

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
<b>Ballington Academy for the Arts &amp; Sciences – El Centro (TK-6)</b>	<b>Doreen Mulz, Superintendent</b>	<a href="mailto:dmulz@voa-swcal.org">dmulz@voa-swcal.org</a> <b>619.992.5352</b>

## 2017-20 Plan Summary

### The Story

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

Ballington Academy for the Arts & Sciences - El Centro serves 319 students in grades TK-6. Our school provides all students with a standards-aligned Project-based STEAM learning experience. Our student demographics include: 41% English Language Learners (ELL); 10% Students with Disabilities, 2% Homeless; and 35% qualify for Free/reduced Lunch.

#### MISSION

Ballington Academy for the Arts and Sciences seeks to address the need for a rigorous and innovative educational program that prepares young children for the demands of the future, by providing the skills necessary to usher students into the 21<sup>st</sup> century, ensure each student is educated to the fullest potential and is College and Career ready.

#### EDUCATIONAL PROGRAM

BAAS provides all students with a Science, Technology, Engineering, Arts and Mathematics (STEAM) educational program through a Project-based Learning (PBL) instructional approach.

# LCAP Highlights

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

Ballington Academy for the Arts & Sciences - El Centro has revised its LCAP Goals based on an analysis of multiple data sources including CAASPP results, CA Dashboard, internal assessments, and feedback from stakeholders (staff, teachers, parents, students).

The revised 2019-20 LCAP Goals are as follows:

- Goal #1: Continue to implement benchmark assessments across all disciplines and use data to drive curricular and instructional decision-making, implementation of academic interventions and allocation of resources.
- Goal #2: Continue to strengthen professional learning for all educators to improve instruction, teacher retention, address the diverse learning needs of its student and academic outcome for all students.
- Goal #3: Continue to develop methods to engage parents as partners through education, communication and collaboration in order that will impact student outcomes. In addition, continue to develop methods that support a positive, safe, and welcoming school environment for all, to increase student engagement, and reduce chronic absenteeism rates.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

Ballington Academy for the Arts & Sciences - El Centro earned a Blue Performance Level for the Suspension Rate State Indicator for the “all student” and each of the following student groups:

- English Learners
- Socioeconomically Disadvantaged
- Hispanic

No students were suspended in 2016-17 and 2017-18 school year. The following charts illustrates our school’s cumulative enrollment and suspension rate for the 2016-17 and 2017-18 school year. To protect student privacy, the CA Department of Education (CDE) enables report filtering capability for “Subgroups and Students with Disabilities (SPED), when the suspension count in this case is less than 5.

2016-17 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	332	0	0	0.0%	0.0%	0.0%
HISPANIC	297	0	0	0.0%	0.0%	0.0%
WHITE	21	0	0	0	0	0
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SPED	*	*	*	*	*	*

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	329	0	0	0.0%	0.0%	0.0%
HISPANIC	299	0	0	0.0%	0.0%	0.0%
WHITE	17	0	0	0.0%	0.0%	0.0%
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SPED	*	*	*	*	*	*

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

Ballington Academy for the Arts & Sciences - El Centro does not have any performance indicators with an overall performance in “Red” or “Orange” or “Not Met.” However, our school has determined English Language Arts and Chronic absenteeism as Indicators that need significant improvement and earned a Yellow Performance Level. As such our school has taken the following steps this past year:

- Additional Professional Learning for all teachers: Fountas & Pinnell (LCAP Goal 2, Action 1)
- NWEA MAP Data Analysis training for all teachers (LCAP Goal 2, Action 1)
- PD on instructional strategies, resources and accommodations for students with IEP’s (LCAP Goal 2, Action 1)
- Increase Rtl Identification and support, intervention block, use of instructional aides, and Reading Coach (LCAP Goal 1, Action 4)
- Implementation of STAR Reading Assessments; and Edgenuity/Compass Learning for targeted ELA and Math intervention (LCAP Goal 1, Action 3)
- Monitor student academic progress using NWEA MAP: 3 times/year (LCAP Goal 1, Action 2)
- Counseling services for at-risk student with school Psychologist (LCAP Goal 1, Action 4)
- EL Reading Specialist to provide additional academic support and intervention for ELs (LCAP Goal 2, Action 3)
- Activities that promote student engagement and positive school climate (LCAP Goal 3, Action 1)
- Bilingual Parent Outreach Coordinator to communicate with families, conduct home visits and host/facilitate parent workshops (LCAP Goal 3, Action 3)

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

As stated above under Greatest need: Below is a snapshot of our school’s Fall 2018 CA Dashboard by performance level, student group and state indicator.

FALL 2018 CA DASHBOARD: BAAS - EL CENTRO				
	CHRONIC ABSENTEEISM	SUSPENSION RATE	ELA	MATH
ALL STUDENTS	YELLOW	BLUE	YELLOW	GREEN
ENGLISH LEARNERS	YELLOW	BLUE	ORANGE	YELLOW
SOC.ECON. DISADV	YELLOW	BLUE	YELLOW	GREEN
HISPANIC	YELLOW	BLUE	YELLOW	GREEN

- For Chronic Absenteeism: Yellow performance level (in addition to “all students” as stated above) also identified for English Learners, Socio-economically Disadvantaged and Hispanic student groups.
  - For English Language Arts: Yellow performance level (in addition to “all students” as stated above) also identified for Socio-economically Disadvantaged, and Hispanic.
  - For English Language Arts: Orange Performance Level for English Learners
- As a result, the following changes/steps will take place in 2019-20 school year:
- Additional Professional Learning for all teachers: Fountas & Pinnell (LCAP Goal 2, Action 1)
  - NWEA MAP Data Analysis training for all teachers (LCAP Goal 2, Action 1)
  - PD on instructional strategies, resources and accommodations for students with IEP’s (LCAP Goal 2, Action 1)
  - Increase Rtl Identification and support, intervention block, use of instructional aides, and Reading Coach (LCAP Goal 1, Action 4)
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# Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

## Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not applicable

## Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

## Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

# Annual Update

LCAP Year Reviewed: 2018-19

## Goal 1

**Develop a comprehensive plan to implement benchmark assessments across all disciplines; and use outcome data to drive curricular and instructional decision-making, academic interventions, and the allocation of resources.**

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6

Local Priorities: 6

### Annual Measurable Outcomes

Expected

Actual

**100% of teachers will be appropriately credentialed and assigned.**

2018-19: 100% of teachers are appropriately credentialed and assigned.

**Annually increase ELA CAASPP Scale Scores by -5 DFL3**

ELA CAASPP	2017-18
SCHOOLWIDE	-20.1 DFS
EL	-35.7 DFS
SOC.ECON DISADV	-21.4 DFS
HISPANIC	-21.9 DFS

Expected

Actual

Annually increase Math CAASPP Scale Scores by -33 DFL3

MATH CAASPP	2017-18
SCHOOLWIDE	-20.8 DFS
EL	-32.2 DFS
SOC.ECON DISADV	-18.7 DFS
HISPANIC	-21.4 DFS

FIT Report of “Good” or better.

