

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](#): 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

Contact Name and Title

Email and Phone

Mountain View Montessori
Charter School

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Principal

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2017-20 Plan Summary

The Story

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, including two charter schools, serving nearly 13,000 students in grades transitional kindergarten through sixth grade.

VESD's Visionary Mission Statement 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 transitional kindergarten through the sixth grade.

The MVMCS student community demographics are:

- Hispanic: 44.02%
- White: 27.27%
- African American: 15.31%
- Asian: 6.7%
- Pacific Islander: 3.83%
- American Indian: 2.39%
- Multiple Races: 0.48%

LCAP Highlights

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

Continued additional hour added to each instructional day for grades 1-6

Implementing school-wide RtI/MTSS program for grades 1-6

Maintaining our School of Choice focus on Montessori methodologies and instruction

Full-day 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

A review of state and local indicators of student performance, the Dashboard, local assessments, and stakeholder input identified the progress being made at MVMCS. These are areas that the district will continue to focus on maintaining and building on. Key areas of progress are:

California dashboard results from 2016-17:

The following subgroups achieved a "High Status" or above AND "Maintained" or "Increased":

English learners increased significantly by 9.1%

English language arts increased slightly by 1.7 points for all students

English language arts increased in most subgroups:

Socioeconomically Disadvantaged students – increased by 9.6 points

English Learner students – increased by 4.2 points

African American students – increased by 15.7 points

Hispanic students – increased by 9.6 points

Math increased for our African American students by 14.8 points

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

A review of state and local indicators of student performance, the Dashboard, local assessments, indicated the following areas need improvement:

California dashboard results from 2016-17:

The following subgroups achieved a “Medium” or “Low” status AND “Declined”:

Math declined slightly by 9.9 points for all students

Math declined in most subgroups:

Socioeconomically Disadvantaged students – declined by 39.6 points

English Learner students – declined by 11 points

Hispanic students – declined by 18.1 points

White students – declined by 9.5 points

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

Review of the LCFF Evaluation Rubrics indicated the following student groups being two or more performance levels below the “all students” performance:

A discrepancy is noted between students who are socioeconomically disadvantaged and those that are not in the area of math achievement.

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.

Increased or Improved services

Continuance of additional hour added to each instructional day for Grades 1-6

Maintaining our School of Choice focus on Montessori methodologies and instruction

Full-day 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	\$1,739,802
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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$261,127

Annual Update

LCAP Year Reviewed: **2017–18**

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 reach their full potential

State and/or Local Priorities addressed by this goal:

State Priorities: 1 Basic Services, 4 Pupil achievement, EL reclassification rate, 5 Pupil engagement, Attendance rates, 6 School Climate, 7 Course Access, 8 Pupil outcomes

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Incremental growth on SBAC (State Priority 4 “Pupil achievement, Statewide Assessments”) and API (N/A): <i>Decrease students (all, FY, EL, LI) scoring 1 on SBAC summative assessment in ELA and Math by 5%</i>	SBAC Assessments, Comparing 15/16 to 16/17: All Students: ELA decreased 0.51%; Math increased 9.04% English Learner: ELA decreased 3.33%; Math increased 13.33% Low Income: ELA decreased 2.05%; Math increased 9.06%
Site based metric: 60% of students in grades K-6 complete a career portfolio or project/presentation by the end of the year	0 Students in grades K-6 complete a career portfolio or project/presentation by the end of the year.
Increase EL re-designation (State Priority 4 “Pupil achievement, EL reclassification rate”): <i>Increase students re-designated to 10% annually</i>	30% of EL students were re-designated in 2016/17

Expected

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

Actual

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.

MVMCS has maintained its attendance rates from 16/17, but still is slightly below 15/16 attendance rates:

- 15/16 = 96.66%
- 16/17 = 95.98%
- 17/18 = 95.98% (up through March 2018)

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit, hire and attract 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, district office staff).	Recruited, hired, assigned, and retained highly qualified staff.	\$114,668 LCFF Base: Res 0000 LCFF S&C: Res 0090 Certificated Salaries Classified Salaries Benefits Step & Column Costs	\$96,898 LCFF Base: Res 0000 LCFF S&C: Res 0090 Certificated Salaries Classified Salaries Benefits Step & Column Costs

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects).	Staff attended approximately 72 days of professional development.	\$20,000 LCFF Base: Res 0000 LCFF S&C: Res 0090 Teacher Salaries – Substitutes	\$20,000 LCFF Base: Res 0000 LCFF S&C: Res 0090 Teacher Salaries – Substitutes

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Modify new facility as needed to meet program needs, provide necessary furnishings and facility materials, maintain facilities to maximize efficiency and effectiveness of resources.	Modified new facility to meet program and safety needs. Maintained facilities to maximize efficiency and effectiveness of resources. Expenses included furnishings and facility materials.	\$ TBD LCFF Base: Res 0000 Furnishings Facility Materials	\$27,784 LCFF Base: Res 0000 Furnishings Facility Materials

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Instructional resources were provided to support CCSS, NGSS, and 21 st Century Skills.	\$100,000 LCFF Base: Res 0000 LCFF S&C: Res 0090 Title I: Res 3010 Lottery: Res 1100 Instructional resources	\$43,170 LCFF Base: Res 0000 LCFF S&C: Res 0090 Title I: Res 3010 Lottery: Res 1100 Instructional resources

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional assistants in each classroom to support learning and teaching.	Instructional assistants were provided in each classroom to support learning and teaching.	\$158,683 LCFF Base: Res 0000 LCFF S&C: Res 0090	\$142,067 LCFF Base: Res 0000 LCFF S&C: Res 0090

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Classified Instructional
Aide Salaries

Classified Instructional
Aide Salaries

Action 1.6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

Purchased classroom technology to supplement and upgrade existing technology.

