

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

Introduction:

LEA: Ballington Academy Contact (Name, Title, Email, Phone Number): Doreen Mulz, Division Director/Superintendent , dmulz@voa-swcal.org, 619-228-2054

LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

Response: Ballington Academy for the Arts and Sciences began the stakeholder engagement process in September 2013 with an annual review of all student achievement outcomes involving multiple constituent groups. The chart below lists stakeholder meetings for discussion of the LCAP priorities and goals, a review of relevant data and opportunities for input and survey dialogue. Parents, community member's teachers, and partner stakeholders servicing English Learners, Foster Care students and Low Income students have been involved in the planning process.

Stakeholder Group	Meeting Frequency	Data Reviewed
Instructional Team	Monthly September 2013-May 2014	<ul style="list-style-type: none"> • Student Performance Data from Mock CST • Prior Year CSTs • Subgroup Data - ELL, Low Income, Minority Student Performance Data • Enrollment Data • Attendance and Tardy Data by grade and subgroup • CELDT • Teacher Satisfaction Survey • Parent Satisfaction Survey • Student Observation Reports • Student Discipline Reports • Student Accident Reports • Professional Development Needs • Input on Facility Needs
School Management	Monthly September 2013-May 2014	<ul style="list-style-type: none"> • Student Performance Data from Mock CST • Prior Year CSTs • Subgroup Data - ELL, Low Income, Minority Student Performance Data

Stakeholder Group	Meeting Frequency	Data Reviewed
		<ul style="list-style-type: none"> • Enrollment Data • Attendance and Tardy Data by grade and subgroup • CELDT • Teacher Satisfaction Survey • Parent Satisfaction Survey • Student Observation Reports • Student Discipline Reports • Student Accident Reports • Teacher Qualifications • Professional Development Needs
<p>Authorizing District (El Centro Elementary School District)</p>	<p>Annual Performance Report</p>	<ul style="list-style-type: none"> • Student Performance Data Prior Year CSTs • Subgroup Data - ELL, Low Income, Minority Student Performance Data • CELDT • Teacher Qualifications • Parent Satisfaction Survey • Enrollment and Attendance Data
<p>Parents</p>	<p>Monthly School Site Councils Parent Brown Bag Lunches Parent Planning Meetings Due Diligence Committee</p>	<ul style="list-style-type: none"> • Course Options • Course Needs • CST Performance • Attendance Data • Parent Surveys
<p>Board of Directors</p>	<p>Monthly Board Meeting s</p>	<ul style="list-style-type: none"> • Student Performance Data from

Stakeholder Group	Meeting Frequency	Data Reviewed
	Due Diligence Committee	Mock CST <ul style="list-style-type: none"> • Prior Year CSTs • Subgroup Data - ELL, Low Income, Minority Student Performance Data • Enrollment and attendance Data • CELDT • Teacher Satisfaction Survey • Parent Satisfaction Survey • Student Observation Reports • Student Discipline Reports • Student Accident Reports • Teacher Qualifications

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?

Response: The stakeholder involvement process began with the State Board Adoption of the LCAP template in late March 2014 in order to allow opportunities for the community to provide input on the LCAP process. As part of the Ballington Academy continuous improvement process, the principal reviews student data annually each fall with the posting of prior year’s performance scores with the superintendent, Chief Executive Officer, Board and Educational Staff. The important process of aligning data to the instructional interventions is then detailed at the school with relevant stakeholders providing input. Additionally Ballington presents annual goals and progress to the Authorizer District each year.

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?

Response: Ballington provided data in the following measures during school achievement meetings, school meetings and stakeholder meetings listed in chart:

- Basic Services- Teacher credentialed, curriculum sufficiency, conditions of facilities

- Common Core Implementation- Teach Participation in Professional Development Awareness, Transition and Implementation.
- Parent Involvement- Participation in Committees, surveys designed to illicit input in areas specific to English Language Learners, Technology, Nutrition and Health, Special Education, Science and Math.
- Student Achievement: Students and Subgroups performance, retention rates, English Learner Reclassification rates, California English Language Development Test (CDLDT) Scores, Title III Program Report data, Special Education Referral Reduction data, and District Benchmarks assessment data.
- Student Engagement- Attendance Rates, Chronic Absenteeism rates, Discipline Data, Student Satisfactions Surveys, and Parent Involvement.
- School Climate- Suspension, Expulsion and Truancy Rates), Board input, Teachers and Parents input.
- Course Access- Access to course work designed to enhance Arts, Science, Technology, and Math.
- Other Student Outcomes- County and Statewide Achievement

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?

Response: The above information allowed staff to prioritize additional support services needed to improve student outcomes. Feedback and the analysis of the survey results were used for refinement of the LCAP. On June 17, 2014, the Board indicated approval and support for actions and services in the LCAP. A draft of the LCAP (is posted online on school webpage. Consultation with employee groups is ongoing. Please reference attachment A for copy of survey.

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

Response: Social Economically disadvantaged, Foster care students and English Learners parents were included in all aspects of the planning process. Involvement was facilitated through ongoing parent meetings, parent teacher conferences, and through surveys with specific questions pertaining to their needs.

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Response: The annual update of student data will involve the sharing of relevant data identified in number 3 of the continuous improvement cycle. In addition, school site meetings review relevant interventions and services pertaining to student outcomes and data metrics. This will be shared at the annual student performance review meetings and new goals and action plans will be tailored to student needs and incorporated in the LCAP. Specifically the input from the meetings resulted in the alignment of the LCAP goals and services that improve school culture and climate through student engagement and school connectedness.

