

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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

Belridge Elementary

Contact Name and Title

Tammy Reynolds

Superintendent

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Belridge School mission is to provide students with a positive and challenging learning environment, which empowers them to become responsible and productive citizens who demonstrate positive self-esteem. Belridge is a rural TK-8 school district that has been educating children on the west side of the San Joaquin Valley since the early 1900's. Belridge Elementary School has a population of 48 students, a principal/superintendent, a certificated staff of three teachers, one bilingual aide, a classified staff of three, a part-time RSP teacher, and a part-time speech teacher. Historically, the school has enjoyed strong parent and community support. The school population is 98% Hispanic and 2% Anglo. We believe children are unique individuals who grow and learn at different paces. We nurture the natural curiosity and joy for learning that children possess. Along with our parents and community, we build a solid foundation for the future learning of all Belridge students.

It is our belief that students can and will excel in an environment that is tailored to their evolving needs. Our local and state assessment scores during the past five years reflect the great strides we have made during that time. Although we recognize our areas of need and concern, we are extremely proud that we continue to work towards meeting all academic goals from the district, state, and federal government.

The hard working staff is both skilled and dedicated to the success of all students. We are fortunate to have experienced and knowledgeable teachers, a bilingual aide, supportive staff, and engaged parents who are eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

LCAP Highlights

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

After analyzing our State and local data, and obtaining input from staff and stakeholders, we identified our focus areas to be stated in two goals for the next three years.

GOAL 1: All students will achieve and improve at a high rate academically and be invested in their learning.

GOAL 2: Parents and students will feel engaged, safe, connected, and healthy in a caring comfortable learning environment every day.

Due to strong stakeholder engagement and frequent home visits, our community of learners have learned to problem solve together. We expect these personal connections and relations between our stakeholders to increase our overall attendance rate.

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

Our student performance increased by 10.4 points in Language Arts (as per Fall 2017 Dashboard). According to our "Healthy Kids Survey" 100% of our students, parents, and staff feel safe and connected to our school due to the daily, weekly, and monthly communication. We will continue to focus on writing and building the capacity of our teachers in order to further improve. Additionally, we will continue to focus on individual families and our strong relationships.

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

We need to continue striving to meet our goal expectations for our English Language Learners. After Stakeholders reviewed local and state assessment scores it was determined that we

needed to focus on reading/writing in ELA schoolwide.

We are also striving to have 15% or less of our students in the “Not Met” performance category on the Smarter Balanced Achievement /Local Benchmark Tests in ELA/Math. We are currently at 21%(ELA) 26%(Math). Due to 2 suspensions, our District was assigned an “orange” status on Fall 2017 Dashboard for our Annual Suspension Rate. (39 students with 2 suspensions is a suspension rate of 5.2%) In order to improve we will continue to build strong bonds with families and focus on enhancing ELA with additional writing embedded throughout our curriculum.

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

The state indicators from the California Dashboard were not reported for our district due to privacy reasons because our student groups have fewer than 11 students. However, after meeting with the District Stakeholder groups and analyzing state and local test data, reviewing classroom observations, and researching effective practices, we identified the following local performance gaps for all student groups: Suspension Rate, Comprehension, and Problem-solving. In order to improve these areas we will continue to focus on building relationships with students and families. Furthermore, our emphasis on writing will bring about additional opportunities for students to practice and grow their critical thinking skills.

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

It was the recommendation of the District's Student Study Team and Stakeholder groups the District would continue providing services of a bilingual aide, a part time RSP and Speech teacher, conduct monthly Parent Education classes, and offer a variety of additional training/workshops focusing on the areas of concern for all staff to help close the performance gaps. Additional significant ways we will increase and improve services for low-income students include: Diagnostic Testing, Provide a Higher Level of Rigor, Individualized Curriculum, Differentiated Instruction for all students, and Technology Instruction through Kern County Superintendent of Schools.

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

560,000

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

92,106

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.

General fund expenditures specified above are used to support everyone. This includes salaries and benefits for certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures, and capital outlay.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	92,106

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

GOAL 1: All students will achieve and improve at a high rate academically and be invested in their learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: None

Annual Measurable Outcomes

Expected

Priority 1(a): Basic Services-Teachers appropriately assigned and fully credentialed for assignment
100% are fully credentialed and appropriately assigned

Actual

Maintained 100% fully credentialed and appropriately assigned teachers.

Expected

Priority 1(b): Pupils access to standards-aligned materials.
100% of students will have standards-aligned materials.

Priority 1 (c) School facilities maintained in good repair: All facilities continue to have an overall rating of "Exemplary" as indicated on the FIT report.
The facility has an overall rating of "Exemplary" as indicated on the FIT report.