\$15,000

LCFF Base: Res 0090
LCFF S&C: Res 0090
Title I: Res 3010
Lottery: Res 1100

Technology Expenses

\$14,525

LCFF Base: Res 0090
LCFF S&C: Res 0090
Title I: Res 3010
Lottery: Res 1100

Technology Expenses

Action 1.7

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Provide monthly parent meeting w/ Principal.

Parent meetings provided throughout the school year.

\$500

LCFF S&C: Res 0090
Title I: Res 3010

Expenses for monthly
Head of School coffee

\$71

LCFF S&C: Res 0090
Title I: Res 3010

Expenses for monthly
Head of School coffee

Action 1.8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase school day by one hour.	Continued extended day for all students in grades 1 through 6.	\$131,868 LCFF S&C: Res 0090 Certificated Salaries (17%)	\$122,809 LCFF S&C: Res 0090 Certificated Salaries (17%)

Action 1.9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide funds to support targeted intervention support as recognized in the Single Plan for Student Achievement (SPSA), such as intervention tutoring, etc.	Intervention tutoring provided as part of extended day program for students in grades 1 through 6.	\$7,000 LCFF S&C: Res 0090 Intervention Costs (tutoring, supplementary materials, etc.)	\$0 (No Cost) LCFF S&C: Res 0090 Intervention Costs (tutoring, supplementary materials, etc.)

Action 1.10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recognize and reward student progress and achievement	Recognized and rewarded student progress and achievement.	\$400 LCFF S&C: Res 0090	\$464 LCFF S&C: Res 0090

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Student Awards and Recognition	Student Awards and Recognition

Action 1.11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support options to explore new opportunities through offering after school clubs and electives.	Supported after school clubs and electives. PTO donated portion of costs.	\$2,000 LCFF S&C: Res 0090 Instructional materials and fees to support clubs and electives	\$595 LCFF S&C: Res 0090 Instructional materials and fees to support clubs and electives

Action 1.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MVMCS provides breakfast and lunch to low income qualifying students through the National School Lunch program (District budget).	Provided breakfast and lunch to low income qualifying students through the National School Lunch program (District budget).	\$0 (No Cost)	\$0 (No Cost)

Action 1.13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MVMCS will provide release time to teachers for professional development in strategies to support ELD.	Staff training and/or ELD planning occurred primarily during regularly scheduled meetings and through district-paid professional development.	\$2,400 LCFF S&C: Res 0090	\$0 (No Cost) LCFF S&C: Res 0090

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Certificated Salaries -
Substitutes

Certificated Salaries -
Substitutes

Action 1.14

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

iReady was not purchased. ELD component of Reading A-Z added to school subscription to support ELs.

\$10,000

LCFF S&C: Res 0090
Title I: Res 3010
Lottery: Res 1100

Instructional Materials
Computer Subscriptions

\$260

LCFF S&C: Res 0090
Title I: Res 3010
Lottery: Res 1100

Instructional Materials
Computer Subscriptions

Action 1.15

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Research/explore ELA/ELD curriculum.

Staff continued to explore ELA/ELD curriculum options. No new materials were selected for adoption.

\$TBD

LCFF S&C: Res 0090

\$0 (No Cost)

LCFF S&C: Res 0090

Action 1.16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA).	Counseling services provided by SELPA.	\$0 (No Cost)	\$0 (No Cost)

Action 1.17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue implementing plan for foster youth outreach with County foster liaison, social workers, and foster parents (District).	Foster youth outreach provided by authorizing district (VESD).	\$0 (No Cost)	\$0 (No Cost)

Action 1.18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research, revise, and train all staff in academic Response to Intervention programs.	Researched and implemented afternoon RtI program for struggling students in grades 1 through 6.	\$TBD	\$0 (No Cost)

Action 1.19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research, revise, and/or train in behavior interventions, systems, supports.	Positive Behavior Intervention and Supports (PBIS) implementation supported by VESD. Administration attended training focused on Positive	\$TBD	\$720 LCFF Base: Res 0000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Discipline to support school-wide implementation to compliment PBIS.		Conferences/Meals/Travel

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 17-18 school year. The implementation of actions and services that supported this goal include training, planning, and collaboration time. The instructional assistants supporting classroom instruction also enhanced the academic and social/emotional environment for students. MVMCS also began implementation of its PBIS program as well increasing instructional staff's use of Positive Discipline strategies to support positive student behavior.

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 and EL re-designations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenses related to Action 1.1 were less than expected due to changeover in teaching staff.

