

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	Mountain View Montessori Charter School		
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2017-20 Plan Summary

THE STORY

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

Victor Elementary School District (VESD) was established in 1896, starting as a one-room school house located in the high desert region of San Bernardino County. VESD is now comprised of 17 schools and Mountain View Montessori Charter School (MVMCS) is one them. MVMCS serves 185 students in grades TK-6.

The visionary mission statement of VESD is: VESD is committed to inspiring purposeful learners who create their futures with confidence, curiosity, innovation, and integrity through engaging learning experiences in safe environments within a supportive culture.

The mission of Mountain View Montessori Charter School is to provide a child-centered learning environment consistent with Dr. Maria Montessori's vision for students in kindergarten through the sixth grade.

LCAP HIGHLIGHTS

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

Additional hour added to each instructional day

Maintaining our School of Choice focus on Montessori methodologies and instruction

Instructional Assistants in each classroom

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

California dashboard results:

English learners increased significantly 48.6%

English language arts increased significantly 33.5%

Math increased 11.3%

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

California dashboard results:

Safety increased 2.2%

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

A discrepancy is noted between students who are socio-economically disadvantaged and those that aren't in ELA and suspensions.

To address these gaps, the team is working on developing a support system under PBIS. Additionally, staff attended training in Montessori methodology to continue to look at best practices to support students in ELA and Montessori.

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.

Additional hour added to each instructional day
Maintaining our School of Choice focus on Montessori methodologies and instruction
Instructional Assistants in each classroom

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

\$1,156,993

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$577,519

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.

Not included are operational costs for facility use, maintenance, and repair, base grant expenses for staff salaries, statutory benefits, and health and welfare, substitute teachers, Special Education staffing and program expenses, staffing for student safety (NDS and crossing guard), contracted services, furniture, and utilities.

\$1,741,891

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-2017

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 meet or exceed mastery in State Standards by integrating 21st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.

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

1. Incremental growth on SBAC: decrease students scoring 1 on SBAC summative assessment in ELA and Math by 5%

SBAC 14-15 Baseline Results: ELA 28% scored 1; Math 26% scored 1

2. Site based metric: 60% of students in grades K-6 complete a career portfolio or project/presentation by the end of the year

3. Increase EL re-designation students to 10% annually

4. Students are engaged and supported in their learning, as measured by the school achieving at least 60% of the possible goals under the "Student Progress" Learning for All Objectives. This includes:

- Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6
- Students in grades K-1 complete prewriting assessment and year-end writing assessment; students to score "adequate or thorough" on the year-end writing assessment using the VESD CCSS rubric.
- Students in grades 2-6 complete a prewriting assessment and year-end writing assessment; students to score "adequate or thorough" on the year-end writing assessment using the VESD CCSS rubric.
- In order to increase student performance, school will work to improve student attendance.
- Provide a high quality basic instructional program that includes safe and well-

ACTUAL

1. Incremental growth on SBAC: The number of students scoring a 1 on the SBAC summative assessment decreased by 12% in ELA and 15% in Math.

2. 0 Students in grades K-6 complete a career portfolio or project/presentation by the end of the year.

3. 8% of EL students were re-designated.

4. All staff administered the baseline and midyear interim assessments. Final scores on the year end writing will be inputted to show progress towards Learning for All. Attendance from last year compared to this year has decreased slightly:

- 15-16 = 96.66%
- 16-17 = 95.98%

maintained learning environments, highly qualified staff, materials to support learning, technology, expansion in learning opportunities, and parent engagement.	

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 **1.1**

Actions/Services	PLANNED Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21 st century learning skills (e.g., instructional staff, paraprofessionals, site administration).	ACTUAL Recruited, hired, assigned, and retained highly qualified staff.
	BUDGETED \$43,279; cost of healthcare TBD	ESTIMATED ACTUAL \$43,279
Expenditures		

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 **1.2**

Actions/Services	PLANNED Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects).	ACTUAL Staff used approximately 42 days for professional development.

Expenditures	BUDGETED \$20,000 (subs) Funding: LCFF Base Objects: 1,2,3,5XXX	ESTIMATED ACTUAL \$7238 Rs 0090
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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 1.3

Actions/Services	PLANNED Relocate to new facility, modify facility as needed to meet program needs, provide necessary furnishings and facility materials, maintain facilities to maximize efficiency and effectiveness of resources.	ACTUAL Relocated to new facility on Silica Drive, modified facility to meet program needs and safety needs. Expenses included remodel, fencing, signage, painting, carpeting, furniture, and moving expenses.
Expenditures	BUDGETED \$TBD Funding: LCFF Base Objects: 1,2,3,4,5XXX	ESTIMATED ACTUAL \$180,804 Rs 0000

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 1.4

Actions/Services	PLANNED Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21 st Century Skills.	ACTUAL Instructional resources were provided to support CCSS and 21 st century skills.
Expenditures	BUDGETED \$260,000 Funding: LCFF Base, Supp/Conc. Lottery, Title I Object: 4,5XXX	ESTIMATED ACTUAL \$50,041 Rs 0000

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 **1.5**

Actions/Services	PLANNED Support reduced class sizes in grades TK/K	ACTUAL Maintained reduced class sizes in TK/K.
	BUDGETED \$46,363 Funding: LCFF Supp/Conc Objects: 1,2,3XXX	ESTIMATED ACTUAL \$46,363 Rs 0000
Expenditures		