Priority 2a: Implementation of State Standards: Establish procedures and a process for administrators to evaluate common core implementation in classrooms.
100% of teachers received CCSS professional development

Actual

100% of students had standards-aligned materials.

Maintained overall rating of "Exemplary" as indicated on the FIT report.

100% of teachers received CCSS professional development

Expected

Priority 2b:
Implementation of State Standards and ELD standards for our English Learners: Maintain 100% of EL students having at least 30 minutes designated EL time at the elementary level and 45 minutes at the middle school level.
Piloting new ELD adoption with embedded ELD curriculum, and all teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards. (2) ELD standards will be implemented in class for integrated instruction daily and additional 30- 45 minutes of instruction daily for designated instruction as evidenced in lesson plans.

Priority 4 (a) Pupil Achievement: State Assessments
Belridge CAASP results (met/exceed) will increase in both ELA and Math.
Schoolwide ELA 59%
Schoolwide Math 50%

Priority 4(b): API N/A

Priority 4(c): Pupil Achievement: Percentage of pupils completing a-g or CTE sequences/programs: N/A

Actual

100% EL students were provided an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards were implemented in class for integrated instruction daily and additional 30- 45 minutes of instruction daily for designated instruction as evidenced in lesson plans.

Belridge CAASP results (met/exceed) will increase in both ELA and Math.
Schoolwide ELA 44%
Schoolwide Math 39%

N/A

N/A

Expected

Priority 4(d) Pupil Achievement: Percentage of EL pupils making progress toward English proficiency
78% of EL pupils made progress toward English proficiency as measured by the CELDT/ELPAC.

Priority 4e: Pupil Achievement: English Learner reclassification rate:
From 45% to 54%
Pupil Achievement for English Learner reclassification rate: 45%

Priority 4f: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher.
N/A

Priority 4g: Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other).
N/A

Actual

Transitioning to ELPAC.

Pupil Achievement: English Learner reclassification rate: 47%

N/A

N/A

Expected

Priority 7a: Course Access: Extent to which pupils have access to and are enrolled in a broad course of study: 100% of students had access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a).

100% of students will have access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)

Priority 7b: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils: 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.

100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.

Actual

100% of students maintained access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a).

100% of unduplicated pupils were provided with programs and services based on state standards and student needs as indicated by local assessment data.

Expected

Priority 7c: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils: 100 % of students with exceptional needs are provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.
100 % of students with exceptional needs are provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.

Actual

100 % of students with exceptional needs were provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Use diagnostic tools to assess students (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little, Beginning of Year Benchmark, Writing Inventory, and HM Timed reading fluency test)

Used diagnostic tools to assess students (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little, Beginning of Year Benchmark, Writing Inventory, and HM Timed reading fluency test)

No additional costs

No additional costs

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Renew Accelerated Reading Program

Renewed Accelerated Reading Program

4,429.00
4,500.00
Supplemental/Concentration Books/Supplies (4300)

4,429.00
4,500.00
Supplemental/Concentration Books/Supplies (4300)

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide PD/support to teachers/ Admins based upon needs assessment Plan and training in CELDT/ELPAC language proficiency levels, rubrics, and implementation.

Provided PD/support to teachers/ Admins based upon needs assessment Plan and training in CELDT/ELPAC language proficiency levels, rubrics, and implementation.

4,500.00
Supplemental/Concentration
Travel and Conference (5200)

3293.00
Supplemental/Concentration
Travel and Conference (5200)

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2 Week Summer School Reading Program

2 Week Summer School Reading Program - cancelled

3,000.00
Supplemental/Concentration
Certificated Teacher
Salary/Benefits (1100)

0.00

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Purchase AR Books for Class Libraries

Purchased AR Books for Class Libraries

3000.00
Supplemental/Concentration
Books/Supplies (4300)

3000.00
Supplemental/Concentration
Books/Supplies (4300)

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Conduct student shadowing activity/needs assessment

Conducted student shadowing activity/needs assessment

Not additional costs

Not additional costs

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide 1.0 FTE 3-5 Teacher/Benefits

Provided 1.0 FTE 3-5 Teacher/Benefits

78,000.00
Supplemental/Concentration
Certificated Teacher
Salary/Benefits (1100)

78,000.00
Supplemental/Concentration
Certificated Teacher
Salary/Benefits (1100)

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement research based EL instructional strategies

Implemented research based EL instructional strategies

No additional costs

No additional costs

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team

Monitored progress using monthly observation/evaluations with feedback, and our Student Study Team

No additional costs

No additional costs

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.

Actions and services for this goal were implemented as planned.