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 1 for the upcoming 18-19 school year.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2 Implementation of State Standards for all students; English Learner access to CCSS and ELD standards, 4 Pupil achievement, EL reclassification rate, 6 School Climate, 8 Pupil outcomes

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
<u>Parent Survey (16/17):</u> “My school is meeting my child’s academic needs.” - <i>Baseline: 91.81% agree</i> - <i>Maintain 100% or increase 1% annually</i>	Parent Survey Results for 17/18 (Winter): 95.77% - Increased by 3.96%
<u>Quality Check Survey (15/16):</u> “I have the tools (equipment, materials, supplies) that are required to do my job.” - <i>Baseline: 100% agree/strongly agree</i> - <i>Maintain 100% or increase 1% annually</i>	Quality Check Survey Results for 17/18: %TBD <i>Note: Survey not administered in 16/17</i>
<u>Quality Check Survey (15/16):</u> “I have the training that is required to do my job.” - <i>Baseline: 100% agree/strongly agree</i> - <i>Maintain 100% or increase 1% annually</i>	Quality Check Survey Results for 17/18: %TBD <i>Note: Survey not administered in 16/17</i>
<u>Staff Survey (15/16):</u> “My principal visits my class regularly.” - <i>Baseline: 17.65% agree</i> - <i>Maintain 100% or increase 1% annually</i>	Staff Survey (Winter 17/18) Results: 78.5% - Increased by 60.85%

Expected**Actual**

Student Survey (15/16): "My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned."

- *Baseline: 81.55% agree*
- *Maintain 100% or increase 1% annually*

Student Survey Results for 16/17: 85.71%

- Increased by 4.16%

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MVMCS staff is provided in-class support and trainings in CCSS instructional strategies and resources by VESD Support Specialists. (District budget).	Staff provided ongoing support and CCSS-focused trainings by VESD and district Support Specialists.	\$0 (No Cost)	\$0 (No Cost)

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MVMCS staff attends the annual Montessori national conference and participates in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction).	Administration and three (3) new teachers attended the annual AMS Montessori conference to continue development in Montessori curriculum and instruction. MVMCS staff participated in a total of 72 days of paid training hosted by VESD.	\$10,000 LCFF Base: Res 0000 LCFF S&C: Res 0090 Title I: Res 3010 Conferences, travel, and meals expenses	\$6,156 LCFF Base: Res 0000 LCFF S&C: Res 0090 Title I: Res 3010 Conferences, travel, and meals expenses

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide weekly collaboration time for certificated staff, with one Friday per month for District-provided professional development.	Provided weekly collaboration time as indicated for certificated staff and one Friday per month for District-provided professional development.	\$0 (No Cost)	\$0 (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 towards Goal 2 through implementation of the actions and services indicated for the 17-18 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, especially Year 1 teacher who received about 12 days of training, along with push-in supports from VESD support staff. Implementation of instructional practices from trainings 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, the Estimated Actual Expenditures were significantly less than the Budgeted Expenditures due to the conference being out of state and all prior staff had attendance the Montessori conference the prior year since it was held locally.

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 18-19 school year.

Goal 3

MVMCS 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 Priorities: 3 Parental involvement, Promotion of parental participation, 4 Pupil achievement, EL reclassification rate, 5 Pupil engagement, Attendance rates

Local Priorities:

Annual Measureable Outcomes

Expected

Student Survey (15/16): "I give my best effort to be at or above my grade level in all subjects."

- *Baseline: 94.17% agree*
- *Maintain 100% or increase 1% annually*

Student Survey (15/16): "I am expected to learn, improve, and do my best every day."

- *Baseline: 100% agree*
- *Maintain 100% or increase 1% annually*

Actual

Student Survey Results from 16/17: 100%
- Increased by 5.83%

Student Survey Results from 16/17: 92.86%
- Decreased by 7.14%

Expected	Actual
<u>Student Survey (15/16):</u> “My parent/ guardian and I talk about how I am doing in school.” - <i>Baseline: 93.20% agree</i> - <i>Maintain 100% or increase 1% annually</i>	Student Survey Results from 16/17: 85.71% - Decreased by 7.49%
<u>Staff Survey (15/16):</u> “There is always an avenue to express my concerns or questions.” - <i>Baseline: 88.24% agree</i> - <i>Maintain 100% or increase 1% annually</i>	Staff Survey Results from 17/18 (Winter): 100% - Increased by 11.76%
<u>Staff Survey (15/16):</u> “I am able to participate in the decision making process in my department/school (site planning, budget, etc.).” - <i>Baseline: 94.12% agree</i> - <i>Maintain 100% or increase 1% annually</i>	Staff Survey Results from 17/18: %TBD <i>Note: Survey not administered in 16/17</i>
50% of students in grades K-6 complete a career portfolio or project/presentation by the end of the year. - <i>Baseline: 0 students completed career portfolios</i> - <i>50% of students complete career portfolios.</i>	0 students completed career portfolios.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MVMCS provides release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.	MVMCS staff collaborated with PTO to plan and support parent-focused activities. Monthly Head of School and Advisory Council held to also plan support for parents. Teachers released during	\$20,000 (included in Goal 1) LCFF Base: Res 0000	\$1,600 LCFF Base: Res 0000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	school day to support struggling students during Student Study Team (SST) meetings (8 days). Weekly collaboration meetings also used for parent-focused planning.	Certificated Salaries - Substitutes	Certificated Salaries - Substitutes

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students participate in 4 field trips annually.	Students participated in at least 4 field trips during the school year.	\$4,000 LCFF Base: Res 0000 LCFF S&C: Res 0090 Field Trip Transportation	\$4,000 LCFF Base: Res 0000 LCFF S&C: Res 0090 Field Trip Transportation

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MVMCS parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, Montessori education, and parenting (Positive Discipline).	Parent information sessions, Head of School meetings, Open House, and What to Expect Meetings provided some opportunities to support parents with understanding CCSS and Montessori education. Most event costs were covered by PTO donations.	\$1,000 Title I: Res 3010 Expenses for meetings (materials, etc.)	\$71 Title I: Res 3010 Expenses for meetings (materials, etc.)

Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
VESD Family Resources Center, to provide community outreach, services, classes (District budget).	VESD Family Resource Center provided community outreach, services, and classes to VESD community, including MVMCS families.	\$0 (No Cost)	\$0 (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 towards Goal 3 through implementation of the actions and services indicated for the 17-18 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.

For Action 3.1, the Estimated Actual Expenditures were significantly less than the Budgeted Expenditures due to contract time being used to plan and support parents' needs (included in Goal 1), as well as the PTO covering some 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 significant changes made to the actions and services in Goal 3 for the upcoming 18-19 school year. Action 3.1 was modified to add more detail regarding number of days dedicated for parent-teacher conferences.

Stakeholder Engagement

LCAP Year: 2018-19

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

Like VESD, MVMCS has regularly involved stakeholders in its continuous improvement cycle. MVMCS 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. MVMCS 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 17/18 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 following questions, "What should VESD continue to do? What should VESD discontinue doing? What should VESD consider adding?" Feedback and information generated from this meeting was then shared with each of the stakeholder groups during the 2017-18 year to inform next steps. The annual Strategic Study took place on 9/22/17.

District Advisory Committee (DAC): consists of parents, community members, teachers, classified and management. Committee members provided feedback for the Local Control Accountability Plan during their 2017-18 meetings. Committee members discussed the LCAP feedback obtained through the Strategic Study meeting held in September 2017. Feedback and ideas about the themes were shared by DAC Committee members. District Advisory Committee (DAC) met on 10/20/17, 1/26/18, 4/6/18.

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. DELAC met monthly within the school year on 9/5/17, 10/3/17, 11/7/17, 12/5/17, 1/9/18, 2/7/18, 3/6/18, 4/3/18, and 5/9/18.

Budget Advisory Committee (BAC): Committee members (certificated, classified and management employees) provided feedback for the Local Control Accountability Plan during their 2017-18 meetings. Committee members discussed the feedback obtained through the Strategic Study meeting held in September 2017. 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. Budget Advisory Committee (BAC) met on 10/16, 12/4, 2/5, 3/12, and 5/7.

Quality Works (QW) is one of our six committees that has input to the Local Control Accountability Plan. This committee consists of employees only with equal numbers of classified, certificated, and management, as well as one confidential employee. Quality Works not only gives input to the LCAP, but also works on district systems through a Plan Do Study Act cycle. QW met on 9/12/17, 10/3/17, 11/7/17, 12/5/17, 2/6/18, 3/6/18, 4/3/18, and 5/1/18.

Foster Youth Advisory Committee (FYAC): Classified, certificated, admin, psychologist, community members, parents, and representatives from local agencies participated in the FYA committee during 2017-18. A foster youth psychologist was added to the department to assist foster youth and achieve goals developed by the FYAC. In 2016-17, FYAC continued to work on initial goals developed in the 2014-15 school year. We created an enrollment form to stabilize transition, provided training on enrollment process at all school sites, analyzed and shared frequent data surrounding FY, pooled agency resources, provided LCAP feedback, and hosted two events for foster youth students and their families. Foster Youth Advisory Committee (FYAC) met on 8/24/17, 9/14/17, 10/19/17, 11/9/17, 12/14/17, 2/8/18, 3/15/18, 4/19/18, and 5/10/18.

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. The AAEC focused on several areas this year which included 12th Century aligned to California Standards, chronic absenteeism, student resiliency, and PBIS/school climate. The AAEC also attended the VEX Robotics competition. African American Engagement Committee (AAEC) met on 10/25/2017, 11/29/17, 1/31/18, 2/28/18, 3/21/18, 4/25/18, and 5/23/18.

Student Focus Groups: The Superintendent visited each of the seventeen sites twice. Each site has a Student Focus Group which consists of about 15-20 fourth, fifth and sixth graders. The first round of questions pertained to relationships they have at school

including asking if there is an adult(s) at school that they feel cares about them. The second round of questions is centered on physical and emotional safety. Following are the dates the Student Focus Groups were held: Challenger – 8/23/17 and 2/1/18, Brentwood – 8/30/17 and 1/24/18, Del Rey – 9/6/17 and 1/31/18, Discovery – 9/13/17 and 2/7/18, Endeavor – 9/20/17 and 2/21/18, Galileo – 9/27/17 and 2/14/18, Green Tree East – 10/4/17 and 2/22/17, Sixth St Prep – 10/11/17 and 2/28/18, Liberty – 10/18/17 and 3/21/18, West Palms – 11/8/17 and 4/18/18, Mountain View – 11/15/17 and 4/25/18, Irwin Academy – 12/6/17 and 5/2/18, Village – 12/13/17 and 5/9/18, Lomitas – 12/14/17 and 4/11/18, Puesta Del Sol – 12/20/17 and 5/16/18, Park View – 1/10/18 and 5/23/18 and Mojave Vista – 1/25/18 and 4/4/18.