Involvement Process (Guiding Questions #1,2,3,5)	Impact on LCAP (Guiding Questions #4)
<p>1. Parents, community partners, pupils, and school staff have actively engaged in the development of the Ballington Academy LCAP through the following methods:</p> <ul style="list-style-type: none"> • September 2013-December 2013 – Initial review of student performance data by school leadership team and instructional staff. Data on ELL, low income, and foster children were reviewed as a subgroup. • January 2014- Presentation on student performance data to Board and Instructional team. • March 2014 – Leadership meeting with school administration to discuss LCAP, review qualitative and quantitative data, and draft goals. • March 2014 – Follow Up Leadership Meeting to review and draft LCAP. • April 2014 – Administration administered LCAP survey to parents and school staff. Survey contained questions that utilize likert scale and open ended questions as a method of soliciting both qualitative and quantitative data. • April 2014 – Several meetings were hosted with parents to ascertain priorities and needs for upcoming school years. • April 2014 – A review of several data elements was completed to include student achievement data, attendance data stratified by grade levels, suspension rates, and information on parent attendance at school functions. • May 2014 - LCAP presentations to instructional team. Priorities and draft goals presented. Input was requested. • May 2014 – LCAP surveys returned and results reviewed and analyzed. Results presented to school leadership, teachers, and 	<p>After months of meetings, data analysis, and feedback from stakeholders, Ballington has identified common recurring themes, which are identified below. These themes are reflected in the goals, action/services and investments of Ballington Academy. Common themes included:</p> <ul style="list-style-type: none"> • Differentiated support for the Common Core State Standards (CCSS) initiative, • Effective teacher support and evaluation, • Effective assessment process to identify students learning needs, • Expansion of targeted tiered support services for all students, • Increase attendance specifically in kindergarten, • Increased supervision at lunchtime, • Integration of enhancement classes such as art, music, science, and technology to support learning, • Increased communication with parents, and • Increased parent involvement in school functions. <p>Specifically, the following LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages.</p> <ul style="list-style-type: none"> • Parent Engagement • Increased student achievement in both ELA and math for all students • Increased Student Supervision at Lunch • Increased School Safety

Involvement Process (Guiding Questions #1,2,3,5)	Impact on LCAP (Guiding Questions #4)
<p>Board.</p> <ul style="list-style-type: none">• May 2014 - LCAP presentation to Board in a public forum.• May 2014 – LCAP revised to reflect LCAP survey results and teacher input.• May 2014 – Student Performance Data presented to Board and Instructional Staff.• June 2014 – LCAP presented to Board <p>Meetings were conducted with various stakeholder holders groups with the purpose of providing input into the LCAP plan. These groups included representation from the instructional staff, parents, and the community. Additionally a survey was conducted with stakeholders that ascertained key information such as strengths, weaknesses, needs, and future desires for Ballington. Several key pieces of information were shared with the groups to allow the groups to provide meaningful input and recommendations on the LCAP. This included results from the survey, aggregated student achievement data stratified by subgroups, data on student attendance, student suspensions and expulsions, and other data. Draft goals were presented to groups for input.</p> <p>Ballington has considered all feedback during the development of the LCAP. Ballington has identified the need to enhance parent involvement, communication, supervision at lunch time, cleanliness of the school, and academic supports specifically for the different individualized needs of students including a more effective assessment process to identify student needs.</p> <p>In the annual update, Ballington will continue to actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities. Ballington will continue to refer to trends in students’ achievement and parent input.</p>	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

Response: Main Goal: All students will receive a high quality Education in a safe environment that prepares them to be life long learners and citizens of the 21st century. This goal is reflective of our underlying vision that in order for students to become life long learners who can adapt to the constant changes in a diverse and technology-driven global economy, then it is crucial that they ascertain the skills of communication, collaboration, critical thinking, creativity and citizenship.

- Priority 1- Basic Services:

- Goal 1: All Teachers will be highly qualified teachers (HQT) status
- Goal 2: The school's curriculum material is effective, rigorous, and aligned for instruction of the Common Core Standards
- Goal 3: The level of building cleanliness will be increased and facility will be in excellent condition
- Priority 2-Implementation of Common Core Standards and ELD Standards
 - Goal 2: The school's curriculum material is effective, rigorous, and aligned for instruction of the Common Core Standards
 - Goal 5: Instruction will be aligned with a common core curriculum, that assessment will be aligned, and that the school report card is standards based and reflective of what students have learned and are able to do as noted in the Common Core.
- Priority 7- Course Access
 - Goal 4: Students will have access to all required courses of study including a rich and rigorous program in the area of arts, dance, science and technology

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

Response: Main Goal: All students will attain mastery or demonstrate academic growth towards mastery in the core content areas. As students move toward becoming proficient 21st century learners, Ballington recognizes the need to move from teacher directed, whole group instruction to a balanced learner-centered environment that fosters vibrant engagement, real-life application and information/communication technologies.

- Priority 4- Pupil Achievement
 - Goal 5: Instruction will be aligned with a common core curriculum, that assessment will be aligned, and that the school report card is standards based and reflective of what students have learned and are able to do as noted in the Common Core.
 - Goal 6 Students will demonstrate an increased level of proficiency as measured by teacher formative assessments, grade level common assessments and academic learning probes.
 - Goal 7 Identified student groups will show academic gains as reflected in Smarter Balance Assessment
 - Goal 9 To develop an effective tier 3 & 2 intervention program to address the academic needs of the identified students
 - Goal 10 Increase the number of English Learners who reclassify as Fully English Proficient
- Priority 8- Other Pupil Outcomes-
 - Goal 4 Students will have access to all required courses of study including a rich and rigorous program in the area of arts, dance, science and technology
 - Goal 7 Identified student groups will show academic gains as reflected in Smarter Balance Assessment

3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?

Response: Main Goal: Student and parent engagement will be promoted through increased sense of safety, improved school climate and school consecutiveness. In order for our students to be prepared for college and careers, it is essential that they experience, teamwork, networks and a sense of community in order to understand how they fit and impact the larger local and global contexts.

- Priority 3- Parent Involvement
 - Goal 13 To increase parent attendance and participation in school site meetings and strengthen the parent voice
- Priority 5- Pupil Engagement
 - Goal 7 Identified student groups will show academic gains as reflected in Smarter Balance Assessment
 - Goal 8 Students learn and respond appropriately while demonstrating courtesy, respect, and pro social behavior
 - Goal 9 To develop an effective tier 3 & 2 intervention program to address the academic needs of the identified students
 - Goal 10 Increase the number of English Learners who reclassify as Fully English Proficient
 - Goal 11 Kindergarten students will increase attendance so that 95% will be attained by the third year.
 - Goal 12 - Chronic tardiness will be addressed and reduced.
- Priority 6- School Climate
 - Goal 8 Students learn and respond appropriately while demonstrating courtesy, respect, and pro social behavior
 - Goal 14 Supervision will be increased at lunchtime and create a safer environment for students
 - Goal 15 Security Equipment will be implemented to address safety issues on the doors
 - Goal 16 – To increase safety at drop off and pick up

4) What are the LEA’s goal(s) to address locally-identified priorities?