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 **1.6**

Actions/Services	PLANNED Instructional assistants in each classroom to support learning and teaching.	ACTUAL Instructional assistants were provided in each classroom to support learning and teaching.
	BUDGETED Instructional assistants \$140,000	ESTIMATED ACTUAL \$123,024 Rs 0000/0090
Expenditures		

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 **1.7**

Actions/Services	PLANNED Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).	ACTUAL Purchased classroom technology

Expenditures

BUDGETED \$15,000 (tech inventory/supplies/software) Funding: LCFF Base Object: 4XXX	ESTIMATED ACTUAL \$921 Rs 0000
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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

1.8

Actions/Services

PLANNED Provide monthly parent meeting w/ Principal	ACTUAL Parent meetings provided throughout school year.
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Expenditures

BUDGETED \$500 Funding: Title I Object: 4, 5XXX	ESTIMATED ACTUAL No cost
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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

1.9

Actions/Services

PLANNED Increase school day by one hour	ACTUAL Increased school day by one hour.
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Expenditures

BUDGETED \$106,447.00 0090 1XXX	ESTIMATED ACTUAL \$102,000 Rs 0090
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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 1.10

Actions/Services	PLANNED Provide funds to support targeted intervention support as recognized in the Single Plan for Student Achievement (SPSA), such as intervention tutoring, etc.	ACTUAL Intervention tutoring was not provided. The extended hour of school provided more instructional time.
Expenditures	BUDGETED \$7000 Funding: LCFF Supp/Conc Objects: 1, 2, 3XXX	ESTIMATED ACTUAL No cost

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 1.11

Actions/Services	PLANNED Recognize and reward student progress and achievement	ACTUAL Recognized and rewarded student progress and achievement.
Expenditures	BUDGETED \$400 Funding: LCFF Supp/Conc Objects: 4, 5XXX	ESTIMATED ACTUAL \$400

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 1.12

Actions/Services	PLANNED Support options to explore new opportunities through offering after school clubs and electives	ACTUAL Supported after school clubs and electives.
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Expenditures

BUDGETED

\$2000

Funding: LCFF Supp/Conc

Object: 4XXX

ESTIMATED ACTUAL

\$999.83

Rs 0090

[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

1.13

Actions/Services

PLANNED

MVM provides breakfast and lunch to low income qualifying students through the National School Lunch program (district budget)

ACTUAL

Provided breakfast and lunch to qualifying low income students through the National School Lunch Program.

Expenditures

BUDGETED

\$6,358,526

Funding: National School Lunch Program

Object: 1-7XXX

District budget

ESTIMATED ACTUAL

No cost to MVMCS

Funded by National School Lunch Program

[ACTIONS / SERVICES](#)

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

Action

1.14

Actions/Services

PLANNED

MVM will provide release time to teachers for professional development in strategies to support ELD.

ACTUAL

Staff training and/or ELD planning occurred primarily during regularly scheduled meetings.

Expenditures

BUDGETED

\$2400

Funding: LCFF Supp/Conc

Object: 1, 2, 3XXX

ESTIMATED ACTUAL

\$157

Rs 0090

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 **1.15**

Actions/Services	PLANNED Support English Learner students by purchasing materials that support English Language Development (e.g., iReady)	ACTUAL iReady was not purchased. Other support materials were available.
	BUDGETED \$10,000	ESTIMATED ACTUAL \$0
Expenditures		

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 **1.16**

Actions/Services	PLANNED Research/explore ELD curriculum	ACTUAL The new ELA/ELD materials were piloted. No new materials were selected for adoption.
	BUDGETED \$TBD Funding: LCFF Base Objects: TBD	ESTIMATED ACTUAL No cost.
Expenditures		

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 **1.17**

Actions/Services	PLANNED Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA)	ACTUAL Counseling services provided by SELPA.
Expenditures	BUDGETED \$TBD Funding: LCFF Base Objects: TBD	ESTIMATED ACTUAL No cost to MVMCS

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 1.18

Actions/Services	PLANNED Continue implementing plan for foster youth outreach with County foster liaison, social workers, and foster parents (District)	ACTUAL Foster Youth outreach provided by authorizing district (VESD)
Expenditures	BUDGETED \$TBD Funding: LCFF Base Objects: 2, 3XXX	ESTIMATED ACTUAL No cost to MVMCS

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 1.19

Actions/Services	PLANNED Research, revise, and train all staff in Response to Intervention programs	ACTUAL Continuing to research RTI for school site.
Expenditures	BUDGETED \$TBD Pending research	ESTIMATED ACTUAL No cost

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 **1.20**

Actions/Services	PLANNED Research, revise, and/or train in behavior interventions, systems, supports	ACTUAL Supported by VESD in initial implementation of positive behavior intervention and support. Continuing to refine practices and systems.
	BUDGETED \$TBD Pending research	ESTIMATED ACTUAL No cost

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 **1.21**

Actions/Services	PLANNED Research/explore intervention substitute/aide	ACTUAL N/A
	BUDGETED \$TBD Pending research	ESTIMATED ACTUAL No Cost

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.

MVMCS was able to make progress toward Goal 1 through implementation of the actions and services indicated for the 16-17 school year. The implementation of actions and services that supported this goal include training, planning, scoring of the interims, and collaboration time. The instructional assistants supporting classroom instruction also enhanced the academic and social/emotional environment for students.

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

The effectiveness of the actions and services are evidenced by the growth on our summative assessment and the multiple measures indicated on the California Dashboard. Overall, the results show a positive trend in ELA, Math, and EL re-designations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 1.9, increase the school day by 1 hour, will be modified to providing additional tutoring to students with specific academic needs requiring additional support. Action 1.21, research/explore intervention substitute or aide, will be combined with action 1.9 above to serve the students requiring additional support. These changes will be noted in Goal 1 for 17-18. They will be measured by our baseline and year-end district writing scores and our summative assessment results in ELA and math.