In addition the District held the Annual State of the District Address on 4/19/18 to include a broader community audience. Approximately 127 stakeholders attended. Results were shared again and input was sought.

MVMCS 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 MVMCS's Local Control Accountability Plan.

MVMCS 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).

Impact on LCAP and Annual Update

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

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

Through the continuous improvement cycle, VESD gives a voice to as many stakeholders as possible to ensure that all stakeholders are represented. Our annual Strategic Study provides all of the District data that serves as a basis for the district needs analysis. From there this data and feedback from Strategic study is take to each of the committees members providing the opportunity for further feedback in the potential programs and services for all VESD students, with special attention for our students with greater needs such

as our English learners, Foster Youth and Low income students. As a result of the committee work, the following actions and services will be added, continued, or expanded to meet our goals.

- Increase psychologist positions
- Applying resources to support student attendance and address Chronic Absenteeism
- Continued growth and expansion of the Family Resource Center.
- Translation resources

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, district-wide multiple measures, 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.

VESD has an LEA plan that delineates what actions and services will be provided to support the students in the district. The LEA plan (including Title III actions and services) is aligned to the Board Goals and Objectives as well as the LCAP. It is important to VESD stakeholders that our actions be targeted, focused and aligned. Please see LEA Plan that includes Title III actions and services posted on the web site at www.vesd.net.

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.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

All students will reach their full potential.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 Basic Services, 4 Pupil achievement, EL reclassification rate, 5 Pupil engagement, Attendance rates, 6 School Climate, 7 Course Access, 8 Pupil outcomes

Local Priorities:

Identified Need:

1. Incremental growth on 16/17 SBAC scores in ELA; decrease in Math: The number of students scoring a 1 on the SBAC summative assessment decreased by 0.51% in ELA for all students, but increased by 9.04% for all students.
2. 30% of EL students were re-designated in 16/17, which is a significant increase from the 8% re-designated in 15/16. This growth may not be sustainable.
3. 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. MVMCS has maintained attendance rates from 16/17 to 17/18; however, those rates dropped from the 15/16 annual rate of 96.66%.

Expected Annual Measureable 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% <i>State Priority 4: Pupil achievement, Statewide Assessments and API (N/A)</i>	Comparing 14/15 to 15/16: The number of students scoring a 1 on the SBAC summative assessment decreased by 12% in ELA and 15% in Math.	Comparing 15/16 to 16/17: The number of students scoring a 1 on the SBAC summative assessment decreased by 0.51% in ELA from the baseline, but <i>increased by 9.04%</i> .	Comparing 16/17 to 17/18: The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from 17-18.	Comparing 17/18 to 18/19: The number of students scoring a 1 on the SBAC summative assessment decreased by 5% from 18-19.
Increase EL re-designation Increase students re-designated to 10% annually <i>State Priority 4: Pupil achievement, EL reclassification rate</i>	In 15/16, 8% of EL students were re-designated.	In 16/17, 30% of EL students re-designated.	10% of EL students re-designated.	10% of EL students re-designated.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase student attendance Increase attendance rate by 0.25% each year <i>State Priority 5: Pupil engagement, Attendance rates</i>	Increase student attendance rate .25% 15/16: 96.66%	Increase student attendance rate .25% 16/17: 95.98% <i>Attendance decreased by 0.68% from 15/16</i> Attendance rates through March 17/18: 95.98% (maintaining)	Increase student attendance rate .25% 17/18:	Increase student attendance rate .25% 18/19:

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 **1.1**

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/ServicesRecruit, 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).**2018-19 Actions/Services**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).**2019-20 Actions/Services**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).**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$114,668	\$110,712	
Source	LCFF Base: Res 0000 LCFF S&C: Res 0090	LCFF Base: Res 0000 LCFF S&C: Res 0090	

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Salaries Classified Salaries Benefits Step & Column Costs	Certificated Salaries Classified Salaries Benefits Step & Column Costs	

Action 1.2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) 	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
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OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) English Learners, Foster Youth, Low Income	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) Schoolwide	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	
Source	LCFF Base: Res 0000 LCFF S&C: Res 0090	LCFF Base: Res 0000 LCFF S&C: Res 0090	
Budget Reference	Certificated Salaries – Substitutes	Certificated Salaries – Substitutes	

Action 1.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$TBD	\$30,000	
Source	LCFF Base: Res 0000	LCFF Base: Res 0000	
Budget Reference	Classroom/Office Furniture Facility Materials	Classroom/Office Furniture Facility Materials	

Action 1.4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$83,029	
Source	LCFF Base: Res 0000 LCFF S&C: Res 0090 Title I: Res 3010 Lottery: Res 1100	LCFF Base: Res 0000 LCFF S&C: Res 0090 Title I: Res 3010 Lottery: Res 1100	
Budget Reference	Instructional Materials and Supplies Subscriptions Instructional Inventory Items	Instructional Materials and Supplies Subscriptions Instructional Inventory Items	

Action 1.5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Instructional assistants in each classroom to support learning and teaching.