Response: Ballington will develop a comprehensive enrollment and retention plan which will support student learning, stability, and access to necessary resources. This will ultimately enhance student achievement and learning. Additionally Ballington will implement a differentiated tiered instruction approach to meet the needs of all learning - reference goal 17- To increase student enrollment and increase retention of students.

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.)?

Response: After the State assessment results are released the Principal, staff, parents and stakeholders analyze the State assessment, review of the school performance (programs and services) to evaluate the effectiveness overall and by class. The Principal presents the analyze and data to Board and Community with a plan on intervention strategies to be incorporated to address performance variances to stated goals.

- 6) What the unique goals for subgroups are as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?

Response: The information is outlined in section 2 and section 3b of the LCAP.

- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

Response: The information is outlined in the chart below.

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?

Response: In addition to the responses gathered from Ballington LCAP survey, various state assessments and reports such as CSTs, mock CSTs, Science CST, CALPADS's Reports, and the CELDT were used to gather quantitative and qualitative data in addressing each State goal.

- 9) What information was considered/reviewed for individual school sites?

Response: Ballington is a single district/school site. In the fall of each year, the Principal presents a report on what has been learned through a review of various State, school assessments and develops an action plan with the staff incorporating parent input into how best to improve student learning for that school year. This information is shared with the superintendent, Board and District.

- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

Response: In considering needs of English Learners, Low Income Students and Foster Care Students, Ballington reviewed English Learner (EL) data regarding performance in CELDT, CST and chronic absenteeism rates for these subgroups.

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Response: N/A- Annual update report will be prepared July 2015