2018-19: Good

Increase attendance rates to 93.66%

2017-18: 94%

Decrease chronic absenteeism rates to 15.5%

BALLINGTON - EL CENTRO			
2017-18 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	318	50	15.7%
HISPANIC	289	44	15.2%
WHITE	16	4	25.0%
EL	136	26	19.1%
SOC. ECON DISADV.	245	43	17.6%
SPED	33	3	9.1%

BAAS-El Centro earned a Yellow Performance Level schoolwide and for the following student groups: EL, SED, and Hispanic. The chart (above) provides the chronic absenteeism rates and total number of students who were chronically absent for all students (schoolwide) and each student group.



## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																								
<p><b><u>STAFF TO SUPPORT SCHOOL'S BASE PROGRAM</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences – El Centro will employ <b>15 appropriately credentialed teachers</b> and a <b>Principal</b> as part of the school's base program.</p>	<p><b><u>STAFF TO SUPPORT SCHOOL'S EDUCATIONAL PROGRAM</u></b></p> <p>Ballington Academy for the Arts and Sciences –El Centro employs a total of <b>15 appropriately credentialed and assigned teachers for grades TK-6; and a School Principal.</b></p> <p>Ballington Academy for the Arts and Sciences – El Centro provides its students with a longer school year and day as outlined in the following chart.</p> <p>Our school provided 183 instructional days, that exceeds the CA requirement of 175. In addition, our TK/K students received an additional 27,024 instructional minutes annually; and grades 1-3 received an additional 15,165 instructional minutes; and grades 4-6 received an additional 14,205 instructional minutes.</p> <table border="1" data-bbox="693 1209 1375 1412"> <thead> <tr> <th rowspan="2"># INSTRUCTIONAL DAYS</th> <th colspan="4">TOTAL INSTRUCTIONAL MINUTES</th> </tr> <tr> <th>GR TK</th> <th>GR K</th> <th>GR 1-3</th> <th>GR 4-6</th> </tr> </thead> <tbody> <tr> <td>CA REQUIRED</td> <td>175</td> <td>36,000</td> <td>50,400</td> <td>54,000</td> </tr> <tr> <td>BALLINGTON</td> <td>183</td> <td>63,024</td> <td>65,565</td> <td>68,205</td> </tr> <tr> <td>DIFFERENCE</td> <td>8 Days</td> <td>27,024</td> <td>15,165</td> <td>14,205</td> </tr> </tbody> </table>	# INSTRUCTIONAL DAYS	TOTAL INSTRUCTIONAL MINUTES				GR TK	GR K	GR 1-3	GR 4-6	CA REQUIRED	175	36,000	50,400	54,000	BALLINGTON	183	63,024	65,565	68,205	DIFFERENCE	8 Days	27,024	15,165	14,205	<p>\$905,947 LCFF Base 1000's</p>	<p>\$849,126 LCFF Base 1000's &amp; 3000's</p> <p>\$149,579 LCFF S/C 1000's &amp; 3000's</p>
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Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

All teachers attended 11 days of Summer Professional Development and an additional one (1) non-instructional day and weekly (Wednesdays) during the academic year.

Our teachers also provided academic intervention/support during the instructional day 90 minutes/week; and provided after-school tutoring for students who struggled academically.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ASSESSMENTS</u></b>            Ballington Academy for the Arts &amp; Sciences – El Centro staff will continue to implement multiple types of assessments, in order to monitor each student’s: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> <li>• <b>NWEA MAP ELA/Math: 3 times/year</b></li> <li>• <b>ELA &amp; ELD assessments (Amplify)</b></li> </ul> <p>In addition, Ballington Academy for the Arts &amp; Sciences – El Centro will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• ELPAC: Initial &amp; Summative for ELL</li> <li>• CAASPP: ELA &amp; Math – Grades 3-6</li> <li>• CA Science Test: Grade 5</li> <li>• Physical Fitness Test: Grade 5</li> </ul>	<p><b><u>ASSESSMENTS</u></b>            Ballington Academy for the Arts &amp; Sciences – El Centro has implemented the following assessments that are used to monitor student progress, identify struggling students for intervention, differentiate instruction and to inform instruction:</p> <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Summative Assessments</li> <li>• <b>NWEA MAP for ELA &amp; Math: 3 times/year (Grades K-6)</b></li> <li>• STAR Reading: Grades K-6</li> <li>• Nessy Program: computer-based assessments (reading comprehension)</li> <li>• State Mandated assessments: CAASPP ELA/Math (Grades 3-4); and ELPAC for English Learners</li> </ul>	<p>\$7,000            LCFF Base            4000’s</p>	<p>\$4,300            LCFF Base            4000’s</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>TECHNOLOGY</u></b> Ballington Academy for the Arts &amp; Sciences – El Centro currently has a 4:1 student to device ratio. Our teachers use technology to engage students. Our school plans to purchase <b>(8) Touch (SMART) Boards.</b></p>	<p><b><u>TECHNOLOGY</u></b> The following technology devices were purchased:</p> <ul style="list-style-type: none"> <li>• <b>15 Tablets (used for Tier 3 Intervention (funded by Low Performing Grant))</b></li> <li>• <b>8 Touch SMART Boards</b> (funded by Imperial County)</li> </ul> <p>Our school contracts IT services to set up technology devices for student use, testing, repairs, setup, etc.</p>	<p>\$20,000 LCFF S&amp;C</p>	<p>\$62,000 County of Imperial for Touch Boards 4000's  \$7,000 Low Preforming Grant for Tablets 4000's  \$5,000 LCFF S/C (IT services) 5000's</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></b> Ballington Academy for the Arts &amp; Sciences - El Centro will align academic interventions to core instruction; and</p>	<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></b> Ballington Academy for the Arts &amp; Sciences - El Centro provides numerous academic interventions for students</p>	<p>\$56,893 LCFF S&amp;C 2000, 3000, 4000</p>	<p>\$27,768 LCFF S&amp;C 2000's and 3000's</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>grade level content to ensure students are on track towards grade level mastery. The school will use data from statewide assessments, local interim/benchmark assessments, and student work to ensure struggling students are provided with targeted academic intervention.</p> <p>Our school will employ an <b>Instructional Aide to assist teachers in the TK classroom</b>. Intervention blocks will be embedded in the instructional day. Our students who struggle academically will receive academic support by the <b>Reading/Intervention Specialist</b> and students will utilize several web-based intervention programs our school will subscribe to:</p> <ul style="list-style-type: none"> <li>• <b>STAR Reading (subscription)</b></li> <li>• <b>Dream Box Math: Used as Tier 1-3, for Grade 5; Tier 2 for Grade 4</b></li> <li>• <b>Edgenuity Compass Learning: for targeted ELA and Math intervention</b></li> <li>• <b>Reading A-Z</b></li> </ul> <p>Our students will have access to a <b>librarian</b> at the school library, to study, complete homework and for tutoring.</p>	<p>during the instructional day and on Saturdays.</p> <p>The <b>Reading/Intervention Specialist</b> provided academic support to low-performing students based on findings from CAASPP (ELA/Math), Nesy and STAR Reading results. Our school employs <b>3 Instructional Aides</b> to assist our Grade K-6 teachers with small group instruction and during the daily ELA/Math intervention block.</p> <p><b>Learning A-Z, Nesy Phonics Program (Gr. 1-3)</b> and <b>Compass Learning</b> are both used by students during the daily intervention block for ELA and Math.</p> <p>After-school the <b>Librarian</b> also provided students with assistance on their homework/tutoring in the Library. In addition, <b>credentialed teachers</b> in grades 1-6 provided <b>after-school tutoring</b> at least twice per week specifically for Tier 2 and 3 interventions.</p>		<p>\$82,677</p> <p>Title I - 3 Instructional Aides 2000's and 3000's</p> <p>\$26,000</p> <p>Title I - 4000's and 5000's</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></b></p> <p>Upon a review and analysis of our school’s profile, discussions with teachers, students and parents, our school has identified and will implement a social-emotional support system that focuses on positive discipline, alternatives to suspension and addresses chronic absenteeism rates.</p> <p>Our school will hire a Bilingual <b>SARB Coordinator</b> who will also as a liaison to parents, because of our high chronic absenteeism rates and lack of parent engagement.</p> <p>Ballington Academy for the Arts &amp; Sciences - El Centro will continue to seek partnerships with local behavioral/mental health service agencies to support our students.</p>	<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences - El Centro has partnered with: Sun Valley Behavioral Health who provides on-site and off-site mental health services for our students.</p> <p>Our school has strengthened revised the SST Process to identify students for academic, social-emotional and/or behavioral intervention/support. The SST Team is comprised of the Principal, teacher and RSP Instructor. Our focus this year continues to be on positive discipline and alternatives to suspension.</p>	<p>\$46.563 LCFF S&amp;C 2000, 3000</p>	<p>\$0 LCFF S&amp;C 2000’s, 3000’s</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, SERVICES &amp; PROGRAM TO SERVICE SPED STUDENTS:</u></b></p> <p>Ballington Academy for the Arts &amp; Science – El Centro’s SELPA provider is Desert Mountain. Our SPED Team: will provide instructional and social emotional supports as outlined in the student’s IEP:</p> <ul style="list-style-type: none"> <li>• <b>1 RSP Teacher</b></li> <li>• <b>1 Intervention Specialist</b></li> <li>• <b>Contracted services: Psychologist, and others as needed</b></li> </ul>	<p><b><u>STAFFING, SERVICES &amp; PROGRAM TO SERVICE SPED STUDENTS:</u></b></p> <p>Ballington Academy for the Arts &amp; Science – El Centro’s SELPA provider is Desert Mountain. Currently, our SPED Team includes:</p> <ul style="list-style-type: none"> <li>• <b>RSP Teacher</b></li> <li>• <b>Instructional Aide</b></li> <li>• <b>Contracted Services: Psychologist, Speech, etc.</b></li> </ul>	<p>\$111,854 SPED 1000, 5000</p>	<p>\$130,842 SPED 1000’s, 3000’s 5000’s</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were fully implemented with fidelity and support Goal #1.