2018-19 Actions/Services

Instructional assistants in each classroom to support learning and teaching.

2019-20 Actions/Services

Instructional assistants in each classroom to support learning and teaching.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$158,683	\$142,058	
Source	LCFF Base: Res 0000 LCFF S&C: Res 0090	LCFF Base: Res 0000 LCFF S&C: Res 0090	
Budget Reference	Classified Instructional Aides Salary	Classified Instructional Aides Salary	

Action 1.6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$45,483	
Source	LCFF Base: Res 0000 LCFF S&C: Res 0090 Title I: Res 3010 Lottery: Res 1100	LCFF Base: Res 0000 LCFF S&C: Res 0090 Title I: Res 3010 Lottery: Res 1100	
Budget Reference	Computer Supplies Licenses/Computer Service – Non Repair Computer/Technology Inventory Items	Computer Supplies Licenses/Computer Service – Non Repair Computer/Technology Inventory Items	

Action 1.7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide monthly parent meeting with Principal.

2018-19 Actions/Services

Provide monthly parent meeting with Principal.

2019-20 Actions/Services

Provide monthly parent meeting with Principal.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$561	
Source	LCFF S&C: Res 0090 Title I: Res 3010	LCFF S&C: Res 0090 Title I: Res 3010	
Budget Reference	Other Supplies Nonemployee Conf/Meals/Exp	Other Supplies Nonemployee Conf/Meals/Exp	

Action 1.8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue extended school day (increased by 1 hour).

2018-19 Actions/Services

Continue extended school day (increased by 1 hour).

2019-20 Actions/Services

Continue extended school day (increased by 1 hour).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$131,868	\$117,977	
Source	LCFF S&C: Res 0090	LCFF S&C: Res 0090	
Budget Reference	Certificated Salaries (17%)	Certificated Salaries (17%)	

Action 1.9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$3,400	
Source	LCFF S&C: Res 0090	LCFF S&C: Res 0090	
Budget Reference	Instructional Materials & Supplies Licenses/Computer Services – Non Repair	Instructional Materials & Supplies Licenses/Computer Services – Non Repair	

Action 1.10

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Recognize and reward student progress and achievement.

2018-19 Actions/Services

Recognize and reward student progress and achievement.

2019-20 Actions/Services

Recognize and reward student progress and achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$400	\$1,000	
Source	LCFF S&C: Res 0090	LCFF S&C: Res 0090	
Budget Reference	Rewards / Recognition (Non-classroom)	Rewards / Recognition (Non-classroom)	

Action 1.11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Support options to explore new learning opportunities through offering after school activities and electives.

2018-19 Actions/Services

Support options to explore new learning opportunities through offering after school activities and electives.

2019-20 Actions/Services

Support options to explore new learning opportunities through offering after school activities and electives.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$3,300	
Source	LCFF Base: Res 0000 LCFF S&C: Res 0090	LCFF Base: Res 0000 LCFF S&C: Res 0090	

Year	2017-18	2018-19	2019-20
Budget Reference	Admissions & Tickets (Team Registrations) Instructional Materials & Supplies	Admissions & Tickets (Team Registrations) Instructional Materials & Supplies	

Action 1.12

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Provide breakfast and lunch program to low income qualifying students through the National School Lunch program (District Budget)

2018-19 Actions/Services

Provide breakfast and lunch program to low income qualifying students through the National School Lunch program (District Budget)

2019-20 Actions/Services

Provide breakfast and lunch program to low income qualifying students through the National School Lunch program (District Budget)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 0 (No Cost to MVMCS)	\$ 0 (No Cost to MVMCS)	
Source	District Budget	District Budget	
Budget Reference			

Action 1.13

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,400	\$2,000	
Source	LCFF Base: Res 0000	LCFF Base: Res 0000	
Budget Reference	Teacher Salaries – Substitutes	Teacher Salaries – Substitutes	

Action 1.14

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$2,000	
Source	LCFF S&C: Res 0090	LCFF S&C: Res 0090	
Budget Reference	Instructional Materials & Supplies Licenses/Computer Services – Non Repair	Instructional Materials & Supplies Licenses/Computer Services – Non Repair	

Action 1.15

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

Research/explore ELA/ELD curriculum.

2018-19 Actions/Services

Research/explore ELA/ELD curriculum.

2019-20 Actions/Services

Research/explore ELA/ELD curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$TBD	\$TBD	
Source			
Budget Referenc e			

Action 1.16

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 (No Cost)	\$0 (No Cost)	
Source	District / SELPA Budget	District / SELPA Budget	
Budget Reference			

Action 1.17

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue implementing plan for foster youth outreach with County foster liason, social workers, and foster parent (provided by District).

2018-19 Actions/Services

Continue implementing plan for foster youth outreach with County foster liason, social workers, and foster parent (provided by District).

2019-20 Actions/Services

Continue implementing plan for foster youth outreach with County foster liason, social workers, and foster parent (provided by District).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 (No Cost)	\$0 (No Cost)	
Source	District Budget	District Budget	
Budget Reference			

Action 1.18

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Research, revise, and train all staff in academic Response to Intervention (RtI) programs.

