Process	Impact on LCAP

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
1. Not all students are proficient in writing. The metric will be the district writing assessment.	All students need to be proficient in ELA.	All	All		Goal for year one is to have 85% of the students proficient. Use district assessments.	Goal for year two is to have 90% of the students proficient. Use Smarter Balance assessments.	Goal for year three is to have 95% of the students proficient. Use Smarter Balance assessments.	Other Student Outcomes
2. Not all students are proficient in math. The metric will be the district math assessment. SBAC Assessments. CELDT Assessment	All students need to be proficient in math.	All	All		Goal for year one is to have 85% of the students proficient. Use district assessments. CELDT Assessment	Goal for year two is to have 90% of the students proficient. Use Smarter Balance assessments. CELDT Assessment	Goal for year three is to have 95% of the students proficient. Use Smarter Balance assessments. CELDT Assessment	Pupil Achievement
3. There is a need for all of our staff to be fully trained ,	Assure all staff are well-trained and possess proper	All	All		Current level is 100% and we will need to maintain	Maintain 100% level. Consult with county	Maintain 100% level. Consult with county	Basic

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
credentialed, and facilities to be maintained in good repair. The metric will be the annual audit (Rate of Teacher Misassignment). Williams Reports	credentials.				this level. Consult with county credential specialist.	credential specialist.	credential specialist.	
4. There is a need to implement the K-8 curriculum. The metric will be the quarterly Williams reports.	Successfully implement the K-8 curriculum in all classrooms.	All	All		K-8 curriculum is currently implemented 100% and we will need to maintain this level.	Maintain 100% level. Evaluate Williams reports.	Maintain 100% level. Evaluate Williams reports.	Basic Course Access
5. The Common Core needs to be implemented across all grade	Successfully implement the Common Core curriculum.	All	All		Common Core is currently implemented and must be maintained.	Common Core is currently implemented and must be maintained	Common Core is currently implemented and must be maintained	Implementation of State Standards.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
levels. The metric is Observations and Walkthroughs ELA and Math consultants (County and Supt.)					Observations and Walkthroughs ELA and Math consultants (County and Supt.)	Observations and Walkthroughs ELA and Math consultants (County and Supt.)	Observations and Walkthroughs ELA and Math consultants (County and Supt.)	
6. Better communication between parents and staff. The metric will be survey responses and attendance at PTC meetings. Suspension and Expulsion Data	1. Have room parents attend PTC meetings. 2. Have volunteer Coordinator attend PTC meetings.	All	All		Parents-students will be more informed regarding all aspects of the school. Survey responses and attendance at PTC meetings. Suspension and Expulsion	Parents-students will be more informed regarding all aspects of the school. Survey responses and attendance at PTC meetings. Suspension and Expulsion	Parents-students will be more informed regarding all aspects of the school. Survey responses and attendance at PTC meetings. Suspension and Expulsion	Parent Involvement. School Climate.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
					Data	Data	Data	
7. The district needs to maintain a 94% rate of attendance. Metric will be the annual attendance report. CDE Middle School Dropout Rate Report	Maintain at 94% attendance rate.	All	All		Have a 94% rate of attendance. CDE Middle School Dropout Rate Report	Have a 95% rate of attendance. CDE Middle School Dropout Rate Report	Have a 96% rate of attendance. CDE Middle School Dropout Rate Report	Pupil Engagement