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need : Teachers are assigned accordingly</p> <p>Metrics: Highly qualified data, teacher qualifications & degrees, professional development needs</p>	<p>#1 The school will maintain HQ status of classroom teachers</p>	<p>All English Language Learners</p> <p>Hispanic</p> <p>Special Needs</p> <p>Foster</p> <p>Socioeconomic Disadvantaged</p> <p>All Students</p>	<p>Ballington Academy</p>	<p>100% Highly qualified classroom teachers will continue to teach students</p>	<p>100% Highly qualified classroom teachers will continue to teach students</p>	<p>100% Highly qualified classroom teachers will continue to teach students</p>	<p>Guiding Question #1 Conditions of Learning Basic Services Priority One</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: The state's shift to adopting the Common Core points to the need to assess current curriculum material</p> <p>Metrics: Inventory of materials</p>	<p>#2 The school's curriculum material is effective, rigorous, and aligned for instruction of the Common Core</p>	<p>All English Language Learners</p> <p>Hispanic</p> <p>Special Needs</p> <p>Foster</p> <p>Socioeconomic Disadvantaged</p> <p>All Students</p>	<p>Ballington Academy</p>	<p>Attention to Aligning instruction with the core will have greater impact on student learning. A review and baseline of percentage of currently aligned materials will be established.</p>	<p>25% of all curriculum materials will be aligned to common core.</p> <p>Students will have access to appropriate materials to address deeper rigor.</p>	<p>50% of all curriculum materials will be aligned to common core.</p> <p>Students will have access to appropriate materials to address deeper rigor.</p>	<p>Guiding Question #1 Conditions of Learning Basic Services Priority One Guiding Question #1 Conditions of Learning Implementation of State Standards Priority Two</p>	
<p>Need: Need to raise the level of general cleanliness of the physical plant.</p> <p>Metrics: Parent & Teacher Feedback</p>	<p>#3 The level of building cleanliness will be increased and facility will be in excellent condition</p>	<p>All English Language Learners</p> <p>Hispanic</p> <p>Special Needs</p> <p>Foster</p>	<p>Ballington Academy</p>	<p>A clean facility has been shown to improve student achievement</p> <p>Baseline of cleanliness will</p>	<p>Survey data regarding parent/student response will demonstrate increased positive response to learning</p>	<p>Physical plant will be cleaned and maintained. Student academic data will show improvement</p> <p>Rating of cleanliness will increase by 10% from year 2016-2017</p>	<p>Guiding Question #1 Conditions of Learning Basic Services Priority One</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
		Socioeconomic Disadvantaged All Students			be developed	environment Rating of cleanliness will increase by 10% from baseline	Consider implementation of the "Facility Inspection Tool"	
<p>Need: Students need access to all required course of study - focus will be on enhancing art, science, technology & dance programs</p> <p>Metrics: Schedules, course offerings, parent survey, staff feedback</p>	<p>#4 Students will have access to all required courses of study including a rich and rigorous program in the area of arts, dance, science and technology</p>	<p>All English Language Learners</p> <p>Hispanic</p> <p>Special Needs</p> <p>Foster</p> <p>Socioeconomic Disadvantaged</p> <p>All Students</p>	<p>Ballington Academy</p>		<p>Development and implementation of age level science enhancement program – 100% of all grades will have access to science in a science lab</p> <p>Dance offered afterschool to 100% of all grades</p>	<p>Expansion of arts program</p> <p>Grades 4-6 will participate in a weekly class in drama</p>	<p>Expansion of technology program</p> <p>100% of all classrooms will have a minimum of 2 computers</p>	<p>Guiding Question #1 Conditions of Learning Course Access Priority Seven</p> <p>Guiding Question #2 Pupil Outcomes Pupil Achievement Priority Eight</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: There is a need to assess curriculum materials and align them to address the rigor of the common core. Instructional methodology needs to be assessed for greater instructional impact and increased student learning.</p> <p>Metrics: Inventory of materials, review of curriculum maps, and current report cards</p>	<p>#5 Instruction will be aligned with a common core curriculum, that assessment will be aligned, and that the school report card is standards based and reflective of what students have learned and are able to do as noted in the Common Core.</p>	<p>All English Language Learners</p> <p>Hispanic</p> <p>Special Needs</p> <p>Foster</p> <p>Socioeconomic Disadvantaged</p> <p>All Students al</p>	<p>Ballington Academy</p>	<p>A standard aligned report card will be implemented in grades k-3</p> <p>Students will be exposed to higher educational rigor.</p> <p>Students will engage in more student centered work.</p> <p>Students will be provided more opportunities to effectively communicate collaborate.</p>	<p>A standard aligned report will be developed in 4-6th grade</p> <p>Students will be more prepared to succeed in the smarter balance state assessment.</p>	<p>All grades will use a standard aligned report card</p> <p>Students will be more prepared to succeed in the smarter balance state assessment.</p>	<p>Guiding Question #1 Conditions of Learning Implementation of State Standards Priority Two</p> <p>Guiding Question #2 Pupil Outcomes Pupil Achievement Priority Four</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Students will be provided more opportunities to engage in real world application.			
<p>Need: Students have demonstrated deficiency in ELA; vocabulary, conventions of standard English comprehension. With regard to math students show a deficiency in numeracy and algebraic thinking.</p> <p>Metrics: Mock CST testing (3x a year) CELDT results, STAR & teacher trimester assessments.</p>	<p>#6 Students will demonstrate an increased level of proficiency as measured by teacher formative assessments, grade level common assessments and academic learning probes.</p> <p>#7 Identified</p>	<p>English Language Learners</p> <p>Hispanic</p> <p>Special Needs</p> <p>Foster</p> <p>Socioeconomic disadvantaged</p> <p>All Students</p>	<p>Ballington Academy</p>		<p>Data will/has been used to set academic goals for identified students.</p> <p>Set benchmark assessments will provide data points to inform instruction.</p> <p>Baseline data will be collected.</p>	<p>Assessment of student data will allow for a targeted intervention program for tier 3 students</p> <p>Teachers will differentiate Tier 2 & 1 instruction</p> <p>Students will demonstrate an increase of 2 points on the MAP</p>	<p>Students will demonstrate an increase of 3 points on the MAP assessment</p> <p>Students will demonstrate an increase in scores on the Smarter Balance Assessment by 3 points above year 2015-2016</p> <p>10% of math and English language arts units unit in math 1 unit in English language arts will be aligned to a</p>	<p>Guiding Question #2</p> <p>Pupil Outcomes Pupil Achievement Priority Four</p> <p>Guiding Question #3</p> <p>Engagement Pupil Engagement Priority Five</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	student groups will show academic gains as reflected in Smarter Balance Assessment				Teachers will align 1 unit in math or English language arts to a project and this project will be guided by an appropriate comprehensive essential question	assessment Students will demonstrate an increase in scores on the Smarter Balance Assessment by 3 points above baseline year (2014-2015) Teachers will align 1 unit in math and 1 unit in English language arts to a project and this project will be guided by an appropriate comprehensive essential	project and this project will be guided by an appropriate comprehensive essential question	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
						question		
<p>Need: Purposeful positive school climate will result from school wide character awareness initiative.</p> <p>Metrics: Parent/teacher/administrative conversations/input and observations provided guidelines for character traits needed to appropriately represent a Ballington Academy student</p>	<p>#8 Students learn and respond appropriately while demonstrating courtesy, respect, and pro social behavior.</p>	<p>English Language Learners</p> <p>Hispanic</p> <p>Special Needs</p> <p>Foster</p> <p>Socioeconomic disadvantaged</p> <p>All Students</p>	<p>Ballington Academy</p>		<p>Teachers and administration will be targeted on collecting baseline data and establishing a benchmark</p>	<p>Data collected from previous year will be used to assess effectiveness of identification and celebration of positive character traits. Positive character traits will increase by 5% from baseline (2014-2015).</p> <p>Office referrals will be reduced by 5% from baseline established in 2014-2015</p>	<p>Student/parent/teacher survey will reflect increase in satisfaction with regard to student climate by 10% from 2015-2016 data.</p> <p>Teacher assessment will provide feedback regarding greater student learning in the classroom as a result of student to student interaction.</p> <p>Student achievement data will demonstrate increased student learning as reflected in state assessment test.</p> <p>Office referrals will be</p>	<p>Guiding Question #3</p> <p>Engagement Pupil Engagement Priority Five</p> <p>Guiding Question #3</p> <p>Engagement School Climate Priority Six</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
						Increased student time on task will be demonstrated Enhanced learning opportunities in the classroom will be demonstrated	reduced by 5% from baseline established in 2015-2016	
<p>Need: Students demonstrate a gap in achievement and a deficiency in ELA & Math.</p> <p>Metrics: Summative assessment data , CST data</p>	<p>#9 To develop an effective tier 3 & 2 intervention program to address the academic needs of the identified students.</p>	<p>English Language Learners</p> <p>Hispanic</p> <p>Special Needs</p> <p>Foster</p> <p>Socioeconomic disadvantaged</p>	<p>Ballington Academy</p>		<p>Identified students will be given a tier 3 intervention program to address academic and language needs.</p>	<p>Students will show academic progression as reflected in assessment data and 15% will move to a tier 2 intervention program from the tier 3</p>	<p>Identified students will continue to show academic progression as demonstrated through assessment data. 15% of original tier 3 students will have moved to tier 1 instruction. 15% of tier 3 students will move to tier 2 interventions.</p>	<p>Guiding Question #3 Engagement Pupil Engagement Priority Five</p> <p>Guiding Question #2 Pupil Outcomes Pupil</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								Achievement Priority Four
<p>Need: To increase the number of English Learners who achieve full English language proficiency</p> <p>Metrics: English Learners making yearly progress (AMAO 1) English Learners achieving profanely in English (AMAO 2) Reclassification Rate</p>	#10 Increase the number of English Learners who reclassify as Fully English Proficient	English Language Learners	Ballington Academy		Establish Baseline	1% of ELL will advance on the CELDT	2% of ELL will advance on the CELDT	<p>Guiding Question #3</p> <p>Engagement Pupil Engagement Priority Five</p> <p>Guiding Question #2 Pupil Outcomes Pupil Achievement Priority Four</p>
<p>Need: Kindergarten attendance at 93% is below the school norm and needs to be increased</p> <p>Metrics:</p>	#11 Kindergarten students will increase attendance so that 95% will	All English Language Hispanic Special Needs	Ballington Academy		Kindergarten ADA will raise to 93%	Kindergarten ADA will raise to 94% Host annual parent trainings	Kindergarten ADA will raise to 95% Host bi annual parent trainings on importance	<p>Guiding Question #3</p> <p>Engagement Pupil Engagement Priority Five</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Attendance data	be attained by the third year.	Foster Socioeconomic Disadvantaged All Students			on importance of attendance at school	of attendance at school		
Need: A portion of the school population is chronically tardy. Metrics: Attendance Data, office staff feedback	#12 Chronic tardiness will be addressed and reduced.	All English Language Learners Hispanic Special Needs Foster Socioeconomic Disadvantaged All Students	Ballington Academy		A school intervention policy will be developed Teacher/class incentive plans will be initiated. A parent survey will be developed and sent home assessing parent reasons for tardiness.	Student tardy data will be collected monthly & compared to previous years monthly data A 10% reduction of school wide tardiness will be demonstrated at the end of the school year.	Ineffective plans will be restructured A 20% reduction of school wide tardiness will be demonstrated at the end of the school year.	Guiding Question #3 Engagement Pupil Engagement Priority Five