Goal 2

All Students will receive instruction and support by highly qualified staff who have received professional development as defined in Local Educational Agency Plan and school site plan.

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

PDSA (Plan, Do, Study, Act) stakeholder survey results with a **goal to increase 1% annually until a minimum of 95% is reached.**

Quality Check Survey:

“I have the tools (equipment, materials, supplies) that are required to do my job.”
(baseline 88.85%)

“I have the training that is required to do my job.”(baseline 94.83%)

Parent Survey:

“My school is meeting my child’s academic needs” (baseline 95.24%)

Staff Survey:

“My principal visits my class regularly.” (baseline 100%)

Student Survey:

“My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned” (baseline 87.29%)

ACTUAL

15-16 Survey Results:

Quality Check Survey:

“I have the tools (equipment, materials, supplies) that are required to do my job.” (baseline 88.85%) 100% agree/strongly agree

“I have the training that is required to do my job.”(baseline 94.83%) 100% agree/ strongly agree

Parent Survey:

“My school is meeting my child’s academic needs.” (baseline 95.24%) 94.87%

Staff Survey:

“My principal visits my class regularly.” (baseline 100%) 88.24%

Student Survey:

“My teacher(s) and I communicate about how I am doing in class and I Understand the grades I have earned.” (baseline 87.29%) 81.55%

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 2.1

Actions/Services	PLANNED MVM staff is provided in-class support and trainings in CCSS instructional strategies and resources by VESD Support Specialists. (District budget)	ACTUAL Staff provided support and trainings by VESD Support Specialists.
	BUDGET VESD Support Specialists \$745,797 Funding: LCFF, Objects: 1,2,3XXX District budget	ESTIMATED ACTUAL No cost to MVMCS (VESD budget)

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

2.2

Actions/Services

PLANNED

MVM staff attends the annual Montessori national conference and participates in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction)

ACTUAL

Teachers attended the annual Montessori conference (AMS) to continue development in Montessori curriculum and instruction.

Expenditures

BUDGET

\$10,000

Funding: LCFF Base, Title I

Object: 5XXX

ESTIMATED ACTUAL

\$5704 (AMS, etc.)

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

2.3

Actions/Services

PLANNED

Provide weekly collaboration time for certificated staff, with one Friday per month for District provided professional development.

ACTUAL

Provided weekly collaboration time for certificated staff.

Expenditures

N/A

ESTIMATED ACTUAL

N/A

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.

MVMCS was able to make progress towards Goal 2 through implementation of the actions and services indicated for the 16-17 school year. Staff participated in trainings offered by VESD and attended the annual AMS conference. These supported the goal of building professional development availability and built more capacity in the staff to support students with academic and behavioral strategies.

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

The effectiveness of the actions and services are evidenced by the growth on our summative assessment and multiple measures indicated on the California Dashboard. Staff complimented the trainings received and implementation of practices are evident in the classroom walk-throughs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Many trainings were provided by VESD, therefore there was no cost to MVMCS. In the conferences paid for by MVMCS, there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

There were no changes made to the actions and services in Goal 2 for the upcoming 17-18 school year.

Goal 3

MVM will provide opportunities and possibilities that support the success of all students and the adults that support them.

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

PDSA (Plan, Do, Study, Act) stakeholder survey results with a **goal to increase 1% annually until a minimum of 95% is reached.**

Student Survey:

- "I give my best effort to be at or above my grade level in all subjects." (baseline 95.76%)
- "I am expected to learn, improve, and do my best every day." (baseline 97.46%)
- "My parent/ guardian and I talk about how I am doing in school." (baseline 92.37%)

Staff Survey:

- "There is always an avenue to express my concerns or questions". (baseline 91.44%)
- "I am able to participate in the decision making process in my department/school (site planning, budget, etc.)." (baseline 91.94%)

Quality Check survey:

- "I have the tools (equipment, materials, supplies) that are required to do my job." (baseline 88.85%)
- "I have the training that is required to do my job." (baseline 94.83%)

Site based metric: **60%** of students in grades K-6 complete a career portfolio or project/presentation by the end of the year

ACTUAL

15-16 Survey Results:

Student Survey:

- "I give my best effort to be at or above my grade level in all subjects." (baseline 95.76%) 94.17%
- "I am expected to learn, improve, and do my best every day." (baseline 97.46%) 100%
- "My parent/ guardian and I talk about how I am doing in school." (baseline 92.37%) 93.20%

Staff Survey:

- "There is always an avenue to express my concerns or questions". (baseline 91.44%) 88.24%
- "I am able to participate in the decision making process in my department/school (site planning, budget, etc.)." (baseline 91.94%) 94.12%

Quality Check survey:

- "I have the tools (equipment, materials, supplies) that are required to do my job." (baseline 88.85%) 100% Strongly agree/Agree
- "I have the training that is required to do my job." (baseline 94.83%) 100% Strongly agree/Agree

0 Students in grades K-6 complete a career portfolio or project/presentation by the end of the 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 3.1

Actions/Services

PLANNED
MVM provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.

ACTUAL
Family engagement team was convened along with the PTO, meetings with the Head of School, and Advisory Council.