The components of the newly purchased CCSS ELA curriculum are a hit with students and staff. (TK-8 Scope and Sequence for all TK-8 students, Online Local Benchmark tests, Embedded ELD components, integrating literature across the curriculum, i.e. after reading a story about a butterfly, they can watch a short clip on the life cycle of a butterfly.)

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

Actions 1, 2, 3, 5, 6, 7, 8, 9 were deemed effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to conflict of calendar for teacher training dates and lack of interest by families, Summer School was postponed until the summer of 2018-2019. Materials purchased, diagnostic testing, and Professional Development deemed to be successful by all stakeholders. Professional development and implementation of diagnostic testing will be continued.

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.

After meeting with our stakeholder groups and discussing the 2% increase across the board, there was a general consensus we would like to continue to show growth. We feel by reducing grade levels in current

classrooms this could be accomplished.

Goal 2

GOAL 2: Parents and students feeling engaged, safe, connected, and healthy in a caring comfortable learning environment every day.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities: None

Annual Measurable Outcomes

Expected

Priority 3a:
Parental Involvement: Efforts to seek parent input in making decisions for district and sites: Maintain monthly parent/community and School Site Council meetings. Establish baseline data for the number of parents that attend Community After school Activities with sign in sheets. Maintain monthly parent/community and School Site Council meetings. Establish baseline data for the number of parents that attend Community After school Activities with sign in sheets

Actual

Maintained monthly parent/community and School Site Council meetings.

Expected

Priority 3b:

Parental Involvement: District promotes participation of parents of unduplicated students: Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year. Establish baselines of participating parents with sign in sheets. Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year. Establish baselines of participating parents with sign in sheets.

Priority 3c:

Parental Involvement: District promotes participation of parents of students with exceptional needs: 100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations. 100% of parents will be invited to attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations

Actual

Maintained monthly parent meetings. Scheduled a reclassification informational meeting for all EL parents in the first semester of the school year.

100% of parents continued to be invited and attended all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents continued to be invited and attended all scheduled 504 meetings as evidenced by invitations.

Expected

Priority 5a: Pupil Engagement: School Attendance Rate:
Overall District Rate: 98.5% to 97.2%
Pupil Engagement: School Attendance Rate: 97.2%

Priority 5b:
Pupil Engagement: Chronic absenteeism Rate: 0%

Priority 5c:
Pupil Engagement: Middle School dropout rate: Stay consistent at 0%
Middle School dropout rate: 0%

Priority 5d: Pupil Engagement: High School dropout rate: N/A

Priority 5e: Pupil Engagement: High School graduation rate: N/A

Priority 6a: Pupil Suspension Rate: 0%
Pupil Suspension Rate: 0%

Priority 6b: Pupil Expulsion Rate: 0%
Pupil Expulsion Rate: 0%

Actual

Pupil Engagement: School Attendance Rate remained at 97.5%

Chronic absenteeism rate: 4%

Maintained Middle School dropout rate: 0%

N/A

N/A

Pupil Suspension Rate: 2% (2017-2018)

Pupil Expulsion Rate: Maintained 0%

Expected

Priority 6c: Other local measure on sense of safety and school connectedness: Perceived safety at school will maintain 100% students school wide, staff, and parents based on the California Healthy Kids Survey.

Perceived safety at school is 100% students school wide, staff, and parents based on the California Healthy Kids Survey.

Priority 8: Other Pupil Outcomes: Local Measures: 86% of students maintained a score of 100% on PFT end of the year Fitness Test. 57% of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC.

86% of students maintained a score of 100% on PFT end of the year Fitness Test. 57% of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC

Actual

Perceived safety at school maintained 100% students school wide, staff, and parents based on the California Healthy Kids Survey.

87% of students maintained a score of 100% on PFT end of the year Fitness Test.

78% of the district's EL students showed growth reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Communicate (Written and Verbal) daily/weekly/monthly with parents/families to maintain a high attendance rate (Daily classroom attendance roster, monthly unverified absence letters, weekly phone calls to families in English/Spanish, Home visits, Information letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) and Parent conferences)

Communicated (Written and Verbal) daily/weekly/monthly with parents/families to maintain a high attendance rate (Daily classroom attendance roster, monthly unverified absence letters, weekly phone calls to families in English/Spanish, Home visits, Information letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) and Parent conferences)

1150.00
Supplemental/Concentration
Supplies (4300)

1150.00
Supplemental/Concentration
Supplies (4300)

Action 2

Planned Actions/Services

Hold regular LCAP stakeholder meetings (School Site Council, Parent/Community, Staff, and Students)

Actual Actions/Services

Held regular LCAP stakeholder meetings (School Site Council, Parent/Community, Staff, and Students)

Budgeted Expenditures

(a) 950.00 (b) 200.00
Supplemental/Concentration
(a) Supplies (4300)
(b) Travel & Conference (5200)

Estimated Actual Expenditures

(a) 950.00 (b) 200.00
Supplemental/Concentration
(a) Supplies (4300)
(b) Travel & Conference (5200)

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide Parent Involvement Activities (Back to School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Cinco de Mayo Celebration, Parent Conferences, Reading Slumber Party, Red Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, and Friday Night Live!)