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Survey data will be assessed by school staff. A 5% reduction in school wide tardiness will be the result.			
<p>Need: Parent involvement reflects a need to increase parent involvement/engagement in school wide issues</p> <p>Metrics Parent participation rates at school functions and meetings</p>	<p>#13 To increase parent attendance and participation in school site meetings and strengthen the parent voice.</p>	<p>All English Language Learners</p> <p>Hispanic</p> <p>Special Needs</p> <p>Foster</p> <p>Socioeconomic Disadvantaged</p> <p>All Students</p>	<p>Ballington Academy</p>		<p>Greater home to school involvement has been proven to increase academic gains.</p> <p>Parents will have greater awareness of school wide needs and issues</p>	<p>A 10% Increased parent presence at the school as demonstrated through school events/meetings And volunteer opportunities.</p> <p>School site council parent attendance will be increased by 20%</p>	<p>A 17% Increased parent presence at the school will be demonstrated through school events/meetings And volunteer opportunities.</p> <p>School site council parent attendance will be increased as reflected in collected attendance data by 30%.</p>	<p>Guiding Question #3 Engagement Parent Engagement Priority Three</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					surrounding the education of their child	Host quarterly meetings with parents		
<p>Need: Need to raise the level of supervision at lunch time</p> <p>Metrics: Parent & Teacher Feedback</p>	<p>#14 Supervision will be increased at lunchtime and create a safer environment for students</p>	<p>All English Language Learners</p> <p>Hispanic</p> <p>Special Needs</p> <p>Foster</p> <p>Socioeconomic Disadvantaged</p> <p>All Students</p>	<p>Ballington Academy</p>		<p>Student safety is key to learning</p> <p>Additional staff will be secured for student supervision at lunchtime</p> <p>Baseline established</p>	<p>Survey data regarding parent/student response will demonstrate increased positive response to learning environment and safety</p> <p>10% reduction in student accidents at lunch time</p>	<p>20% reduction in student accidents at lunch time</p>	<p>Guiding Question #3 Engagement School Climate Priority Six</p>
<p>Need: Need to decrease access to building during school hours</p>	<p>#15 Security Equipment will be</p>	<p>All English Language Learners</p>	<p>Ballington Academy</p>		<p>Student safety is key to learning</p>	<p>Survey data regarding parent/student</p>		<p>Guiding Question #3 Engagement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metrics: Parent & Teacher Feedback	implemented to address safety issues on the doors	Hispanic Special Needs Foster Socioeconomic Disadvantaged All Students			Buzzers and door alarms will be added to exterior doors	response will demonstrate increased positive response to learning environment and safety		School Climate Priority Six
Need: Need to increase drop off and pick up safety Metrics Teacher and Parent Feedback	#16 To increase safety at pick up and drop off	All English Language Learners Hispanic Special Needs Foster Socioeconomic Disadvantaged	Ballington Academy		Assign staff to patrol lot Cone off designated area during pick up and drop off Ongoing parent communication about safety Develop	Less children at risk Parents will not park at curb	Teachers and parents will express satisfaction with drop off and pick up	Guiding Question #3 Engagement School Climate Priority Six

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
		All Students			partnership with law enforcement for enhance safety			
<p>Need: Enrollment reflects need to increase enrollment and retention to ensure adequate resources and expansion of programs for students</p> <p>Metrics Enrollment reports, P1, P2</p>	#17 To increase student enrollment and increase retention of students	All English Language Learners Hispanic Special Needs Foster Socioeconomic Disadvantaged All Students	Ballington Academy		Enrollment increases resources and supports financial solvency. Student retention and stability leads to increased student achievement Year will serve as baseline for enrollment Year will serve	A 5 % Increased enrollment from 2014-2015 A 5 % Increased enrollment from 2015-2016	Guiding Question #4 Locally Defined	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					as baseline for rent			

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions

and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

Response: Ballington will implement a comprehensive educational program based on the common core standards. This program model will include a tiered and differentiated instructional approach to address the needs of all learners. The plan will include professional development for the instructional team, an assessment system to guide instruction, the integration of arts, science, and technology, and the addition of several experts to support instruction for students and enhance teachers' professional development.

- 2) How do these actions/services link to identified goals and performance indicators?

Response: These actions directly tie to a deliberate and prescriptive approach to increasing student achieving by supporting the key influencers of student performance to include teaching staff, a timely and effective assessment process, parent input, safe environment, parent involvement, and access to quality materials.

- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Response: Specific expenditures have been identified for the purchase of computerized instructional software, assessment system, and experts in the area of curriculum, technology, art, and sciences.

- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

Response: Not applicable at this point, however data and input from all key stakeholders will be used to assess progress and plan actions for upcoming years.

5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

Response: Not applicable at this point, however data and input from all key stakeholders will be used to assess progress and plan actions for upcoming years.

6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

Response: Not applicable at this point, however data and input from all key stakeholders will be used to assess progress and plan actions for upcoming years.

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

Response: Not applicable at this point, however data and input from all key stakeholders will be used to assess progress and plan actions for upcoming years.