Expenditures	BUDGET Release time \$20,000 (sub cost) Funding: LCFF Base Objects:1,2,3XXX	ESTIMATED ACTUAL \$7238 Rs 0000

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 3.2

Actions/Services	PLANNED Students participate in 4 field trips annually.	ACTUAL Student participated in at least 4 field trips during the school year.
Expenditures	BUDGET Field trip transportation \$4000 Funding: LCFF Base Objects: 5XXX	ESTIMATED ACTUAL \$6580 Rs 0000

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 3.3

Actions/Services	PLANNED MVM parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, Montessori education, and parenting (Positive Discipline).	ACTUAL Head of school meetings and Watch me Work provided some opportunities.
Expenditures	BUDGET Parenting training (ie Positive Discipline, Love and Logic) \$1000 Funding: Title I Objects: 4,5XXX	ESTIMATED ACTUAL No cost

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 **3.4**

Actions/Services	PLANNED VESD Family Resources Center, to provide community outreach, services, classes (District Budget)	ACTUAL VESD Family Resource Center provided community outreach, services, and classes to VESD community (including MVMCS).
	BUDGET \$252,052 District Budget	ESTIMATED ACTUAL No cost to MVMCS

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.	MVMCS was able to make progress towards Goal 3 through implementation of the actions and services indicated for the 16-17 school year. Staff and parents developed a Family Engagement Team. This team attended multiple trainings at the County office throughout the school year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The effectiveness of the actions and services are evidenced by the growth on our summative assessment and multiple measures indicated on the California Dashboard. Annual parent surveys indicate strong support for the Montessori program.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
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.	There were no changes made to the actions and services in Goal 3 for the upcoming 17-18 school year.

Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Mountain View Montessori Charter School (MVM) is a dependent charter within Victor Elementary School District (VESD). MVM has a unique relationship with VESD, as it goes beyond what is typical between a charter school and its authorizer. MVM is regarded and treated as one of the elementary school sites within VESD. This is reflected in MVM being aligned to VESD in all board goals and policies, operations, supervision, professional development, planning, community involvement, stakeholder groups, etc. Though MVM has a distinct curriculum (Montessori) and a budget separate from VESD, in all other respects MVM is a VESD school. Thus, our integration is reflected in the development of MVM's LCAP, as well.

Like VESD, MVM has regularly involved stakeholders in its continuous improvement cycle. MVM annually surveys students, parents, staff, and community members. The results from these surveys have been used to inform our continuous improvement cycles.

With the onset of the Local Control Funding Formula, VESD adapted its planning process so that it is ongoing throughout the school year. MVM was integrated into these processes.

Victor Elementary School District (VESD) has regularly involved stakeholders in a continuous improvement cycle. For over twenty years, VESD has surveyed students, parents, staff, and community members. The results from these surveys have been shared in our annual strategic planning process, now called Strategic Study, which has involved staff, parents, community members and students.

With the onset of the Local Control Funding Formula, VESD has adapted its planning process so that it is ongoing throughout the school year. VESD currently has multiple committees in which the members encompass all stakeholder groups including representatives for our English language learners, foster children, low income students, classified employees and certificated employees including their Bargaining Unit Officers, confidential employees, administration, and community members. The total amount of unduplicated participants in our committees is over 100. All committees come together annually at VESD's Strategic Study to review data (survey results, academic results, budget, etc.), discuss results, and provide input for ongoing improvement. Each of these groups give input and will continue to give input to VESD's Local Control Accountability Plan throughout the school year.

VESD principals (including MVMCS) come together and meet monthly so that they can bring information back to their school sites to share with their stakeholders through their own Site Councils, English Learner Advisory Committees, PTA/PTO/Booster Clubs, parent newsletter, staff meetings, etc. VESD Cabinet keeps consistent communication with its Certificated and Classified Bargaining Unit leaders, who are also participants on the committees.

VESD works with and receives input from outside agencies on a regular basis, such as SELPA, CSEA, VETA, Think Together, Public Works, City of Victorville, BEARS, Victorville Chamber, Rotary, Kiwanis, Assistance League (Operation School Bell), United Way, Horace Mann, High Desert Homeless Shelter, San Bernardino County office of Education, Riverside County Offices of Education and Victor Elementary Education Foundation.

The continuous improvement cycle goes on throughout the school year. As the committees receive information such as survey results, academic results, etc., they are asked for input on how to

improve the results. The description/activities of each group in 2015-16 are as follows:

Strategic Study: Representation from all stakeholder groups including staff, parents, community members and students met and reviewed updates on district data, surveys, demographics, and monitoring systems, as well as educational research. Attendees discussed and gave feedback about the question, “After hearing and reading the information today, what else can VESD do to help you prepare these children for their future?” Feedback and information generated from this meeting was then shared with each of the stakeholder groups during the 2016-17 year to inform next steps.

District Advisory Committee (DAC): Committee members provided feedback for the Local Control Accountability Plan during their 2016-17 meetings. Committee members discussed the LCAP feedback obtained through the Strategic Study meeting held in September 2016. They defined categories of this feedback into four main groups: professional development, family/community resource center, materials, and other activities. The input gathered from Strategic Study was then organized into the categories and themes were identified. Feedback and ideas about the themes were shared by DAC Committee members.

District English Learner Advisory Committee (DELAC): Parents and Think Together Site Coordinators were educated on the reporting system for our new state assessment, the California State Standards, Depth of Knowledge, using Chromebooks and Google Drive to develop student thinking and learning, LCAP/LEA, and data from all VESD departments, along with feedback from the annual Strategic Study. At these meetings, community resources were shared that included the Mexican Consulate donating books, Victorville Public Library literacy programs, and Desert Community Bank and financial literacy. Parents and Think Together Site Coordinators provided feedback on both the LCAP and LEA Plan, with a focus on parent/staff training and resources needed to support the schools and their children’s learning.