Provided Parent Involvement Activities (Back to School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Cinco de Mayo Celebration, Parent Conferences, Reading Slumber Party, Red Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, and Friday Night Live!)

2500.00
Supplemental/Concentration Supplies (4300)

2365.00
Supplemental/Concentration Supplies (4300)

Action 4

Planned Actions/Services

Provide Staff Training based upon Needs Assessment

Actual Actions/Services

Provided Staff Training based upon Needs Assessment (Community connection, Safety, and helping students to feel comfortable in their learning environment every day.)

Budgeted Expenditures

3000.00
Supplemental/Concentration Travel & Conference (5200)

Estimated Actual Expenditures

1500
Supplemental/Concentration Travel & Conference (5200)

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team

Monitored progress using monthly observation/evaluations with feedback, and our Student Study Team

No additional costs

No additional costs

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Participate in a daily walk and 30 minute PE class

Participated in a daily walk and 30 minute PE class

No additional costs

No additional costs

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide Independent Study Programs for emergency absences in order to support student learning.

Provided Independent Study Programs for emergency absences in order to support student learning.

No additional costs

No additional costs

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Incentives for Perfect Attendance

Provided incentives for Perfect Attendance

500.00
Supplemental/Concentration
Supplies (4300)

500.00
Supplemental/Concentration
Supplies (4300)

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide a safe/clean environment for students

Provided a safe/clean environment for students

No additional costs

No additional costs

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Teach "Student Wellness" units in grades TK-8

Taught "Student Wellness" units in grades TK-8

3300.00
Supplemental/Concentration
Professional Consulting
Services (5800)

3300.00
Supplemental/Concentration
Professional Consulting Services
(5800)

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

Implementation of Daily, Weekly, Monthly communication with parents equals high attendance rates! (classroom attendance roster, monthly unverified absence letters, weekly phone calls in English and Spanish, rewards for perfect attendance, class dojo app., etc.)

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

Actions 1-10 were deemed overall effective.
 Action 2: There was a decrease in the number of Monthly Unverified Absence letters.
 Action 3: If a voicemail is left, a follow up call needs to occur if the District doesn't receive a call back from the parent within 48 hours..

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4 staff development cost was lower than expected. No other materials differences exist between budget expenditures and estimated actual expenditures.

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

There was a general consensus there was a need for additional follow up on Actions 2 & 3 (Goal 2). We would like to see 100% of the monthly unverified absence letters returned to the district office. We feel this will be accomplished by creating a District Attendance Team to follow up on these

two actions for the 18-19 school year.

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?

Our goal is to have a well-informed public in continuing to advance our students in an ever evolving world. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions from our stakeholders. Our work together requires teamwork, collaboration, and dedication. We believe in the power of personal connections and relations between our stakeholders which include staff, students, parents, board members, and the community. (Certificate and Classified Unions are non-existent in our District. Therefore, there is no Union representation for any of our Stakeholders.) Our vision is to provide a dedicated team, including administration, staff, students, parents, community members, and board members working in partnership to strengthen educational excellence for our students. We accomplish our vision by providing meetings throughout the year with each of our stakeholder groups.

Our Stakeholder involvement timeline/Activities include:

11/14/16 Students/Parents/Staff Healthy Kids Survey Student/Staff/Parent Surveys

Students - 8/14/17, 9/11/17, 10/9/17, 11/13/17, 12/11/17, 1/8/18, 2/5/18, 3/12/18, 4/9/18

Staff - 8/15/17, 9/19/17, 10/17/17, 11/7/17, 12/5/17, 1/16/18, 2/20/18, 3/6/18, 4/10/18

Parents/Community (School Site Council/Parent/DAC Meetings) (LCAP Annual Update Discussion/Questions/Answers) - 8/24/17, 9/8/17, 10/20/17, 11/17/17, 12/20/17, 1/17/18, 2/14/18, 3/23/18, 4/18/18

Board Members - 8/8/17, 9/12/17, 10/10/17, 11/7/17, 12/12/17, 1/9/18, 2/13/18, 3/13/18, 4/10/18

Board Meeting (LCAP Annual Update)

5/22/17 Board Members - Public Hearing Board Meeting

6/13/17 Board Members - Adopt Annual Updated LCAP Plan -Board Mtg.