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

Goal (Include and identify all	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?
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goals from Section 2)	(from Section 2)		(Indicate if school-wide or LEA-wide)	of actions/ services	LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#1 The school will maintain HQ status of classroom teachers	Guiding Question #1 Conditions of Learning Basic Services Priority One	Maintain current hiring practices Expand recruitment initiatives to reach teachers outside of local community if needed.			Expand recruitment initiatives to attract qualified teachers. Expenditures will be used for advertising. Expenditures are located in operating and services in the budget. \$2,000	Expand recruitment initiatives. \$2,000	Expand recruitment initiatives. \$2,000
#2 The school's curriculum material is effective, rigorous, and aligned for instruction of the Common Core	Guiding Question #1 Conditions of Learning Basic Services Priority One Guiding Question #1 Conditions of Learning Implementation of State Standards Priority Two	Establish curriculum review committee Review curriculum materials Develop a needs assessment Develop Plan of action to address deficiencies Purchase curriculum material	LEA		Purchase curriculum material \$32,500 Expenditures are located in textbooks and materials	Based on data from curriculum review, convene committee to identify curriculum purchase to align with map \$32,500	Based on data from curriculum review, convene committee to identify curriculum purchase to align with map - purchase replacement items \$32,500
#3 To increase the level of building cleanliness	Guiding Question #1 Conditions of Learning Basic Services Priority One	Hire a professional cleaning company for part time a.m. & afterschool total clean of facilities. Maintain janitor	LEA		Hire a professional cleaning company for part time a.m. & afterschool total clean of facilities/increase staffing. \$41,000 Expenditures are located in services and operating costs	Analyze facility feedback survey and implement action as required Evaluate cleaning company and determine if appropriate \$41,000	Analyze facility feedback survey and implement action as required Evaluate cleaning company and determine if appropriate \$41,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#4 Students will have access to all required courses of study including a rich and rigorous program in the areas of art, science, and technology	Guiding Question #1 Conditions of Learning Course Access Priority Seven Guiding Question #2 Pupil Outcomes Pupil Achievement Priority Eight	Develop a specialized science program Maintain the implementation of enhancement programs in art , technology, and music Develop afterschool dance program	LEA		Hire part time science teacher \$9,587 Hire part time Art & Music part time teacher \$19,174 Maintain part time dance teacher \$9,587 Maintain part time technology teacher \$9,587 All expenditures are located in salaries	Maintain part time science teacher \$10,152 Maintain part time Art & Music teacher \$19,749 Maintain part time dance teacher \$10,152 Maintain part time technology teacher \$10,152	Maintain time science teacher \$10,457 Maintain part time Art & Music Consultant \$20,341 Maintain part time dance teacher \$10,457 Maintain part time technology teacher \$10,457
#5 To align instruction and assessments with the common core curriculum.	Guiding Question #1 Conditions of Learning Implementation of State Standards Priority Two Guiding Question #2 Pupil Outcomes	Map standards based curriculum Develop aligned standard based assessments Create standards based report card Hire intervention teacher (core/assessment/data/	LEA		Create standards based report card \$1,000 Expenditures located in materials and supplies Hire Dir of Instructional Services (core/assessment/data/ teacher resource) \$60,000 Expenditures located in salaries To develop a science	Create standards based report card 4 th -6 th grade \$1,000 Maintain Dir of Instructional Services - \$61,650 (core/assessment/data/ teacher resource) Enhance science Core aligned program	Maintain Dir of Instructional Services \$63,349 core/assessment/data/ teacher resource) Enhance science Core aligned program (Materials, curriculum, instructor) \$5,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	Pupil Achievement Priority Four	teacher resource) To develop a science Core aligned program (Materials, curriculum, instructor)			Core aligned program (Materials, curriculum, instructor) \$10,000 Expenditures located in materials and supplies	(Materials, curriculum, instructor) \$5,000	
#6 Students will demonstrate an increased level of proficiency as measured by teacher formative assessments, grade level common assessments and academic learning probes.	Guiding Question #2 Pupil Outcomes Pupil Achievement Priority Four Guiding Question #3 Engagement Pupil Engagement Priority Five	Student achievement data will be collected & analyzed. Formative & summative assessments will be developed Common assessments will be periodically given Mock Assessments will be given Benchmarks will be established	LEA		Hire Dir of Instructional Services \$60,000 Expenditures located in salaries Purchase of Standardized Interim Assessments (MAP test) \$7500 (Includes Professional Development on MAP) Expenditures located in materials and supplies	Maintain Dir of Instructional Services - \$61,650 (core/assessment/data/teacher resource) Purchase of Standardized Interim Assessments \$2,000 to complement MAP	Maintain Dir of Instructional Services \$63,349 core/assessment/data/teacher resource) Purchase of Standardized Interim Assessments \$2,000 to complement MAP
#7 Student groups will show academic		Student tier groups will be established Rtl intervention			RTI Software \$48,000 Expenditures located in materials and supplies	RTI software license \$5,000	Rti software license \$5,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
gains as reflected in Smarter Balance Assessment		<p>program will be established.</p> <p>Intervention teacher will be hired.</p> <p>MAP test/Compass odyssey purchased.</p> <p>Teachers will determine Tier 2 & 1 instructional program.</p> <p>A shift to student and inquiry based learning using probect based learning will be implemented in math and English language arts</p>			<p>Professional Development all teachers including PBI and assessment development \$12,000</p> <p>Expenditures in Training</p>	<p>Continued Professional Development all teachers including PBI and assessment development \$12,000</p>	<p>Continued Professional Development all teachers including PBI and assessment development \$12 ,000</p>
#8 Students will demonstrate courtesy, respect, and pro social behavior.	<p>Guiding Question #3 Engagement Pupil Engagement Priority Five</p> <p>Guiding Question #3</p>	<p>Student/ teacher/parent survey created and administered</p> <p>Office referral data collected</p> <p>Monthly assemblies/celebrations</p>	LEA		<p>Student incentive program established (school special tee shirt, reward pencils, etc.) \$2,000.00</p> <p>Mission/vision statement along with</p>	<p>Data analyzed around pro social behavior and office referrals</p> <p>Student incentive program school special tee shirt, reward pencils, etc.) \$2,000.00</p>	<p>Data analyzed around pro social behavior and office referrals</p> <p>Student incentive program (school special tee shirt, reward pencils, etc.) \$2,000.00</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	Engagement School Climate Priority Six	organized Student incentive program established (school special tee shirt, reward pencils, etc.) Mission/vision statement along with positive signs purchased and displayed throughout the school.			positive signs purchased and displayed throughout the school. \$1,500.00 Expenditures in Materials and Supplies		
#9 An effective tier 3 & 2 intervention program will be developed to address the academic needs of the identified students.	Guiding Question #3 Engagement Pupil Engagement Priority Five Guiding Question #2 Pupil Outcomes Pupil Achievement Priority Four	Review Student data Identify tiers of students Assign to tiers Develop RTI schedule Develop RTI benchmark dates Professional Development for Teachers	LEA		RTI program purchased and implemented Expenditures in Materials and Supplies Additional Part time Teacher Hired for additional support \$9,857 Salaries	RTI program maintained Additional Part time Teacher Hired for additional support \$10,152	RTI program maintained Additional Part time Teacher Hired for additional support \$10,457