2018-19 Actions/Services

Research, revise, and train all staff in academic Response to Intervention (RtI) programs.

2019-20 Actions/Services

Research, revise, and train all staff in academic Response to Intervention (RtI) programs.

Budgeted Expenditures

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

Action 1.19

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Research, revise, and/or train in behavior interventions, systems, and supports.

2018-19 Actions/Services

Research, revise, and/or train in behavior interventions, systems, and supports.

2019-20 Actions/Services

Research, revise, and/or train in behavior interventions, systems, and supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$TBD	\$3,000	

Year	2017-18	2018-19	2019-20
Source		LCFF S&C: Res 0090 Title I: Res 3010	
Budget Reference		Contracted Services (onsite training)	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2 Implementation of State Standards for all students; English Learner access to CCSS and ELD standards, 4 Pupil achievement, EL reclassification rate, 6 School Climate, 8 Pupil outcomes

Local Priorities:

Identified Need:

15-16 Survey Results (Baseline):

Parent Survey:

“My school is meeting my child’s academic needs” - 15/16 baseline 94.87%

Quality Check Survey:

“I have the tools (equipment, materials, supplies) that are required to do my job.” – 15/16 Baseline 100%

“I have the training that is required to do my job.” - 15/16 Baseline 100%

Staff Survey:

“My principal visits my class regularly.” – 15/16 Baseline 17.65%

Student Survey:

“My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned”
– 15/16 Baseline 81.55%:

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Parent Survey:</u> “My school is meeting my child’s academic needs.”	15/16 Results: 94.87% agree	Maintain 100% or increase 1% annually. 16/17 Results: N/A – Survey not administered 17/18 (Winter) Results: 95.77% <i>Increased by 0.9%</i>	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.
<u>Quality Check Survey:</u> “I have the tools (equipment, materials,	15/16 Results: 100% agree/strongly agree	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
supplies) that are required to do my job.”		16/17 Results: N/A – Survey not administered 17/18 Results: %TBD		
<u>Quality Check Survey:</u> “I have the training that is required to do my job.”	15/16 Results: 100% agree/ strongly agree	Maintain 100% or increase 1% annually. 16/17 Results: N/A – Survey not administered 17/18 Results: %TBD	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.
<u>Staff Survey:</u> “My principal visits my class regularly.”	15/16 Results: 17.65% agree	Maintain 100% or increase 1% annually. 16/17 Results: N/A – Survey not administered 17/18 (Winter) Results: 78.5% Increased by 60.85%	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.”	15/16 Results: 81.55% agree	Maintain 100% or increase 1% annually. 16/17 Results: 85.71% Increased by 4.16%	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.

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 2.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 (No Cost)	\$0 (No Cost)	
Source	District Budget	District Budget	
Budget Reference			

Action 2.2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

MVMCS 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 Actions/Services

MVMCS 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 Actions/Services

MVMCS 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

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$5,000	
Source	LCFF Base: Res 0000 LCFF S&C: Res 0090 Title I: Res 3010	LCFF Base: Res 0000 LCFF S&C: Res 0090 Title I: Res 3010	

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Salaries Classified Salaries Benefits	Certificated Salaries Classified Salaries Benefits	

Action 2.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	Schoolwide	
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 (No Cost)	\$0 (No Cost)	
Source			
Budget Reference			

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

VESD 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 Priorities: 3 Parental involvement, Promotion of parental participation, 4 Pupil achievement, EL reclassification rate, 5 Pupil engagement, Attendance rates

Local Priorities:

Identified Need:

Parent Involvement

15-16 Survey Results:

Student Survey:

“I give my best effort to be at or above my grade level in all subjects.” – 15/16 Baseline 94.17%

“I am expected to learn, improve, and do my best every day.” – 15/16 Baseline 100%

“My parent/ guardian and I talk about how I am doing in school.” – 15/16 Baseline 93.20%

Staff Survey:

“There is always an avenue to express my concerns or questions.” – 15/16 Baseline 88.24%

“I am able to participate in the decision making process in my department/school (site planning, budget, etc.).”
– 15/16 Baseline 94.12%

Quality Check survey:

“I have the tools (equipment, materials, supplies) that are required to do my job.” – 15/16 Baseline 100%

“I have the training that is required to do my job.” – 15/16 Baseline 100%

0 Students in grades K-6 complete a career portfolio or project/presentation by the end of the year. – 15/16 Baseline 0 Portfolios

Expected Annual Measureable 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.”	15/16 Results: 94.17% agree	Maintain 100% or increase 1% annually. 16/17 Results: 100% <i>Increased by 5.84%</i>	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.”	15/16 Results: 100% agree	Maintain 100% or increase 1% annually. 16/17 Results: 92.86% <i>Decreased by 7.14%</i>	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.”	15/16 Results: 93.20% agree	Maintain 100% or increase 1% annually. 16/17 Results: 85.71% <i>Decreased by 7.49%</i>	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.”	15/16 Results: 88.24% agree/strongly agree	Maintain 100% or increase 1% annually. 16/17 Results: N/A – Survey not administered 17/18 (Winter) Results: 100%	Maintain 100% or increase 1% annually.	Maintain 100% or increase 1% annually.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<i>Increased by 11.76%</i>		
<u>Staff Survey:</u> “I am able to participate in the decision making process in my department/school (site planning, budget, etc.).”	15/16 Results: 94.12% agree/strongly agree	Maintain 100% or increase 1% annually. 16/17 Results: N/A – Survey not administered 17/18 Results: %TBD	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	15/16 Results: 0 students completed career portfolios.	0 students completed career portfolios.	60% of students complete career portfolios.	70% of students complete career portfolios.