Impact on LCAP and Annual Update

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

Student, Staff, Parent/Community, and Board LCAP Advisory Committees

After analyzing our State and local data, and obtaining input from staff and stakeholders, we identified our focus areas to be stated in two goals for the next three years.

GOAL 1: All students will achieve and improve at a high rate academically and be invested in their learning.

GOAL 2: Parents and students feeling engaged, safe, connected, and healthy in a caring comfortable learning environment every day.

As per additional data from the stakeholder meetings we compiled the following list that would impact the LCAP. They include:

- Continue weekly written communication in English/Spanish with our parents/community
- Continue biweekly verbal communication in English/Spanish with our parents/community
- Continue RLA Common Core Curriculum training/PD
- Provide a 2 week summer school reading program in 2018/19
- Research/Compare/Evaluate Common Core Science/Social Studies curriculum to purchase when state adopted.

As a result of all stakeholder feedback, we will continue with monthly communication between all stakeholder groups, create a Student Study Team to monitor quarterly progress on PFT, and enforce the reformatted goals to better serve the community and to encourage student engagement.

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

GOAL 1: All students will achieve and improve at a high rate academically and be invested in their learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: None

Identified Need:

After Stakeholders reviewed local and state assessment scores, it was determined that we will continue to focus on reading/writing/ problem-solving in ELA/Math schoolwide. We are also striving to have 15% of our students in the "Not Met" category on the Smarter Balanced Achievement /Local Benchmark Tests in R.L.A./Math increase to "met" status. We are currently at 21%(ELA) 26%(Math). 71% of our student population is socioeconomically disadvantaged and we serve 31% English Learners. There is a need to continue striving to meet our goal expectations for our English Language Learners to promote achievement and improvement at an accelerated rate academically and to ensure these students are invested in their learning and may be reclassified before they leave us. Stakeholders noted the correlation between students being invested in their

learning and high academic achievement. There is a need to foster in every student an intrinsic desire to succeed. We need to continue striving to meet our goal expectations for our English Language Learners. After Stakeholders reviewed local and state assessment scores it was determined that we needed to focus on reading/writing/ problem-solving in ELA/Math schoolwide.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(a) Basic Services - Teachers appropriately assigned and fully credentialed for assignment.	100% are fully credentialed and appropriately assigned.	100% are fully credentialed and appropriately assigned.	Maintain 100% fully credentialed and appropriately assigned.	Maintain 100% fully credentialed and appropriately assigned.
Priority 1(b): Pupils access to standards-aligned materials	Maintain 100% of students have standards-aligned materials	Maintain 100% of students have standards-aligned materials	Maintain 100% of students have standards-aligned materials	Maintain 100% of students have standards-aligned materials

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 1 (c) School facilities maintained in good repair: All facilities continue to have an overall rating of "Exemplary" as indicated on the FIT report.

The facility has an overall rating of "Exemplary" as indicated on the FIT report.

Maintain overall rating of "Exemplary" as indicated on the FIT report.

Maintain overall rating of "Exemplary" as indicated on the FIT report.

Maintain overall rating of "Exemplary" as indicated on the FIT report.

Priority 2a: Implementation of State Standards: Establish procedures and a process for administrators to evaluate common core implementation in classrooms.

100% of teachers received CCSS professional development

100% of teachers received CCSS professional development

100% of teachers continue to receive CCSS professional development

100% of teachers continue to receive CCSS professional development

Metrics/Indicators**Baseline****2017-18****2018-19****2019-20**

Priority 2b:
Implementation of State Standards and ELD standards for our English Learners: Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level.

(1)EL students will continue to be given an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards were implemented in class for integrated instruction daily and additional 30- 45 minutes of instruction daily for designated instruction as evidenced in lesson plans.

(1)EL students will continue to be given an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards were implemented in class for integrated instruction daily and additional 30- 45 minutes of instruction daily for designated instruction as evidenced in lesson plans.

(1)EL students will continue to be given an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards will continue to be implemented in class for integrated instruction daily and additional 30- 45 minutes of instruction daily for designated instruction as evidenced in lesson plans.

(1)EL students were provided an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards will continue to be implemented in class for integrated instruction daily and additional 30-45 minutes of instruction daily for designated instruction as evidenced in lesson plans.