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

Our school administers NWEA MAP Reading and Math assessments 3 times/year (Fall, Winter, Spring). To date, Fall and Winter assessments were administered and results are as follows by grade level (cohort), further disaggregated by the following student groups: English Learner (EL) and Students with Disabilities (SPED). The 85<sup>th</sup> percentile End of Year (EOY) Norm is the expected RIT Score that aligns to grade level "standards met," for grades 3-6; and grade level mastery for grades K-2.

2018-19 NWEA MAP RESULTS: READING								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	134.9	132.8	127	141	137.9	132	6.1	153
GRADE 1	152.5	148.4	149	158	157.2	154	5.5	173
GRADE 2	164.9	162.2	159.5	173.3	170.7	166	8.4	191
GRADE 3	178.9	174.2	162	189.4	182.1	176.4	10.5	202
GRADE 4	195.7	189.5	188.2	198.4	193.8	190.6	2.7	209
GRADE 5	204.9	198.6	198.5	208.3	199.9	204	3.4	214
GRADE 6	202.8	203.6	196.7	206.4	206.6	200.5	3.6	218



2018-19 NWEA MAP RESULTS: MATH								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	132.1	129.9	121	143	142.3	132	10.9	156
GRADE 1	152.5	151.8	149.5	161.3	159.9	157.5	8.8	176
GRADE 2	168.8	166.3	160	179.4	176.8	174.3	10.6	192
GRADE 3	180.8	176.5	167.9	191	184.9	179.4	10.2	204
GRADE 4	198.5	195.7	192.4	203.2	199.2	199.6	4.7	217
GRADE 5	209.6	201.9	225	214.9	205.9	227	5.3	229
GRADE 6	203.1	225	196	208.8	227	197	5.7	230

The focus this year was on literacy (reading, writing) instruction and intervention across all grade levels and the integration of the ELD standards. In addition, significant resources were allocated to provide academic intervention for struggling students (Tier 2 and 3) both during the academic year, and afterschool. Our students are provided with a daily 90-minute ELA block and 90 minute Math block. In addition, our teacher provide 45-minutes of ELA and 45 minutes of Math intervention during the instructional day for all students since our students are not performing at grade level (Standards Met). The extensive intervention provided to struggling students in ELA and math has been measured using internal assessments, formative and summative assessments.

While there continues to be an achievement gap between EL and grade level performance.; the gap continues to narrow as students progress as is demonstrated on the NWEA MAP Reading Winter results for EL at 206.6 RIT Score, and grade 6 students at 206.4 RIT Score.

For mathematics the EL student group continues to demonstrate growth annually that by grade 6, EL are outperforming their grade level cohort. We attribute this growth to the professional development provided to our teachers and extensive academic intervention and support provided.

Our school also continued with strengthening social-emotional supports through a partnership with Sun Valley Behavioral Health, who provides both onsite and off-site counseling services. In order to monitor student program and identify strengths and needs, our school implements a multitude of assessments in ELA and Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following are the material differences between budgeted Expenditures and Estimated Actual Expenditures:

- Action 2: Amplify ELA assessments were not adopted, but instead STAR Reading; and Nesy Program assessments were adopted and administered.
- Action 3: Tablets were donated to the school via Donors Choose; and SMART Boards funded by the County of Imperial.
- Action 4: Additional Instructional assistants were hired to support students who struggled academically in ELA and Math. In addition, teachers provided after-school tutoring.
- Action 5: SARB Coordinator was not hired because charter schools cannot form their own SARB without the County approval, and the County Office of Education does not accept charter schools for the SARB Process.

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

The goal will be modified to “Continue to implement benchmark assessments across all disciplines and use data to drive curricular and instructional decision-making, implementation of academic interventions and allocation of resources.” Our school is in its third year of implementing assessments for ELA and Math. In addition, for course access, the following courses will be provided for the 2019-20 school year: Visual Art, Technology, Engineering, and Physical Education.