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 3.1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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 Actions/Services

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

Fourteen (14) minimum days will be used for parent involvement (Parent-Teacher Conferences).

2019-20 Actions/Services

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

Fourteen (14) minimum days will be used for parent involvement (Parent-Teacher Conferences).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 (Included in Goal 1)	\$0 (Included in Goal 1)	

Year	2017-18	2018-19	2019-20
Source	LCFF Base: Res 0000	LCFF Base: Res 0000	
Budget Reference	Classified Salaries - Substitutes	Classified Salaries - Substitutes	

Action 3.2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

Students participate in 4 field trips
annually.

2018-19 Actions/Services

Students participate in 4 field trips
annually.

2019-20 Actions/Services

Students participate in 4 field trips
annually.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$7,000	
Source	LCFF Base: Res 0000 LCFF S&C: Res 0090	LCFF Base: Res 0000 LCFF S&C: Res 0090	
Budget Reference	Field Trip Transportation	Field Trip Transportation Admissions / Tickets	

Action 3.3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	
Source	Title I: Res 3010	Title I: Res 3010	

Year	2017-18	2018-19	2019-20
Budget Reference	Expenses for meeting, materials, etc.	Expenses for meeting, materials, etc.	

Action 3.4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 (No Cost)	\$0 (No Cost)	
Source	District Budget	District Budget	
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration
Grant Funds

Percentage to Increase or Improve Services

\$230,592

13.20%

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 MVMCS 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 MVMCS 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 MVMCS 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 MVMCS 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.*

LCAP Year: **2018-19**

Estimated Supplemental and Concentration
Grant Funds

Percentage to Increase or Improve Services

\$261,127

15.22%

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

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

VESD provides a wide variety programs for all students in all subgroups, however the services below are principally directed toward improving learning outcomes for the unduplicated populations (ELs, foster youth, and low income) while providing all students a high-quality learning environment. These actions and services were developed specifically to focus on the needs of the unduplicated populations and were guided through the VESD's Board Goals and Objectives, district data, and valued input from our stakeholders. Generally, students who are not within the unduplicated population, do not require these actions and services; however, all students will benefit from these programs.

Provided below is an explanation of how each of the actions marked for increased or improved services is directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of the district and MVMCS:

Goal 1

- 1.1 Continue to 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).
- 1.2 Continue professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects).
- 1.3 Continue to modify new facility as needed to meet program needs, provide necessary furnishings and facility materials, maintain facilities to maximize efficiency and effectiveness of resources.
- 1.4 Continue to 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.
- 1.5 Continue to provide instructional assistants in each classroom to support learning and teaching.
- 1.6 Continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).
- 1.7 Continue to provide monthly parent meeting with Principal.
- 1.8 Continue to increase school day by 1 hour for students in grades 1-6.
- 1.9 Continue to provide funds to support targeted intervention support as recognized in the Single Plan for Student Achievement (SPSA), such as intervention tutoring, etc.
- 1.10 Continue to recognize and reward student progress and achievement.
- 1.11 Continue to support options to explore new opportunities through offering after school clubs and electives.
- 1.12 Continue to provide breakfast and lunch to low income qualifying students through the National School Lunch program (district budget).
- 1.13 Continue to provide release time to teachers for professional development in strategies to support ELD.

- 1.14 Continue to support English Learner students by purchasing materials that support English Language Development (e.g., iReady).
- 1.15 Continue to research/explore ELA/ELD curriculum.
- 1.16 Continue to provide targeted and responsive counseling and other social and emotional support to Foster Youth (District/SELPA).
- 1.17 Continue implementing plan for foster youth outreach with County foster liaison, social workers, and foster parents (District).
- 1.18 Continue to research, revise, and train all staff in academic Response to Intervention programs.
- 1.19 Continue to research, revise, and/or train in behavior interventions, systems, supports.

Goal 2

- 2.1 Continue to provide MVMCS staff with in-class support and trainings in CCSS instructional strategies and resources by VESD Support Specialists. (District budget)
- 2.2 Continue attendance of MVMCS staff at the annual Montessori national conference and participates in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction).
- 2.3 Continue to provide weekly collaboration time for certificated staff, with one Friday per month for District-provided professional development.

Goal 3

- 3.1 Continue to provide MVM teachers with release time to teachers to plan meetings and activities for parents, to provide parents with information and skills to support their students.
- 3.2 Continue to support students participation in 4 field trips annually.
- 3.3 Continue to offer MVM parents trainings, meetings, and/or resources to support their understanding of CCSS, Montessori education, and parenting (Positive Discipline).
- 3.4 Through VESD Family Resources Center, continue to provide community outreach, services, classes (District Budget).

Addendum

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

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English

learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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 enter “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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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.
 - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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