Priority 4 (a) Pupil Achievement: State Assessments

Belridge CAASP results (met/exceed) will increase in both ELA and Math.
Schoolwide ELA 44%
Schoolwide Math 39%

Belridge Preliminary CAASP results (met/exceed) will increase in both ELA and Math.
Schoolwide ELA 49%
Schoolwide Math 41%

Belridge Preliminary CAASP results (met/exceed) will increase in both ELA and Math.
Schoolwide ELA 51%
Schoolwide Math 43%

Belridge CAASP results (met/exceed) will increase in both ELA and Math.
Schoolwide ELA 56%
Schoolwide Math 50%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4(b): API N/A	N/A	N/A	N/A	N/A
Priority 4(c): Pupil Achievement: Percentage of pupils completing a-g or CTE sequences/programs: N/A	N/A	N/A	N/A	N/A
Priority 4(d) Pupil Achievement: Percentage of EL pupils making progress toward English proficiency	78% of EL pupils made progress toward English proficiency as measured by the CELDT/ELPAC	79% of EL pupils will make progress toward English proficiency as measured by the CELDT/ELPAC	81% of EL pupils will make progress toward English proficiency as measured by the CELDT/ELPAC	84% of EL pupils will make progress toward English proficiency as measured by the CELDT/ELPAC
Priority 4e: Pupil Achievement: English Learner reclassification rate: From 45% to 54%	Pupil Achievement for English Learner reclassification rate: 45%	Pupil Achievement for English Learner reclassification rate: 48%	Pupil Achievement for English Learner reclassification rate: 51%	Pupil Achievement for English Learner reclassification rate: 54%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4f: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher	N/A	N/A	N/A	N/A
Priority 4g: Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)	N/A	N/A	N/A	N/A

Metrics/Indicators

Priority 7a: Course Access: Extent to which pupils have access to and are enrolled in a broad course of study:
100% of students had access to a broad course of study that included all of the subject areas described in Section 51210 and 51220(a)

Baseline

100% of students will continue to have access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)

2017-18

100% of students will continue to have access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)

2018-19

100% of students will have access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)

2019-20

100% of students will have access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 7b: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils: 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.

100% of unduplicated pupils will continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.

100% of unduplicated pupils will be provided with programs and services based on state standards and student needs as indicated by local assessment data.

100% of unduplicated pupils will be provided with programs and services based on state standards and student needs as indicated by local assessment data.

100% of unduplicated pupils will be provided with programs and services based on state standards and student needs as indicated by local assessment data.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 7c: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils: 100 % of students with exceptional needs are provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.

100 % of students with exceptional needs are provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.

100 % of students with exceptional needs are provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.

100 % of students with exceptional needs will be provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.

100 % of students with exceptional needs will be provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Use diagnostic tools to assess students (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little Beginning of Year Benchmark, Writing Inventory, and HM Timed reading fluency test)

2018-19 Actions/Services

Use diagnostic tools to assess students (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little Beginning of Year Benchmark, Writing Inventory, and HM Timed reading fluency test)

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	No Additional Costs	
Source	N/A	N/A	
Budget Reference	N/A	N/A	

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Renew Accelerated Reading Program

2018-19 Actions/Services

Renew Accelerated Reading Program License in order to supplement core reading program principally directed at unduplicated students.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,429.00	\$4429.00	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	Books/Supplies 4300	Books/Supplies (4300)	

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide supplemental PD/support to teachers/ Admins based upon needs assessment Plan and training in ELPAC language proficiency levels, rubrics, and implementation.

Provide supplemental PD/support to teachers/ Admins based upon needs assessment Plan and training in ELPAC language proficiency levels, rubrics, and implementation.

N/A

Budgeted Expenditures

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

Amount	\$4,500	\$4500.00	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	Travel/Conference 5200	Travel/Conference (5200)	

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2 Week Summer School Reading Program

(We are a Basic Aide District)
Therefore, due to a combination of a decrease in oil prices which drastically effects our property taxes (Budget) and a lack of interest on the part of our families, we are forced to cut our 2 Week Summer School Reading Program

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	No Additional Costs	
Source	Supplemental/Concentration	N/A	
Budget Reference	1100	N/A	

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Purchase AR Books for Class Libraries

Purchase supplemental AR Books for Class Libraries in order to provide access principally directed toward unduplicated students who may not have access to books at home.

N/A

Budgeted Expenditures

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

Amount	\$3,000	\$3000.00	\$3000.00
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4300	Books/Supplies (4300)	Books/Supplies (4300)

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Conduct student shadowing activity/needs assessment

Conduct student shadowing activity/needs assessment

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No Additional Costs	
Source	N/A	N/A	
Budget Reference	N/A	N/A	

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide 1.0 FTE 3-5 Teacher/Benefits

(We are a Basic Aide District)
Therefore, due to a decrease in oil prices which drastically effects our property taxes (Budget,) we are forced to cut 1.0 FTE 3-5 Teacher/Benefits.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$78,000

0

Year	2017-18	2018-19	2019-20
Source	Supplemental/Concentration	NA	
Budget Reference	1100	NA	

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement supplemental research based EL instructional strategies

Continue to implement supplemental research-based EL instructional strategies to support EL Learners.
(EL - English Learners)

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Additional Costs	No Additional Costs	
Source	N/A	N/A	
Budget Reference	N/A	N/A	

Action #9

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team.