Budget Advisory Committee (BAC): Committee members (certificated, classified and management employees) provided feedback for the Local Control Accountability Plan during their 2016-17 meetings. Committee members discussed the feedback obtained through the Strategic Study meeting held in September 2016. They reviewed, discussed, and shared suggestions/examples of actions (that could be taken, based on that feedback). A subgroup of the BAC attended the Governor’s budget workshops presented by School Services of California.

Quality Works (QW): Certificated, classified and management employees receives data on all VESD systems and does a self-analysis using the continuous improvement cycle. QW provided input for the Local Control Accountability Plan during their 2016-17 meetings, as members discussed the feedback obtained through the Strategic Study meeting held in September 2016. They analyzed, reviewed, discussed, and gave input on topics such as professional development and the family resource center.

Foster Youth Advisory Committee (FYAC): Classified, certificated, admin, psychologist, community members, and representatives from local agencies participated in the FYA committee during 2016-17.

African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, and parents. AAEC was established because VESD recognizes a need to engage our parents to collaborate, gather input, and learn how we can support our African American students to reach their full potential.

MVM stakeholders are represented within VESD’s committees and participate equally in sharing information and providing input. This input has been used and will continue to be used to inform MVM’s Local Control Accountability Plan.

VESD Principals (including the MVM Principal) come together monthly to learn and bring information back to the school stakeholders. MVM shares information with stakeholders through its Advisory Committee, English Learner Advisory Committees, PTO, MVM monthly parent newsletter, monthly parent coffee, staff meetings, etc. MVM’s Principal is included and receives consistent communication from VESD Cabinet concerning all district information.

MVM works with and receives input from outside agencies on a regular basis (i.e. SELPA, Victor Community Support Services, Mourning Star, City of Victorville, United Way, Horace Mann, San Bernardino County Office of Education, and Victor Elementary Education Foundation).

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

The input that is provided by all stakeholders not only guides the district LCAP annual update, but it currently influences VESD's Board Goals and Objectives and, consequently, Cabinet and Administrator's action plans which are monitored throughout the school year.

Input gathered in 2016-17 from VESD stakeholders indicated a need for:

- Increasing the number of School Resource Officers
- Increasing resources for student health services (additional nurse)
- Increasing support to EL students through Bilingual Para-educators
- Applying resources to support student attendance and address Chronic Absenteeism
- Applying resources to support school site administration
- Expanding classes offered at the Family Resource Center
- Translation resources

MVMCS is supported by each of the items indicated above with minimal to no additional cost to their budget.

VESD believes that each school site is the expert for their students. Therefore, VESD practices defined autonomy and with that strives to provide each site with as much site discretionary funding as possible. Spending at the site level is aligned to the LCAP and outlined in their individual SPSA. Input for the SPSA is received from committees (Site Council, ELAC, etc.) surveys (parent, student and staff), and staff. MVMCS operates as a dependent charter under VESD with a school focus on Montessori.

Key metrics used to evaluate the effectiveness of our actions and services may include but are not be limited to the following: SBAC results, report card data, attendance data, re-designation rates, suspension and expulsion data, Career Portfolio completion, survey results, Williams site inspections and Williams criteria, professional development trainings and requests for training, resource center walk-ins, classes provided and center usage.

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
<u>Goal 1</u>	All students will reach their full potential.		
<u>State and/or Local Priorities Addressed by this goal:</u>	STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____		
<u>Identified Need</u>	1. Incremental growth on SBAC: The number of students scoring a 1 on the SBAC summative assessment decreased by 12% in ELA and 15% in Math. 2. 0 Students in grades K-6 complete a career portfolio or project/presentation by the end of the year. 3. 8% of EL students were re-designated. 4. All staff administered the baseline and midyear interim assessments. Final scores on the year end writing will be inputted to show progress towards Learning for All. Attendance from last year compared to this year has decreased slightly: 15-16 = 96.66% 16-17 = 95.98%		

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Incremental growth on SBAC: Decrease students scoring 1 on SBAC summative assessment in ELA and Math by 5%	The number of students scoring a 1 on the SBAC summative assessment decreased by 12% in ELA and 15% in Math.	The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from the baseline.	The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from 17-18.	The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from 18-19.
Increase the number of students in grades K-6 completing a career portfolio or project/presentation by the end of the year by 20%	0 Students in grades K-6 complete a career portfolio or project/presentation by the end of the year.	20% of students complete a career project.	20% more students complete a career project as compared to 17-18.	20% more students complete a career project as compared to 18-19.
Increase EL re-designation students to 10% annually	8% of EL students were re-designated.	10% of EL students re-designated.	10% of EL students re-designated.	10% of EL students re-designated.
Reduced chronic absenteeism: -Reduce chronic absenteeism (10 or more absences) by 1%	9% of students were chronically absent (10 or more absences).	8% or fewer students will be chronically absent.	7% or fewer students will be chronically absent.	6% or fewer students will be chronically absent.

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

☐ New ☐ Modified ☒ Unchanged

Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration).

2018-19

☐ New ☐ Modified ☒ Unchanged

Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration).

2019-20

☐ New ☐ Modified ☒ Unchanged

Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration).

BUDGETED EXPENDITURES

2017-18

Amount \$114,668

Source Base/S&C

2018-19

Amount

Source

2019-20

Amount

Source

Budget Reference

Step & Column Costs

Budget
Reference

Budget
Reference

Action

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

☐ New ☐ Modified ☒ Unchanged

Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects).