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#11 Kindergarten students will increase attendance so that 95% will be attained by the third year	Guiding Question #3 Engagement Pupil Engagement Priority Five	Analyze current data Develop and administer survey to parents Identify and establish action plans to remove barriers Create policies and assign staff to mitigate barriers	LEA		Kindergarten Survey Developed/administered Kindergarten incentive plan initiated \$3,000 Expenditures located in materials and supplies	Kindergarten Survey Developed/administered Kindergarten incentive plan initiated \$3,000	Kindergarten Survey Developed/administered Kindergarten incentive plan initiated \$3,000
#12 Chronic tardiness will be addressed and reduced	Guiding Question #3 Engagement Pupil Engagement Priority Five	Attendance data collected. Parent Survey developed/administered Part time attendance clerk/ Home to school Liaison Position created. Monthly tardy data reviewed in staff meetings	LEA		Part time attendance clerk/ Home to school Liaison Position created. \$14,640 Expenditures located in salaries	Part time attendance clerk/ Home to school Liaison Position created. \$15,079	Part time attendance clerk/ Home to school Liaison Position created. \$15,531
#13 To increase	Guiding Question #3	Survey created and administered	LEA		Specific beginning of the year open house	Specific beginning of the year open house	Specific beginning of the year open house

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
parent attendance and participation in school site meetings and strengthen the parent voice.	Engagement Parent Engagement Priority Three	Specific beginning of the year open house Parent incentive plan based on participation in site based council meetings (raffle) Parent volunteer incentive program (raffle) Organize a parent Newspaper committee			\$1,000 Parent incentive plan based on participation in site based council meetings (raffle) \$3,000 Parent volunteer incentive program (raffle) (See above cost) Expenditures located in materials and supplies	\$1,000 Parent incentive plan based on participation in site based council meetings (raffle) \$3,000 Organize a parent Newspaper committee \$400	\$1,000 Parent incentive plan based on participation in site based council meetings (raffle) \$3,000 Produce parent newsletter \$400
#14 To increase the level of student safety at lunchtime	Guiding Question #3 Engagement School Climate Priority Six	Hire additional staff at lunch time	LEA		Hire additional Staff at lunchtime \$25,254 Expenditures located in personnel	additional Staff at lunchtime \$25,254	additional Staff at lunchtime \$25,254
#15 To increase overall student safety	Guiding Question #3 Engagement School Climate Priority Six	Implement a buzzer system at front door and alarms on exterior doors	LEA		Cost of Equipment \$5,000 Expenditures located in supplies and materials		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#16 To increase safety at student pick up and drop off	Guiding Question #3 Engagement School Climate Priority Six	Implement a parking lot monitor/guard as function of staff Petition off access to front of school during drop off and pick up	LEA		Assign staff function as parking lot monitor \$3,660 Expenditures located in personnel	Assign staff function as parking lot monitor \$3,769	Assign staff function as parking lot monitor \$3,882
#17 To increase student enrollment and increase retention of students	Guiding Question #4 Locally Defined	Develop and implement a year long recruitment plan Develop and implement a retention plan Develop and implement a parent ambassador program	LEA		Recruitment dollars \$2,500 Parent raffle \$1,000 Expenditures located in supplies and materials	Recruitment dollars \$2,500 Parent raffle \$1,000	Recruitment dollars \$2,500 Parent raffle \$1,000

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>#6 Students will demonstrate an increased level of proficiency as measured by teacher formative assessments, grade level common assessments and academic learning probes.</p> <p>#7 Student groups will</p>	<p>Guiding Question #2 Pupil Outcomes Pupil Achievement Priority Four</p> <p>Guiding Question #3 Engagement Pupil Engagement Priority Five</p>	<p>For low income pupils:</p> <p>Increase learning outcomes of unduplicated students</p> <p>Hire a RTI teacher to serve as an instructional coach that assists teachers with increasing student success.</p> <p>Teacher will facilitate teachers' understanding and implementation of</p>	LEA		<p>Dir of Instructional Services noted above - \$60,00</p> <p>Instructional Aides \$34,843 to support learning</p> <p>Expenditures located in personnel</p>	<p>Dir of Instructional Services noted above - \$61,650</p> <p>Instructional Aides \$34,843</p>	<p>Dir of Instructional Services noted above - \$63,349</p> <p>Instructional Aides \$34,843</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
show academic gains as reflected in Smarter Balance Assessment		the Common Core State Standards, create detailed teaching coaching plans, which include focused goals and measures of success, to drive learning, analyze teacher practice through ongoing classroom observations, data analysis, and examination of student work, provide clear and direct feedback to teachers based on analysis of practice and track student and teacher progress to assess the effectiveness of coaching, and develop teachers' capacity to collect					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		and analyze multiple sources of data to improve student learning Instructional aides will support learning needs and provide one on one tutoring during and afterschool					
#10 Increase the number of English Learners who reclassify as Fully English Proficient	Guiding Question #3 Engagement Pupil Engagement Priority Five Guiding Question #2 Pupil Outcomes Pupil Achievement Priority Four	For English Language Learners: Professional Development Opportunities specific to EL Full and consistent implementation and monitoring of standards-based ELD instruction at all grade levels. Instructional Aide	LEA		Professional Seminars & BTSA \$5,000 Instructional Aides \$34,843 Expenditures located in personnel	Professional Seminars & BTSA \$5,000 Instructional Aides \$34,843	Professional Seminars & BTSA \$5,000 Instructional Aides \$34,843