## Goal 2

**Provide all students with high quality instruction and a rigorous Common Core (ELA, Math, NGSS) aligned curriculum in a PBL environment that provides relevant learning experiences that encourages student engagement.**

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: 1, 2

### Annual Measurable Outcomes

Expected

Actual

**100% of students will have access to standards-aligned instructional materials.**

2017-18: 100%  
2018-19: 100%

**Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.**

<b>OPTION 2: CDE REFLECTION TOOL - ACAD. STANDARDS</b>	
	<b>2018-19</b>
<b>ELA</b>	<b>4</b>
<b>ELD</b>	<b>3</b>
<b>MATH</b>	<b>5</b>
<b>NGSS</b>	<b>5</b>
<b>HISTORY</b>	<b>5</b>
<b>PE</b>	<b>3</b>

**Percentage of EL who progress in English Proficiency as measured by ELPAC**

2017-18: 16.7%

Expected

Actual

**Increase reclassification rates as measured by ELPAC**

2017-18: 13.7%  
2018-19: 0.9%

**Percentage of student who will have access to a broad course of study: Music; Engineering course, Art; Digital Literacy (technology); Physical Education: 100% (including unduplicated pupils and SWD).**

2017-18: 100%  
2018-19: 100%

**Increase % of Grade 5 Students meeting 6 of 6 HFZ Areas on PFT to 35%**

2017-18: 6.7% (Grade 5)

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <p>Ballington Academy for the Arts &amp; Science – El Centro provides all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program and targeted to meet the needs of our students. Topics include:</p> <ul style="list-style-type: none"> <li>• <b>Eureka Math Curriculum</b></li> <li>• <b>NWEA MAP</b></li> <li>• <b>Project Lead the Way – Engineering teacher</b></li> <li>• <b>PBL (Buck Institute)</b></li> <li>• <b>Connecting the Dots in Math for struggling Learners</b></li> <li>• <b>Teaching reading to students with Dyslexia (Desert Mountain SELPA)</b></li> <li>• <b>Restorative Justice</b></li> <li>• <b>Amplify ELD Curriculum PD</b></li> </ul>	<p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <p>Ballington Academy for the Arts &amp; Science – El Centro provides all teachers with a robust professional development plan during the summer (1-week) and academic school year. 3 non-instructional days; and weekly) The focus this year was on the following areas/topics:</p> <ul style="list-style-type: none"> <li>• <b>NWEA MAP Analysis &amp; Application</b></li> <li>• <b>Project Lead the Way (PLTW)</b></li> <li>• <b>Project Based Learning – Buck Institute</b></li> <li>• <b>Deep Dive Conference: HTH</b></li> <li>• <b>How to teach dyslexic students how to read (Desert Mountain SELPA)</b></li> <li>• <b>Building Mathematic Mindsets – Imperial County Office of Education</b></li> <li>• <b>Elevate Conference – for Kindergarten teachers</b></li> <li>• <b>Introduction to ADHD (Desert</b></li> </ul>	<p>\$20,000 LCFF S&amp;C 5000</p>	<p>\$11,598 Title II – Buck Institute and Deep Dive Conference 5000’s  \$9,500 County of Imperial Funding 5000’s  \$5,500 LCFF S/C 5000’s</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Mountain SELPA)

- Developing and implementing Formative Assessments
- **ADR Conference**
- **CCSA Conference**

## Action 2

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

### **CORE CURRICULUM TO BE PURCHASED:**

Every student has access to standards-aligned curriculum. Ballington Academy for the Arts & Sciences – EL Centro plans to purchase the following curriculum which includes but is not limited to:

- **TCI Science (Subscription)**
- **History Alive (Subscription)**
- **Eureka Math consumables,**
- **Great Mind’s ELA- The Wheatley Portfolio**
- **Project Lead the Way: Engineering**

### **CORE CURRICULUM TO BE PURCHASED:**

Ballington Academy for the Arts & Sciences - El Centro has purchased the following curriculum this academic year:

- **TCI Science**
- **TCI History Alive (subscription)**
- **Eureka Math (consumables)**
- **Great Mind’s ELA – The Wheatley Portfolio (piloted)**

Every student is provided with standards-aligned curriculum and instructional materials. This is further evidenced during classroom walkthroughs by the school Principal.

\$10,000  
LCFF Base  
4000

\$32,600  
LCFF Base  
4000’s

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ELD PROGRAM</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences - El Centro will review and revise its EL Master Plan to align with the implementation of the ELPAC, and adoption of <b>Amplify ELD Curriculum</b>.</p> <p>The <b>Reading/EL Specialist</b> will administer the ELPAC Assessment. Our teachers will utilize Amplify ELD curriculum during integrated and designated ELD. ELL student progress will be reviewed by each team after MAP assessments and targeted interventions revised according to the data provided. Teachers will provide <b>after school tutoring</b> to identify students in need of extra academic instruction in ELA &amp; math.</p>	<p><b><u>ELD PROGRAM</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences - El Centro will continue to review and revise its EL Master Plan based on internal and state-mandated assessment results, feedback from teachers and CDE/SBE Reclassification criteria.</p> <p>In order to improve academic outcomes and support the academic needs of our EL students, our school employs an <b>EL Specialist</b> who administers the ELPAC assessment (summative, and initial); provides designated ELD and intervention for EL students. The intervention program for EL is <b>Learning A-Z</b>. The EL Specialist will continue to monitor EL student progress via</p>	<p>\$34,884 LCFF S&amp;C 1000, 4000</p>	<p>\$34,154 LCFF S&amp;C 1000's, 3000's</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>COURSE ACCESS:</u></b></p> <p>Our students receive instruction in all core subjects (broad course of study) and</p>	<p><b><u>COURSE ACCESS:</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences - El Centro provides all students</p>	<p>\$161,304 LCFF S&amp;C 1000, 4000</p>	<p>\$85,000 LCFF S&amp;C 1000's 3000's</p>

Planned  
Actions/Services

have access to the following research-based elective courses, which are critical to student academic and social development. Sound educational research has concluded the arts have a significant impact on student learning that: They include **4 instructors that will teach: Engineering course, Visual Art; Technology; and Physical Education** including **instructional materials** for these elective courses.

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.

Actual  
Actions/Services

with access to standards-aligned instruction in all core subjects. In addition, our school also provides students with access to the following non-core courses:

- **Engineering**
- **Visual Art**
- **Technology**
- **Physical Education**

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.