2018-19

☐ New ☐ Modified ☒ Unchanged

Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects).

2019-20

☐ New ☐ Modified ☒ Unchanged

Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects).

[BUDGETED EXPENDITURES](#)

2017-18

Amount

20,000

Source

General/Supp&Conc

Budget Reference

Sub teachers

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

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 Group(s) ☒ Schoolwide OR ☐ Limited to Unduplicated Student

[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

Modify new facility as needed to meet program needs, provide necessary furnishings and facility materials, maintain facilities to maximize efficiency and effectiveness of resources.

Modify facility as needed to meet program needs, provide necessary furnishings and facility materials, maintain facilities to maximize efficiency and effectiveness of resources.

Modify facility as needed to meet program needs, provide necessary furnishings and facility materials, maintain facilities to maximize efficiency and effectiveness of resources.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

TBD

Amount

Amount

Source

General Fund

Source

Source

Budget Reference

Furnishings, facility materials, etc.

Budget
ReferenceBudget
ReferenceAction **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 IncomeScope of Services☐ LEA-wide Group(s) ☒ Schoolwide **OR** ☐ Limited to Unduplicated StudentLocation(s)☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____ACTIONS/SERVICES**2017-18**☐ New ☐ Modified ☒ UnchangedProvide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21st Century Skills.**2018-19**☐ New ☐ Modified ☒ UnchangedProvide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21st Century Skills.**2019-20**☐ New ☐ Modified ☒ UnchangedProvide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21st Century Skills.BUDGETED EXPENDITURES**2017-18**

Amount

\$100,000

2018-19

Amount

2019-20

Amount

Source	General, Supp & Cond, Title I, Lottery
Budget Reference	Instructional resources

Source	
Budget Reference	

Source	
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

☐ New ☐ Modified ☒ Unchanged

Instructional assistants in each classroom to support learning and teaching.

2018-19

☐ New ☐ Modified ☒ Unchanged

Instructional assistants in each classroom to support learning and teaching.

2019-20

☐ New ☐ Modified ☒ Unchanged

Instructional assistants in each classroom to support learning and teaching.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$158,683

Source Base, S&C

Budget Reference Salary for Instructional Assistants

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

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

☐ New ☐ Modified ☒ Unchanged

Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).

2018-19

☐ New ☐ Modified ☒ Unchanged

Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$15,000

Source S&C, Base, Title 1, Lottery

Budget Reference Technology expenses

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

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

☐ New ☐ Modified ☒ Unchanged

Provide monthly parent meeting w/ Principal

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide monthly parent meeting w/ Principal

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide monthly parent meeting w/ Principal

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$500

Source Title I, S&C

Budget Reference Expenses for monthly Head of School Coffee

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

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

☐ New ☐ Modified ☒ Unchanged

Increase school day by one hour

2018-19

☐ New ☐ Modified ☒ Unchanged

Increase school day by one hour

2019-20

☐ New ☐ Modified ☒ Unchanged

Increase school day by one hour

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$131,868

Source S&C

Budget Reference 17% of certificated salaries

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 9

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

☐ New ☐ Modified ☒ Unchanged

Provide funds to support targeted intervention support as recognized in the Single Plan for Student Achievement (SPSA), such as intervention tutoring, etc.

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide funds to support targeted intervention support as recognized in the Single Plan for Student Achievement (SPSA), such as intervention tutoring, etc.

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide funds to support targeted intervention support as recognized in the Single Plan for Student Achievement (SPSA), such as intervention tutoring, etc.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$7000

Source S&C

Budget Reference Intervention costs (tutoring, supplementary materials, etc)

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 10

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 Student Group(s) ☒ Schoolwide OR ☐ Limited to Unduplicated

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

Recognize and reward student progress and achievement

2018-19

☐ New ☐ Modified ☒ Unchanged

Recognize and reward student progress and achievement

2019-20

☐ New ☐ Modified ☒ Unchanged

Recognize and reward student progress and achievement

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$400

Source S&C

Budget Reference Materials for student recognition

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

11

Action

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

Support options to explore new opportunities through offering after school clubs and electives

Support options to explore new opportunities through offering after school clubs and electives

Support options to explore new opportunities through offering after school clubs and electives

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount \$2000

Amount

Amount

Source S&C

Source

Source

Budget Reference Materials to support clubs and electives

Budget Reference

Budget Reference

12

Action

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 Student Group(s) ☒ Schoolwide OR ☐ Limited to Unduplicated

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

MVM provides breakfast and lunch to low income qualifying students through the National School Lunch program (district budget)

2018-19

☐ New ☐ Modified ☒ Unchanged

MVM provides breakfast and lunch to low income qualifying students through the National School Lunch program (district budget)

2019-20

☐ New ☐ Modified ☒ Unchanged

MVM provides breakfast and lunch to low income qualifying students through the National School Lunch program (district budget)

[BUDGETED EXPENDITURES](#)

2017-18

Amount

No cost

2018-19

Amount

2019-20

Amount

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 13

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

☐ New ☐ Modified ☒ Unchanged

MVM will provide release time to teachers for professional development in strategies to support ELD.

2018-19

☐ New ☐ Modified ☒ Unchanged

MVM will provide release time to teachers for professional development in strategies to support ELD.

2019-20

☐ New ☐ Modified ☒ Unchanged

MVM will provide release time to teachers for professional development in strategies to support ELD.