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>to support learning</p> <p>Consistent implementation of targeted language arts interventions. The use of core and supplemental materials to ensure equal access to language arts standards and curriculum.</p> <p>Consistent implementation of targeted math interventions. The use of core and supplemental materials to ensure equal access to math standards and curriculum.</p> <p>Utilization of a data system to</p>					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		monitor benchmarks and EL and RFEP student success.					
<p>#6 Students will demonstrate an increased level of proficiency as measured by teacher formative assessments, grade level common assessments and academic learning probes.</p> <p>#7 Student groups will show academic gains as reflected in</p>	<p>Guiding Question #2 Pupil Outcomes Pupil Achievement Priority Four</p> <p>Guiding Question #3 Engagement Pupil Engagement Priority Five</p>	<p>For Foster Students :</p> <p>Every foster student will receive case management services to ensure consistency of care</p> <p>Instructional aides will support learning needs and provide one on one tutoring during and afterschool</p>	LEA		<p>Assigned Staff Function \$2,000</p> <p>Instructional Aides \$34,843</p> <p>Expenditures located in personnel</p>	<p>Assigned Staff Function \$2,060</p> <p>Instructional Aides \$34,843</p>	<p>Assigned Staff Function \$2,121</p> <p>Instructional Aides \$34,843</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Smarter Balance Assessment							
<p>#6 Students will demonstrate an increased level of proficiency as measured by teacher formative assessments, grade level common assessments and academic learning probes.</p> <p>#7 Student groups will show academic gains as reflected in Smarter Balance</p>	<p>Guiding Question #2 Pupil Outcomes Pupil Achievement Priority Four</p> <p>Guiding Question #3 Engagement Pupil Engagement Priority Five</p>	<p>For Homeless Students :</p> <p>Every homeless student will receive case management services to ensure consistency of care</p> <p>Instructional aides will support learning needs and provide one on one tutoring during and afterschool</p>	LEA		<p>Assigned Staff Function \$2,000</p> <p>Instructional Aides \$34,843</p> <p>Expenditures located in personnel</p>	<p>Assigned Staff Function \$2,060</p> <p>Instructional Aides \$34,843</p>	<p>Assigned Staff Function \$2,121</p> <p>Instructional Aides \$34,843</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Assessment							
<p>#6 Students will demonstrate an increased level of proficiency as measured by teacher formative assessments, grade level common assessments and academic learning probes.</p> <p>#7 Student groups will show academic gains as reflected in Smarter Balance Assessment</p>	<p>Guiding Question #2 Pupil Outcomes Pupil Achievement Priority Four</p> <p>Guiding Question #3 Engagement Pupil Engagement Priority Five</p> <p>Guiding Question #2 Pupil Outcomes Pupil Achievement Priority Four</p> <p>Guiding Question #1 Conditions of Learning Implementation of State Standards</p>	<p>ALL unduplicated populations:</p> <p>Education services serving all students, inclusive of unduplicated students Ballington will increase the strength and reach of its current parent groups</p>	LEA		<p>RTI and assessment program noted above \$48,500</p> <p>Dir of Instructional Services \$60,000</p> <p>Instructional Aides \$34,843</p> <p>Expenditures located in personnel</p>	<p>RTI and assessment program \$5,000</p> <p>Dir of Instructional Services \$61,650</p> <p>Instructional Aides \$34,843</p>	<p>RTI and assessment program \$5,000</p> <p>Dir of Instructional Services \$63,349</p> <p>Instructional Aides</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>#2 Students will have access to all required courses of study</p> <p>#5 To align instruction and assessments with the common core curriculum.</p> <p>#9 An effective tier 3 & 2 intervention program will be developed to address the academic needs of the identified students.</p>	Priority Two						

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Ballington identified GAP funding increase in FY 14-15 is \$198,524. Ballington’s additional supplemental and concentration spending requirement is 11.43%. Detailed expenditures are provided in the budget for 2014-2015. Expenses are targeted at the following:

- ✓ Technology Professional Development – In order for students to be 21st Century learners they must have access to up-to-date technology and use it on a regular basis therefore teachers need to be appropriately trained in effective use of technology which is aligned with instructional goals. This aligns with Priority 7 Goals 4.
- ✓ Monitoring of student progress and goals: In order to steadily increase student achievement, monitoring student progress and goals will be a priority of Ballington. Therefore monitoring systems and programs will be implemented in measuring our progress towards increased student learning school-wide. This aligns with Priority 4 Goals, 9.
- ✓ Student Access to intervention and academic support services- Additional support systems, programs, and staff has been planned to meet the needs of students who are struggling and performing below grade level to ensure they move toward subject mastery in all core areas. This aligns with Priority 4 Goals 10, 7, 9.
- ✓ Resources and Support for arts, science, and technology. This aligns with Priority 4 Goals 10, 7, 9.
- ✓ Enhanced assessment system which is integrated into instructional activities to enhance specific learning needs of students. This aligns with Priority 4 Goals 9.

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

Ballington has developed a plan to utilize supplemental funds specifically to meet the needs of English Learners, Low Income and Foster youth students by allocating \$173,524 for a variety of programs and services. The amount of \$0 is the maintenance of effort funds which has been designated to continue the services provided. The funds will be used to meet goals by increasing and maintaining services for unduplicated pupils identified as English Learners, Low Income and Foster Youth students by increasing:

- ✓ Professional Development on the English Language Development (ELD) Standards. Teachers will attend ELD trainings to further develop their skills and strategies in supporting EL in content classes as well as ELD classes. This will help EL to attain English proficiency while mastering content. This aligns with Priority 4 Goal(s) 10.
- ✓ Response To Intervention Program - Various English Language Arts and Math interventions will be available before, during and outside of the instructional day to support English Learners, Low Income and Foster Youth students in mastering common core standards. This will close the gap between achievements of these targeted subgroups of students. This aligns with Priority 4 Goals 10, 7, 9.
- ✓ Support for Foster Youth and Homeless families through services- Services and support will be provided to this subgroup of students which will improve their academic environment and their sense of well being. This aligns with Priority 4 Goal(s) 10, 7, 9.
- ✓ Professional Development for Staff on the needs of Foster Youth, Low Income and special needs students. Professional developments focusing on topics in helping staff understand the need of these target groups of students has been planned. This will improve services to foster youth, low income, and special needs students. This aligns with Priority 4 goal(s) 10, 7, and 9.
- ✓ Support Staff to improve low income and foster youth student engagement. Students need to have all of their socio-emotional needs met in order to be focused and engaged in school through additional support staff and services; this will then increase student achievement. This aligns with Priority 4 goal(s) 10.

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