Budgeted  
Expenditures

Estimated Actual  
Expenditures



## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, STRATEGIES, PROGRAMS &amp; ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:</u></b></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ul style="list-style-type: none"> <li>• <b>Field trips aligned to the content standards</b></li> <li>• <b>Clubs &amp; Organizations:</b> Yearbook, Astronomy, Community Soccer Team, Reading Club, Film Club, etc.)</li> <li>• <b>Host Annual Science Fair</b></li> <li>• <b>Presentations/Exhibitions:</b> Project-based Learning</li> </ul>	<p><b><u>STAFFING, STRATEGIES, PROGRAMS &amp; ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences - El Centro students participated in <b>field trips</b> to a number of places including the <b>Desert Museum, Geothermal Plan and Farm Smart.</b></p> <p>Our school hosted the Yearbook, Chess, Photography and Reading Club, which met after-school.</p> <p>In addition all students participated in student exhibitions a culminating project for each unit (approximately every 4-6 weeks).</p>	<p>\$5,000 LCFF S&amp;C 4000, 5000</p>	<p>\$500 LCFF S&amp;C 5000's</p>

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented with fidelity and support the LCAP goal #2.

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

This year our school invested in significant professional learning to improve teacher retention, and quality and delivery of instruction. Professional development topics were selected based on needs observed by the Principal during classroom observations, feedback from teachers, and survey findings. The EL Specialist continues to provide extensive intervention for EL to improve student academic outcomes, as outlined in the analysis section for LCAP Goal #1.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following are the material differences between budgeted Expenditures and Estimated Actual Expenditures:

- Action 2: Project Lead the Way curriculum was purchased for the engineering course.
- Action 5: Science Fair did not take place but rather a Project-Based Learning culminating project took place for all students throughout the academic school year.

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

Based on stakeholder feedback, Action 5 eliminated and combined with Goal 3, Action 1. Developing and maintaining a positive school climate also requires students to feel engaged; and teachers to implement experiential learning opportunities and allow students to take

ownership of their learning. Goal 2 will be revised to read as follows: “Continue to strengthen professional learning for all educators to improve instruction, teacher retention, address the diverse learning needs of its student and academic outcome for all students.”

# Goal 3

**Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming and inclusive, positive learning environment to ensure students are in class ready to learn.**

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

## Annual Measurable Outcomes

Expected

Actual

**Parents will have input in decision-making (including Unduplicated students, and Students with Disabilities: Parent Participation Organization (PPO): Met**

2018-19: Outcome Met – See LCAP Goal 3, Action 2

**Provide opportunities for parent participation including Unduplicated students, and Students with Disabilities: Met**

2018-19: Outcome Met – See LCAP Goal 3, Action 3

**Maintain suspension rates <2%:**

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	329	0	0	0.0%	0.0%	0.0%
HISPANIC	299	0	0	0.0%	0.0%	0.0%
WHITE	17	0	0	0.0%	0.0%	0.0%
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SPED	*	*	*	*	*	*

**Maintain expulsion rates <1%:**

2017-18: 0%

Expected

Actual

**Increase participation rate on the parent survey: 19%**

2018-19: 25% parent participation rate (52 parents)

- 98% agree/strongly agree that the school allows input and welcomes parents' contributions.
- 98% agree/strongly agree that the school encourages me to be an active partner with the school in educating my child.
- 85% agree/strongly agree that the school actively seeks the input of parents before making important decisions.
- 98% agree/strongly agree that parents feel welcome to participate at this school.
- 96% agree/strongly agree that school staff treat parents with respect.
- 96% agree/strongly agree that the school staff take parent concerns seriously.

**Increase participation rate on student survey:**

2018-19: 76% (Grades 4 & 6) (n = 54 students)

- 87% of grade 4; & 91% grade 6 students agreed that teachers and other adults at the school care about them most/all of the time.
- 97% of grade 4 & 100% grade 6 students agree that teachers and other adults at the school want them (student) to do their best most/all of the time.
- 79% of grade 4 & 43% grade 6 students agree that teachers/adults give them a chance to solve school problems most/all of the time.
- 90% of grade 4 & 91% grade 6 students are happy to be at the school most/all of the time.
- 87% of grade 4 & 69% grade 6 students feel they are part of the school most/all of the time.

Expected

Actual

- 76% of grade 4 & 74% grade 6 students feel safe at the school most/all of the time.

**Increase participation rate on staff survey:**

- 2018-19: 65% (11 staff)
- 100% agree/strongly agree that the learning environment is supportive and inviting.
  - 100% agree/strongly agree that the school sets high standards for academic performance for all students.
  - 91% agree/strongly agree that the school promotes academic success for all students.
  - 100% agree/strongly agree that the adults at the school ensure safe and supportive environment.
  - 100% agree/strongly agree that the school uses objective data in decision-making.
  - 91% agree/strongly agree that the school promotes staff trust and collegiality.

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFFING, PROGRAMS, STRATEGIES &amp; ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE &amp; ENSURE A SAFE SCHOOL:</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences – El Centro will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.</p> <ul style="list-style-type: none"> <li>• The Leadership Team will annually review and revise the Comprehensive School Safety Plan.</li> <li>• The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place.</li> <li>• Administrative Team will develop a supervision schedule that includes supervision of students’ before/during and after-school by school staff and <b>Campus Aides (5)</b></li> <li>• End of Year Award Assembly: on academic achievement and attendance</li> <li>• <b>Administer annual staff and</b></li> </ul>	<p><b><u>STAFFING, PROGRAMS, STRATEGIES &amp; ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE &amp; ENSURE A SAFE SCHOOL:</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences – El Centro implemented numerous efforts to ensure a safe and positive school climate which include:</p> <ul style="list-style-type: none"> <li>• Reviewed, revised, discussed with the Leadership Team, the school’s safety plan.</li> <li>• Our school employs <b>(7) campus aides (supervision/nutrition)</b> during and after-school hours to ensure a safe environment for all students.</li> <li>• FIT report was completed after the <b>installation of a security door</b>. Our school contracts with <b>Security Protection One</b>.</li> <li>• Principal administered the <b>CA Healthy Kids Survey</b>, Staff Survey and Parent survey to measure school climate and connectedness.</li> <li>• Our school hosted numerous parent/family engagement nights</li> </ul>	<p>\$ 106,533 LCFF S&amp;C 2000, 5000</p>	<p>\$170,360 LCFF S&amp;C 2000’s, 3000’s, 5000’s</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

**student survey**

- Host schoolwide events engaging families: Family Movie Night, Math Night, 5K Fun Run, Breakfast with Santa, Astronomy Night, etc.
- Develop strategies to improve student attendance, and decrease chronic absenteeism rates.

including Family Movie, 5K Fun Run, Math Night, etc.

- The principal has met with families and students who are chronically absent to discuss and develop methods to improve student chronic absenteeism rates.



## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b></p> <p>At Ballington Academy for the Arts &amp; Sciences - El Centro, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> <li>• School Site Council (SSC)</li> <li>• English Language Advisory Committee (ELAC)</li> <li>• Parent-teacher Organization (PTO)</li> </ul>	<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences - El Centro has developed a School Site Council, and English Language Advisory Committee (ELAC), however our school struggles with parent participation in the SSC and ELAC. A Bilingual Parent Outreach Coordinator was hired to engage and communicate with parents this year; and to increase parent participation in the SSC and ELAC. The PTO no longer exists based on feedback from parents requesting that it be dissolved.</p>	<p>\$0</p> <p>See Staff Salary, Goal 1, Action 1</p>	<p>\$0</p> <p>See Staff Salary (Goal 1, Action 1)</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION:</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences – EL Centro will provide all parents (including unduplicated students,</p>	<p><b><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION:</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences – EL Centro hired a <b>bilingual Parent Outreach Coordinator</b> to increase parent participation,</p>	<p>\$2,500</p> <p>LCFF S&amp;C</p> <p>4000</p>	<p>\$48,072</p> <p>LCFF S&amp;C</p> <p>4000's and 5000's</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>and Students with Disabilities) with numerous opportunities to engage as partners in their child’s education. The <b>SARB Coordinator/Parent Liaison</b> will be in charge of parent outreach and recruitment and will facilitate the following:</p> <ul style="list-style-type: none"> <li>• Volunteer opportunities</li> <li>• Host Parent Academy that will focus on the following topics: <ul style="list-style-type: none"> <li>○ Reading strategies for struggling readers</li> <li>○ Math strategies for struggling students</li> <li>○ Chronic Absenteeism</li> <li>○ MAP results &amp; analysis</li> <li>○ Accessing <b>Synergy SIS</b></li> </ul> </li> <li>• Administer annual parent survey</li> <li>• Initiate a Picnic lunch read for parent and child</li> <li>• The school’s <b>Synergy SIS</b> will have a parent portal where families can view their child’s academic progress and communicate with school staff.</li> </ul>	<p>engagement and collaboration at the school. In addition, the role was extended to communicate with parents and conduct home visits to address the root causes of chronic absenteeism rates. Additionally, the Parent Outreach Coordinator also communicates with and trains parents on how to use the parent portal for <b>Synergy SIS</b>, the school’s Student Information System. In addition, workshops were hosted this year for parents that focused on”</p> <ul style="list-style-type: none"> <li>• Reading strategies for struggling readers</li> <li>• Math strategies</li> <li>• Chronic absenteeism</li> <li>• Understanding MAP Assessment results.</li> </ul>		

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>FACILITIES</u></b></p> <p>The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:</p> <ul style="list-style-type: none"> <li>• <b>Facility Site (leasing costs)</b></li> <li>• <b>Provide maintenance and repairs to ensure a clean and safe facility</b></li> <li>• <b>Expenses for additional security</b></li> <li>• Administer annual FIT report</li> </ul>	<p><b><u>FACILITIES</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences – EL Centro <b>leases its school facility site</b> and annually administers a FIT report. <b>Renovations have been made to the bathrooms;</b> and our school contracts <b>janitorial services</b> to ensure a clean, safe and welcoming school site.</p>	<p>\$441,000 SB740 LCFF Base 5000</p>	<p>\$430,000 \$322,500 – SB740 \$107,500 – LCFF Base 5600's  \$84,800 LCFF Base 5600's</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 4 Actions/Services were implemented with fidelity. Our school strives to provide students and staff with a safe and respectable learning environment. Our school also administers a parent, staff and student survey annually to measure satisfaction, school connectedness and safety.

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

The Principal will continue to strengthen its attendance policy, communicate with families and monitoring of student's absences. Our school will develop a plan to address and improve student attendance including meeting with families prior to the start of the school year, communicate with families during parent/student orientation, and during all school meetings and schoolwide events the impact of absences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following are the material differences between budgeted Expenditures and Estimated Actual Expenditures:

- Action 1: Additional campus aides were hired; and security system costs were incurred to maintain a safe and secure school site.

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

Based on stakeholder feedback, Goal 3, Action 1 will also include elements of student engagement (formerly Goal 2, Action 5) Developing and maintaining a positive school climate also requires students to feel engaged; and teachers to implement experiential learning opportunities and allow students to take ownership of their learning. Goal 3 will be revised to read as follows: "Continue to develop

methods to engage parents as partners through education, communication and collaboration in order that will impact student outcomes. In addition, continue to develop methods that support a positive, safe, and welcoming school environment for all, to increase student engagement, and reduce chronic absenteeism rates.”

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

Ballington Academy for the Arts & Sciences - El Centro engaged and involved stakeholders in the 2018-19 LCAP Annual Update, CSI Comprehensive Needs Assessment, and development of the 2019-20 LCAP Goals, Actions & Services. The school's Principal met with teachers, SPED Teachers, EL Specialist, staff, parents, students and board members to discuss and plan the needs of our students. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked and where further support is needed along with maximizing resource allocation.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
August 29 2018	Parents & Staff, Admin	School academic & social goals, school procedures	Open House
October 10, 2018	Parents & Staff, Admin	LCAP review	School Site Council & ELAC
October 29-31, 2018	Parents & Staff, Admin	Analysis of Student Achievement, MAP data, Star data, report card	Parent/Teacher conference
November, 14 2018	Parents & Staff, Admin	Analysis of school wide curriculum & interventions	School Site Council & ELAC
January 30, 2019	Parents & Staff, Admin	SBAC results, reading/homework tips, Accessing online student interventions	Parent Academy
February 13, 2019	Parents & Staff, Admin	Review of Reading/ Language Arts curriculum	ELAC/ SSC
February 20, 2019	Parents & Staff, Admin	Committee exploration of school wide & ELL ELA/reading needs	ELAC/ SSC
February 27, 2019	Parents	School wide reading	Parent Volunteerism Committee
March 2, 2019	Parents & Staff	Reading Curriculum Review	ELAC/ SSC
March 14 & 21, 2019	Parents & Staff, Admin	School wide event planning	Parent Volunteerism Committee
March 20, 2019	Parents & Staff	Reading Curriculum Review	ELAC/ SSC
April 3, 2019	Parents & Staff, Admin	ELAC presentation of reading programs	ELAC/ SSC
May 22, 2019	Parents & Staff, Admin	ELL referred school policy adoption, Reading curriculum adoption presentation	School Site Council & ELAC & EL Specialist

## Impact on LCAP and Annual Update

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

After an extensive review of the LCAP, & student achievement data, feedback provided by stakeholders pointed to the need to evaluate the school's reading curriculum. As a result, the SSC, ELAC & school staff have concluded that there is a need to purchase an evidence-based highly effective, reading curriculum with an aligned scope & sequence, leveled books and to include aligned assessments to monitor student reading Lexile levels and progress. Curriculum Committee work was spent researching and assessing a multitude of reading curriculum material in the hopes of adoption taking place for the upcoming 2019-2020 School year.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Modified Goal

## Goal 1

**Continue to implement benchmark assessments across all disciplines and use data to drive curricular and instructional decision-making, implementation of academic interventions and allocation of resources.**

### State and/or Local Priorities addressed by this goal:

State Priorities: 4,5,6

Local Priorities: 6

### Identified Need:

There is a need to develop methods to decrease chronic absenteeism rates for all students (see Greatest Need & performance gaps section of this LCAP). In addition, there is a need to continue to increase student achievement in English Language Arts; and use student assessment data to drive and inform instruction.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>100% of teachers will be appropriately credentialed</b>	100%	100%	100%	100%



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>and assigned.</b>				
<b>Annually increase ELA CAASPP Scale Scores to:</b>	-25.5 DFL3	-25.6 DFS	-20.1 DFS	-15 DFS
<b>Annually increase Math CAASPP Scale Scores to:</b>	-48.5 DFL 3	-32.6 DFL 3	-20.8 DFL3	-15 DFL3
<b>Increase attendance rates by 0.33% annually</b>	93%	94%	94.3%	94.6%
<b>Decrease chronic absenteeism rates by 1% annually</b>	17.5%	15.7%	14.7%	13.7%
<b>CA Science Test (CAST) for grade 5:</b>	N/A	N/A	Spring 2019 CAST results will serve as a baseline	Will establish annual growth target based on baseline results.