Continue to monitor progress using monthly observation/evaluations with feedback, and our Student Study Team

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

No additional costs

No Additional Costs

Source

N/A

N/A

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

Budget Reference

N/A

N/A

--

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

Unchanged

Goal 2

GOAL 2: Parents and students feeling engaged, safe, connected, and healthy in a caring comfortable learning environment every day.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities:

Identified Need:

After Stakeholders reviewed the Healthy Kids Survey Results, PFT Results, and discussed Schoolwide Fitness goals, it was determined the importance of focusing on keeping 100% of students, parents, and staff feeling safe and connected to our school. Stakeholders note the direct correlation between feeling safe and connected and high attendance rates.

It was also determined there is a need to continue to set a good example for a healthy lifestyle and to model healthy habits. Staff will continue to participate/model daily physical activities: schoolwide daily walk, teaching physical fitness to TK-8 grade students, and promote healthy eating habits by providing healthy/nutritious lunches in the school cafeteria.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Priority 3a: Parental Involvement: Efforts to seek parent input in making decisions for district and sites: Maintain monthly parent/community and School Site Council meetings. Establish baseline data for the number of parents that attend Community After school Activities with sign in sheets.

Maintain monthly parent/community and School Site Council meetings. Establish baseline data for the number of parents that attend Community After school Activities with sign in sheets

Maintain monthly parent/community and School Site Council Meetings. Establish baseline data for the number of parents that attend Community After School Activities with sign-in sheets.

Maintain monthly parent/community and School Site Council meetings.

Maintain monthly parent/community and School Site Council meetings.

Metrics/Indicators

Priority 3b: Parental Involvement: District promotes participation of parents of unduplicated students: Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year. Establish baselines of participating parents with sign in sheets.

Baseline

Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year. Establish baselines of participating parents with sign in sheets.

2017-18

Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year. Establish baselines of participating parents with sign-in sheets.

2018-19

Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year.

2019-20

Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 3c: Parental Involvement: District promotes participation of parents of students with exceptional needs: 100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations

100% of parents were invited to attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations

100% of parents will be invited to attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations

100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations

100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations

Metrics/Indicators**Baseline****2017-18****2018-19****2019-20**

Priority 5a:
Pupil Engagement:
School Attendance
Rate:
Overall District
Rate: 98.5% to
97.2%

Pupil Engagement: School
Attendance Rate: 97.2%

Pupil Engagement: School
Attendance Rate will
increase to 97.5%

Pupil Engagement: School
Attendance Rate will
increase to 98%

Pupil Engagement: School
Attendance Rate will
increase to 98.5%

Priority 5b:
Pupil Engagement:
Chronic
absenteeism Rate:
0%

Pupil Engagement:
Chronic absenteeism
Rate: 0%

Pupil Engagement:
Chronic absenteeism
Rate: 0%
(Actual was 4%)

Pupil Engagement:
Chronic absenteeism
Rate: Below 4%

Pupil Engagement: Chronic
absenteeism Rate: Below
3%

Priority 5c:
Pupil Engagement:
Middle School
dropout rate:
Stay consistent at
0%

Middle School dropout
rate: 0%

Middle School dropout
rate: 0%

Middle School dropout
rate: 0%

Middle School dropout rate:
0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5d: Pupil Engagement: High School dropout rate:	N/A	N/A	N/A	N/A
Priority 5e: Pupil Engagement: High School graduation rate:	N/A	N/A	N/A	N/A
Priority 6a: Pupil Suspension Rate: 0%	Pupil Suspension Rate: 0%	Pupil Suspension Rate: Maintain 0%	Pupil Suspension Rate: Maintain 0%	Pupil Suspension Rate: Maintain 0%
Priority 6b: Pupil Expulsion Rate: 0%	Pupil Expulsion Rate: 0%	Pupil Expulsion Rate: Maintain 0%	Pupil Expulsion Rate: Maintain 0%	Pupil Expulsion Rate: Maintain 0%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 6c:
Other local
measure on sense
of safety and school
connectedness:
Perceived safety at
school will maintain
100% students
school wide, staff,
and parents based
on the California
Healthy Kids
Survey.

Perceived safety at school
is 100% students school
wide, staff, and parents
based on the California
Healthy Kids Survey.

Perceived safety at school
will maintain 100%
students school wide,
staff, and parents based
on the California Healthy
Kids Survey.