BUDGETED EXPENDITURES

2017-18

Amount

\$2400

2018-19

Amount

2019-20

Amount

Source	S&C	Source		Source	
Budget Reference	Subs for release time	Budget Reference		Budget Reference	

Action 14

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

☐ New
 ☐ Modified
 ☒ Unchanged

Support English Learner students by purchasing materials that support English Language Development (e.g., iReady)

2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

Support English Learner students by purchasing materials that support English Language Development (e.g., iReady)

2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

Support English Learner students by purchasing materials that support English Language Development (e.g., iReady)

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$10,000

2018-19

Amount

2019-20

Amount

Source	S&C, Title I, Lottery	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 15

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
Research/explore ELA/ELD curriculum	Research/explore ELA/ELD curriculum	Research/explore ELA/ELD curriculum

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount	\$TBD	Amount
Source		Source

Budget Reference

Budget
Reference

Budget
Reference

Action

16

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 targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA)

Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA)

Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

No Cost - District

Amount

Amount

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 17

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
Student Group(s)

☒ Schoolwide

OR

☐ Limited to Unduplicated

[Location\(s\)](#)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

Continue implementing plan for foster youth outreach with County foster liaison, social workers, and foster parents (District)

2018-19

☐ New ☐ Modified ☒ Unchanged

Continue implementing plan for foster youth outreach with County foster liaison, social workers, and foster parents (District)

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue implementing plan for foster youth outreach with County foster liaison, social workers, and foster parents (District)

[BUDGETED EXPENDITURES](#)

2017-18

Amount

No cost - District

2018-19

Amount

2019-20

Amount

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 18

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
Research, revise, and train all staff in academic Response to Intervention programs	Research, revise, and train all staff in academic Response to Intervention programs	Research, revise, and train all staff in academic Response to Intervention programs

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount \$TBD	Amount	Amount

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 19

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 Student Group(s) ☒ Schoolwide OR ☐ Limited to Unduplicated
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
Research, revise, and/or train in behavior interventions, systems, supports	Research, revise, and/or train in behavior interventions, systems, supports	Research, revise, and/or train in behavior interventions, systems, supports

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$TBD	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New☐ Modified☒ Unchanged

Goal 2

All staff will support every student in reaching their full potential.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

15-16 Survey Results:

Quality Check Survey:

"I have the tools (equipment, materials, supplies) that are required to do my job." (baseline 88.85%) 100%

"I have the training that is required to do my job." (baseline 94.83%) 100%

Parent Survey:

"My school is meeting my child's academic needs" (baseline 95.24%) 94.87%

Staff Survey:

"My principal visits my class regularly." (baseline 100%) 88.24%

Student Survey:

"My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned" (baseline 87.29%) 81.55%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Parent Survey:</u> "My school is meeting my child's academic needs."	94.87% agree	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.

<u>Quality Check Survey:</u> "I have the tools (equipment, materials, supplies) that are required to do my job."	100% agree/strongly agree	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.
<u>Quality Check Survey:</u> "I have the training that is required to do my job."	100% agree/ strongly agree	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.
<u>Staff Survey:</u> "My principal visits my class regularly."	88.24% agree	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.
<u>Student Survey:</u> "My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned."	81.55% agree	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.

PLANNED ACTIONS / SERVICES

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 Group(s) ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

MVM staff is provided in-class support and trainings in CCSS instructional strategies and resources by VESD Support Specialists. (District budget)

2018-19

☐ New ☐ Modified ☒ Unchanged

MVM staff is provided in-class support and trainings in CCSS instructional strategies and resources by VESD Support Specialists. (District budget)

2019-20

☐ New ☐ Modified ☒ Unchanged

MVM staff is provided in-class support and trainings in CCSS instructional strategies and resources by VESD Support Specialists. (District budget)

BUDGETED EXPENDITURES

2017-18

Amount

No cost - District Budget

Source

Budget Reference

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

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 Group(s) ☒ Schoolwide OR ☐ Limited to Unduplicated Student

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

MVM staff attends the annual Montessori national conference and participates in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction)

2018-19

☐ New ☐ Modified ☒ Unchanged

MVM staff attends the annual Montessori national conference and participates in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction)

2019-20

☐ New ☐ Modified ☒ Unchanged

MVM staff attends the annual Montessori national conference and participates in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction)

BUDGETED EXPENDITURES

2017-18

Amount

\$10,000

Source

S&C, Title I, Base

Budget Reference

Conferences and training expenses

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

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 Group(s)	☒ Schoolwide	OR ☐ Limited to Unduplicated Student
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 weekly collaboration time for certificated staff, with one Friday per month for District provided professional development.	Provide weekly collaboration time for certificated staff, with one Friday per month for District provided professional development.	Provide weekly collaboration time for certificated staff, with one Friday per month for District provided professional development.