# Planned Actions / Services

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New

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

Modified

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

Modified

2017-18 Actions/Services

**STAFF TO SUPPORT SCHOOL'S**

2018-19 Actions/Services

**STAFF TO SUPPORT SCHOOL'S  
BASE PROGRAM**

2019-20 Actions/Services

**STAFF TO SUPPORT THE SCHOOL'S PROGRAM**

**PROGRAM**

Ballington Academy for the Arts & Sciences – El Centro will employ the following staff/positions to support the school’s educational program and the goals outlined throughout the LCAP.

1. 21 Classroom Teachers that are appropriately credentialed and assigned; including Art, Music, Engineering, 1 Technology Specialist; and Principal
  
2. Classified staff:
  - Registrar/clerk: in charge registration, attendance, providing chronic absenteeism, and ADA reports to the Principal
  
3. SPED Team: to provide instructional and social-emotional supports as outlined in the student’s IEP. Desert Mountain is the school’s SELPA provider:
  - 1 RSP Teachers
  - 1 Instructional Assistants
  - 1 Psychologist
  - 1 Auditory Specialist (contracted)

Ballington Academy for the Arts & Sciences – El Centro will employ **15 appropriately credentialed teachers** and a **Principal** as part of the school’s base program.

Ballington Academy for the Arts & Sciences – El Centro will employ **16 appropriately credentialed & assigned teachers** and a **Principal**.

Ballington Academy for the Arts and Sciences – El Centro will provide its students with a longer school year and day. Our students receive 183 days of instruction which exceeds the CA state requirement of 175 days; and grades TK/K receive an additional 27,024 instructional minutes; grades 1-3 receive an additional 15,165 instructional minutes; and grades 4-6 receive an additional 14, 205 instructional minutes that exceed the CA state requirements, as outlined in the following chart.

# INSTRUCTIONAL DAYS		TOTAL INSTRUCTIONAL MINUTES			
		GR TK	GR K	GR 1-3	GR 4-6
<b>CA REQUIRED</b>	<b>175</b>	<b>36,000</b>	<b>50,400</b>	<b>50,400</b>	<b>54,000</b>
<b>BALLINGTON</b>	<b>183</b>	<b>63,024</b>	<b>65,565</b>	<b>65,565</b>	<b>68,205</b>
<b>DIFFERENCE</b>	<b>8 Days</b>	<b>27,024</b>	<b>15,165</b>	<b>15,165</b>	<b>14,205</b>

Our teachers also provide academic intervention/support during the instructional day 90 minutes/week; and provide after-school tutoring for students who struggle academically.

All teachers will attend 11 days of Professional Development during the summer; one (1) non-instructional day; and weekly professional development during the academic school year.

<ul style="list-style-type: none"> <li>• 1 Occupational Therapist (contracted)</li> </ul> <p>4. Contracted services:</p> <ul style="list-style-type: none"> <li>• IT Tech Support, teacher/staff recruitment, payroll</li> <li>• Janitorial Staff: contracted out to Jani-King</li> </ul>		
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1, \$302,676, 1 476,790 3, \$35,360; 2. \$116,953; 4, \$51,330; 5, \$72,000	\$905,947	1.\$959,090 2.\$144,213
Source	1, 3, 5 LCFF Base; 1, LCFF S&C 2, LCFF S&C ; 4, Sped;	LCFF Base	1.LCFF Base 2.LCFF S&C
Budget Reference	1, 2, 1100; 3,2200; 4,5100; 5, 5500	1000's	1000's 3000's

## Action 2

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Modified

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

Modified

2017-18 Actions/Services

**ASSESSMENTS**

1. Ballington Academy for the Arts & Sciences - El Centro staff will implement multiple types of

2018-19 Actions/Services

**ASSESSMENTS**

Ballington Academy for the Arts & Sciences – El Centro staff will continue to implement multiple types of assessments, in order to monitor each student’s: academic progress;

2019-20 Actions/Services

**ASSESSMENTS**

Ballington Academy for the Arts & Sciences – El Centro staff will continue to implement multiple types of assessments, in order to monitor each student’s: academic progress;

2017-18 Actions/Services

assessments in order to monitor each student’s: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- NWEA MAP in ELA & Math: 3 times/year
- STAR Reading: K-5
- Compass Learning for ELA & Math
- Will research writing assessments in order to implement schoolwide

2. In addition, Ballington Academy for the Arts & Sciences - El Centro students will also participate in the following state-mandated assessments:

- CAASPP ELA & Math: Grades 3-6
- CELDT: ELL
- ELPAC: ELL students only
- CA Science Test (CAST): Grades 5
- Physical Fitness Test (PFT): Grades 5

2018-19 Actions/Services

identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- **NWEA MAP ELA/Math: 3 times/year**
- **ELA & ELD assessments (Amplify)**

In addition, Ballington Academy for the Arts & Sciences – El Centro will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Grades 3-6
- CA Science Test: Grade 5
- Physical Fitness Test: Grade 5

2019-20 Actions/Services

identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- **NWEA MAP ELA/Math: 3 times/year**

In addition, Ballington Academy for the Arts & Sciences – El Centro will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Grades 3-6
- CA Science Test: Grade 5
- Physical Fitness Test: Grade 5

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$7,000	\$4,300

Year	2017-18	2018-19	2019-20
Source	These actions & services are a duplicate from Goal #1 Action & Services.	LCFF Base	LCFF Base
Budget Reference	Staff salaries, See Goal 1, Action 1	4000's	4000's

# Action 3

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

**Students to be Served:**

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

All Students

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Modified

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

Modified

2017-18 Actions/Services

**TECHNOLOGY**  
In order to provide all students with access to digital media, our school will purchase/lease the following:

2018-19 Actions/Services

**TECHNOLOGY**  
Ballington Academy for the Arts & Sciences – El Centro currently has a 4:1 student to device ratio. Our teachers use technology to engage students. Our school plans to