Perceived safety at school
will maintain 100%
students school wide,
staff, and parents based
on the California Healthy
Kids Survey.

Perceived safety at school
will maintain 100% students
school wide, staff, and
parents based on the
California Healthy Kids
Survey.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 8: Other Pupil Outcomes:
Local Measures:
86% of students maintained a score of 100% on PFT end of the year Fitness Test.
57% of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC

87% of students maintained a score of 100% on PFT end of the year Fitness Test.
78% of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC

87% of students maintained a score of 100% on PFT end of the year Fitness Test.
79% of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC

88% of students will maintain a score of 100% on PFT end of the year Fitness Test.
81% of the districts EL students will show growth reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC

89% of students will maintain a score of 100% on PFT end of the year Fitness Test.
84% of the districts EL students will show growth reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Communicate (Written and Verbal) daily/weekly/monthly with parents/families to maintain a high attendance rate (Daily classroom attendance roster, monthly unverified absence letters, weekly phone calls to families in English/Spanish, Home visits, Information letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) and Parent Conferences)

Continue to supplement communication (Written and Verbal) daily/weekly/monthly with parents/families to maintain a high attendance rate (Daily classroom attendance roster, monthly unverified absence letters, weekly phone calls to families in English/Spanish, Home visits, Information letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) and Parent Conferences)

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1150.00	\$1150.00	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	Books/Supplies (4300)	Books/Supplies (4300)	

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Hold regular LCAP stakeholder meetings (School Site Council, Parent/Community, Staff, and Students)

Hold regular LCAP stakeholder meetings (School Site Council, Parent/Community, Staff, and Students)

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$950.00 (a & b)	\$950.00 (a & b)	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	(a) Supplies (4300) (b) Travel & Conference (5200)	(a) Supplies (4300) (b) Travel & Conference (5200)	

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide supplemental Parent Involvement Activities (Back to School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Cinco de Mayo Celebration, Parent Conferences, Reading Slumber Party, Reb Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, and Friday

Continue to provide supplemental Parent Involvement Activities (Back to School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Cinco de Mayo Celebration, Parent Conferences, Reading Slumber Party, Reb Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, and Friday

N/A

Night Live!)

Night Live!)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2500.00	\$2500.00	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	Books and Supplies (4300)	Books and Supplies (4300)	

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide supplemental staff training based on most recent Needs Assessment outcomes.

Provide supplemental staff training based on most recent Needs Assessment outcomes.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3000.00	\$3000.00	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	Travel/Conference (5200)	Travel/Conference (5200)	

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team

Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team

N/A

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	No Additional Costs	No Additional Costs	
Source	N/A	N/A	
Budget Reference	N/A	N/A	

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Participate in 6 daily walk and 30 minute PE class

Participate in 6 daily walk and 30 minute PE class

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Additional Costs	No Additional Costs	
Source	N/A	N/A	
Budget Reference	N/A	N/A	

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide Independent Study Programs for emergency absences in order to support student learning.

Provide Independent Study Programs for emergency absences in order to support student learning.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

No Additional Costs

No Additional Costs

Source

N/A

N/A

Budget Reference

N/A

N/A

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Incentives for Perfect Attendance.

Additional incentives to encourage Perfect Attendance principally directed toward unduplicated students.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500.00	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	Books/Supplies (4300)	Books/Supplies (4300)	

Action #9

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide a safe/clean environment for students

Continue to provide a safe/clean environment for students

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Additional Costs	No Additional Costs	
Source	N/A	N/A	
Budget Reference	N/A	N/A	

Action #10

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Teach supplemental "Student Wellness" units in grades TK-8

Continue to teach supplemental "Student Wellness" units in grades TK-8

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$3300.00	\$3300.00	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	Professional Consulting Services (5800)	Professional Consulting Services (5800)	

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

96,108

30.63

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.

Belridge school district is utilizing LCFF supplemental funds to improve student achievement of low income, EL, and foster youth.

- Add a teacher to reduce class sizes
- Better aligning standards for the needs of our students
- To provide more formative assessment and feedback
- Monitoring student progress
- Providing staff training based on needs of student
- Providing support to teachers based on ELPAC

Based on research and experience Belridge believes that this is the most effective use of funds to meet the needs of our students.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

102,831

32.00

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.

Belridge school district is utilizing LCFF supplemental funds to improve student achievement of low income, EL, and foster youth.

- Better aligning standards for the needs of our students
- To provide more formative assessment and feedback
- Monitoring student progress
- Providing staff training based on needs of student
- Providing support to teachers based on ELPAC

Based on research and experience Belridge believes that this is the most effective use of funds to meet the needs of our students.