[BUDGETED EXPENDITURES](#)

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

☐ New

☐ Modified

☒ Unchanged

Goal 3

MVM will partner with all families as they support their children in reaching their full potential.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

[Identified Need](#)

15-16 Survey Results:

Student Survey:

"I give my best effort to be at or above my grade level in all subjects." (baseline 95.76%) 94.17%

"I am expected to learn, improve, and do my best every day." (baseline 97.46%) 100%

"My parent/ guardian and I talk about how I am doing in school." (baseline 92.37%) 93.20%

Staff Survey:

"There is always an avenue to express my concerns or questions." (baseline 91.44%) 88.24%

"I am able to participate in the decision making process in my department/school (site planning, budget, etc.)." (baseline 91.94%) 94.12%

Quality Check survey:

"I have the tools (equipment, materials, supplies) that are required to do my job." (baseline 88.85%) 100%

"I have the training that is required to do my job." (baseline 94.83%) 100%

0 Students in grades K-6 complete a career portfolio or project/presentation by the end of the year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Student Survey:</u> "I give my best effort to be at or above my grade level in all subjects."	94.17% agree	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.
<u>Student Survey:</u> "I am expected to learn, improve, and do my best every day."	100% agree	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.
<u>Student Survey:</u> "My parent/ guardian and I talk about how I am doing in school."	93.20% agree	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.
<u>Staff Survey:</u> "There is always an avenue to express my concerns or questions."	88.24% agree/strongly agree	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.
<u>Staff Survey:</u> "I am able to participate in the decision making process in my department/school (site planning, budget, etc.)."	94.12% agree/strongly agree	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.
50% of students in grades K-6 complete a career portfolio or project/presentation by the end of the year	0 students completed career portfolios.	50% of students complete career portfolios.	60% of students complete career portfolios.	70% of students complete career portfolios.

PLANNED ACTIONS / SERVICES

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 Group(s) ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

MVM provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.

2018-19

☐ New ☐ Modified ☒ Unchanged

MVM provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.

2019-20

☐ New ☐ Modified ☒ Unchanged

MVM provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.

BUDGETED EXPENDITURES

2017-18

Amount \$20,000 (included in goal 1)

Source Base

Budget Reference Sub cost for release time

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

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 Group(s) ☒ Schoolwide OR ☐ Limited to Unduplicated Student

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

Students participate in 4 field trips annually.

2018-19

☐ New ☐ Modified ☒ Unchanged

Students participate in 4 field trips annually.

2019-20

☐ New ☐ Modified ☒ Unchanged

Students participate in 4 field trips annually.

[BUDGETED EXPENDITURES](#)

2017-18

Amount

\$4000

Source

S&C, Base

Budget Reference

Field trip transportation

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

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 Group(s) ☒ Schoolwide OR ☐ Limited to Unduplicated Student

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

MVM parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, Montessori education, and parenting (Positive Discipline).

2018-19

☐ New ☐ Modified ☒ Unchanged

MVM parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, Montessori education, and parenting (Positive Discipline).

2019-20

☐ New ☐ Modified ☒ Unchanged

MVM parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, Montessori education, and parenting (Positive Discipline).

[BUDGETED EXPENDITURES](#)

2017-18

Amount

\$1000

Source

Title I

Budget Reference

Expenses for meetings (materials, etc)

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

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 Group(s) ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

VESD Family Resources Center, to provide community outreach, services, classes (District Budget)

2018-19

☐ New ☐ Modified ☒ Unchanged

VESD Family Resources Center, to provide community outreach, services, classes (District Budget)

2019-20

☐ New ☐ Modified ☒ Unchanged

VESD Family Resources Center, to provide community outreach, services, classes (District Budget)

[BUDGETED EXPENDITURES](#)

2017-18

Amount No cost – District budget

Source

Budget Reference

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

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:

\$ 201,037

Percentage to Increase or Improve Services:

13.05%

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

- 1.1 Recruit, hire and attract highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration, district office staff). *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.2 Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects). *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.3 Modify new facility as needed to meet program needs, provide necessary furnishings and facility materials, maintain facilities to maximize efficiency and effectiveness of resources. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.4 Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, Next Generation Science Standards, and 21st Century Skills. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.5 Instructional assistants in each classroom to support learning and teaching. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.6 Based on the technology plan, continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software). *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.7 Provide monthly parent meeting w/ Principal. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.8 Increase school day by 1 hour. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.9 Provide funds to support targeted intervention support as recognized in the Single Plan for Student Achievement (SPSA), such as intervention tutoring, etc. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.10 Recognize and reward student progress and achievement. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*

- 1.11 Support options to explore new opportunities through offering after school clubs and electives. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.12 MVM provides breakfast and lunch to low income qualifying students through the National School Lunch program (district budget). *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.13 MVM will provide release time to teachers for professional development in strategies to support ELD. *This action is principally directed toward and effective in meeting school goals for our EL pupils.*
- 1.14 Support English Learner students by purchasing materials that support English Language Development (e.g., iReady). *This action is principally directed toward and effective in meeting school goals for our EL pupils.*
- 1.15 Research/explore ELA/ELD curriculum. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.16 Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA). *This action is principally directed toward and effective in meeting school goals for our foster youth pupils.*
- 1.17 Continue implementing plan for foster youth outreach with County foster liaison, social workers, and foster parents (District). *This action is principally directed toward and effective in meeting school goals for our foster youth pupils.*
- 1.18 Research, revise, and train all staff in academic Response to Intervention programs. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 1.19 Research, revise, and/or train in behavior interventions, systems, supports. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*

Goal 2

- 2.1 MVM staff is provided in-class support and trainings in CCSS instructional strategies and resources by VESD Support Specialists. (District budget) *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 2.2 MVM staff attends the annual Montessori national conference and participates in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction). *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 2.3 Provide weekly collaboration time for certificated staff, with one Friday per month for District provided professional development. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*

Goal 3

- 3.1 MVM provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 3.2 Students participate in 4 field trips annually. *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 3.3 MVM parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, Montessori education, and parenting (Positive Discipline). *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*
- 3.4 VESD Family Resources Center, to provide community outreach, services, classes (District Budget). *This action supports all students however it is principally directed toward and effective in meeting school goals for our unduplicated pupils.*

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

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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/fq/ac/sq/>). (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. A 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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