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 20XX-XX	**Year 2: 20XX-XX**	**Year 3: 20XX-XX**
1. All students need to be proficient in ELA.	Other Student Outcomes	Students will be given district writing assessments 3 times a year. Assessments our Common Core-based and were developed by staff.	LEA-wide.		Daily instruction in writing. Funding source is the general budget. $4,000 from Common Core fund (4000)	Daily instruction in writing. Funding source is the general budget. $4,000 from Common Core fund. (4000)	Daily instruction in writing. Funding source is the general budget. $4,000 from Common Core fund. (4000)
2. All students need to be proficient in math.	Pupil Achievement	Students will be given district math assessments during the school year to determine their proficiency.	LEA-wide		Daily instruction in math. $4,000 from Common Core fund (4000)	Daily instruction in math. $4,000 from Common Core fund. (4000)	Daily instruction in math. $4,000 from Common Core fund. (4000)
3. Assure all staff are well-trained and possess proper credentials.	Basic.	1. Have room parents attend PTC meetings. 2. Have volunteer Coordinator attend PTC meetings.	LEA-wide		No funds are needed in this area.	No funds are needed in this area.	No funds are needed in this area.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
4. Successfully implement the K-8 curriculum in all classrooms	Basic Course Access	Monitor the availability of materials through walk-throughs and quarterly reports.	LEA-wide		No funds are needed in this area.	No funds are needed in this area.	No funds are needed in this area.
5. Successfully implement the Common Core curriculum.	Implementation of State Standards.	Observe instruction during principal walk-throughs and consultations with consultants.	LEA-wide		No funds are needed in this area.	No funds are needed in this area.0	No funds are needed in this area.
6.1. Have room parents attend PTC meetings. 2. Have volunteer Coordinator attend PTC meetings.	Parent Involvement. School Climate.	Schedule PTC meetings at times when both parents and the volunteer coordinator are available.	LEA-wide		No funds are needed in this area.	No funds are needed in this area.	No funds are needed in this area.
7. Maintain at 94% attendance rate.	Pupil Engagement	Monitor monthly attendance reports. Have monthly awards ceremonies for perfect attendance.	LEA-wide		No funds are needed in this area. Awards will be PTA sponsored.	No funds are needed in this area. Awards will be PTA sponsored.	No funds are needed in this area. Awards will be PTA sponsored.

B Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 20XX-XX	**Year 2: 20XX-XX**	**Year 3: 20XX-XX**
2. All students need to be proficient in math.	Pupil Achievement	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.	LEA-wide.		$4,000 Evaluate each individualized education plan each year to determine future direction. (LCFF; 4000)	$4,000 Evaluate each individualized education plan each year to determine future direction. (LCFF; 4000)	$4,000 Evaluate each individualized education plan each year to determine future direction. (LCFF; 4000)
1. All students need to be proficient in ELA.	Other Student Outcomes	For English learners: District will hire an EL consultant to work with staff on SDAIE, ELA, and core curriculum.	LEA-wide.		$1,800 Goal is to have all students redesignated within 5 years. LCFF (5000)	$1,800 Goal is to have all students redesignated within 5 years. LCFF (5000)	$1,800 Goal is to have all students redesignated within 5 years. LCFF (5000)
		FY N/A					
		R-EL N/A					

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Mt. Baldy SD has an unduplicated count of 14%. Utilizing the BASC calculator, our 2014-15 LCFF base will be $920,529. Our Supplemental/ Concentration factor funds will be $6,002 of our total LCFF allocation.

The supplemental / concentration factor funds of $4,024 will be expended to develop individualized education plans for each of the 11 low income students. Each plan will identify need and goals of the student.

The supplemental / concentration factor funds of $1,800 will be expended on an EL consultant to work with the teachers and three EL students on all of the educational issues surrounding their learning. Teachers and consultants will strategize on SDAIE delivery, ELA, and best ways to access the core curriculum.

At this time all funds are being spent on the targeted students first, with remaining funds being used to support all students in order to maintain grade level proficiency. The district feels that this approach is the most effective use of the supplemental grant funds.

D. 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). 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). 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.

In 2012-2013, the district received $5,421 in EIA funds. This $$ was spent on salaries. Our Supplemental/ Concentration factor funds will be

$6,002. The Minimum Proportionality Percentage will be .66%.

The supplemental / concentration factor funds of $4,024 will be expended to develop individualized education plans for each of the 11 low income students. Each plan will identify need and goals of the student.

The supplemental / concentration factor funds of $1,800 will be expended on an EL consultant to work with the teachers and three EL students on all of the educational issues surrounding their learning. Teachers and consultants will strategize on SDAIE delivery, ELA, and best ways to access the core curriculum.

At this time all funds are being spent on the targeted students first, with remaining funds being used to support all students in order to maintain grade level proficiency. The district feels that this approach is the most effective use of the supplemental grant funds.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.