2019-20 Actions/Services

**TECHNOLOGY**  
Ballington Academy for the Arts & Sciences – El Centro currently has a 4:1 student to device ratio.



2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. Purchase the following:
  - 25 laptops
  - 1 charging cart
  - SMART boards (3)
  - LCD Projectors
  - Need to increase bandwidth for all classrooms
2. The IT Consultant will also develop an annual needs assessment for future purchases and upgrades.
3. IT Consultant will be contracted to provide tech support, maintenance and installation of technology devices.

purchase **(8) Touch (SMART) Boards.**

We anticipate purchasing **10-15 tablets** for student use (Tier 2, Tier 3) intervention program funded by the **Low-performing grant.**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1, \$36,200, 2,3, \$0\$9,500	\$20,000	\$6,832
Source	1, LCFF S&C, 2,3 LCFF Base	LCFF S&C	Low Performing Grant
Budget Reference	1, 4400, 2,3 5800		4000's

## Action 4

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, and/or Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**ACADEMIC INTERVENTIONS**

Ballington Academy for the Arts & Sciences - El Centro will align academic interventions

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**

## 2017-18 Actions/Services

to core instruction; and grade level content to ensure students are on track towards grade level mastery. The school will use data from statewide assessments, local interim/benchmark assessments, and student work to ensure struggling students are provided with targeted academic intervention. In addition, based on findings from statewide assessments and local assessments unduplicated students will be enrolled in the following:

- 40 minute block of intervention: Math (intervention course)
- 1 additional block of intervention for ELA (45 minutes): for tiered instruction in rotation centers that include: small group instruction, and Compass Learning ELA/Math intervention program online.

Academic supports and intervention will be provided by classroom teachers, EL Interventionist and Math Interventionist using targeted instruction, web-based resources that include but are not limited to Compass Learning, Reading A-Z, Accelerated Reader, and STAR Reading programs.

## 2018-19 Actions/Services

Ballington Academy for the Arts & Sciences - El Centro will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The school will use data from statewide assessments, local interim/benchmark assessments, and student work to ensure struggling students are provided with targeted academic intervention.

Our school will employ an **Instructional Aide to assist teachers in the TK classroom**. Intervention blocks will be embedded in the instructional day. Our students who struggle academically will receive academic support by the **Reading/Intervention Specialist** and students will utilize several web-based intervention programs our school will subscribe to:

- **STAR Reading (subscription)**
- **Dream Box Math: Used as Tier 1-3, for Grade 5; Tier 2 for Grade 4**
- **Edgenuity Compass Learning: for targeted ELA and Math intervention**
- **Reading A-Z**

Our students will have access to a **librarian** at the school library, to study, complete homework and for tutoring.

## 2019-20 Actions/Services

Ballington Academy for the Arts & Sciences - El Centro will continue to align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The school will use data from statewide assessments, local interim/benchmark assessments, and student work to ensure struggling students are provided with targeted academic intervention.

Our school will employ **(3) Instructional Aides to assist teachers in the classroom**. Intervention blocks are embedded in the instructional day. Our students who struggle academically (Tier 2/3) will receive additional academic support from the **Reading/Intervention Specialist (Credentialed Teacher)**. Our students will utilize several web-based intervention programs our school will subscribe to:

- **STAR Reading (subscription)**
- **Nessy Program**
- **Reading Follet Online**
- **Edgenuity Compass Learning: for targeted ELA and Math intervention**

Our students will have access to a **library aide** at the school library, to study, complete homework and for tutoring. In

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

addition, credentialed teachers will provide after-school tutoring twice per week.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$56,893	\$88,356 (Title I: 3 Instructional Aides) \$90,700 (LCFF S&C)
Source	These actions & services are a duplicate from Goal #1 Action & Services	LCFF S&C	Title I LCFF S&C
Budget Reference	Staff salaries, See Goal 1, Action 1	2000, 3000, 4000	2000's, 3000's, 4000's

# Action 5

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-Wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New

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

Modified

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

Modified

2017-18 Actions/Services

**SOCIAL-EMOTIONAL SUPPORTS**

Upon a review and analysis of our school's profile, discussions with teachers, students

2018-19 Actions/Services

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL**

2019-20 Actions/Services

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL**

2017-18 Actions/Services

and parents, our school has identified and implemented a social-emotional support system focuses on positive discipline and accountability. Our school will research models such as Restorative Justice/Practices; and Responsible Classroom Circle of Care program to implement schoolwide and establish schoolwide norms. In addition, our school will work to establish partnerships with Behavioral Health agencies to meet the social-emotional needs of our students. A contracted school counselor will provide entire staff with Trauma Informed Practices Professional Development.

2018-19 Actions/Services

**SUPPORT/INTERVENTION:**

Upon a review and analysis of our school’s profile, discussions with teachers, students and parents, our school has identified and will implement a social-emotional support system that focuses on positive discipline, alternatives to suspension and addresses chronic absenteeism rates.

Our school will hire a Bilingual **SARB Coordinator** who will also as a liaison to parents, because of our high chronic absenteeism rates and lack of parent engagement.

Ballington Academy for the Arts & Sciences - El Centro will continue to seek partnerships with local behavioral/mental health service agencies to support our students.

2019-20 Actions/Services

**SUPPORT/INTERVENTION:**

Upon a review and analysis of our school’s profile, discussions with teachers, students and parents, our school has identified and will implement a social-emotional support system that focuses on positive discipline, alternatives to suspension and addresses chronic absenteeism rates.

Our school will hire a **School Psychologist** (PTE) to provide counseling services (small group, one-on-one). Our school will continue to implement Character Counts. Our partnership with Behavioral Health will continue to provide case workers to support our students/families.

Ballington Academy for the Arts & Sciences - El Centro will continue to develop/research a universal screener to administer and assess at-risk students in order to provide appropriate services.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$46,563	\$41,775
Source	These actions & services are a duplicate from Goal #2 Action &	LCFF S&C	LCFF S&C

Year	2017-18	2018-19	2019-20
	Services		
Budget Reference	Staff salaries, See Goal 1, Action 1	2000, 3000	2000's, 3000's

# Action 6

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Students with Disabilities

All Schools

**OR**

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

## Actions/Services

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

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

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:**  
Ballington Academy for the Arts & Science – El Centro’s SELPA provider is Desert

**STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:**  
Ballington Academy for the Arts & Science – El Centro’s SELPA provider is Desert



2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Mountain. Our SPED Team: will provide instructional and social emotional supports as outlined in the student's IEP:

- **1 RSP Teacher**
- **1 Intervention Specialist**
- **Contracted services: Psychologist, and others as needed**

Mountain. Our SPED Team: will provide instructional and social emotional supports as outlined in the student's IEP:

- **1 RSP Teacher**
- **1 Instructional Assistant**
- **Speech Therapist (ICOE)**
- **Contracted services as requested per IEP.**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$111,854	\$148,149
Source		SPED	SPED
Budget Reference		1000, 5000	1000's, 2000's, 3000's

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

Modified Goal

## Goal 2

**Continue to strengthen professional learning for all educators to improve instruction, teacher retention, address the diverse learning needs of its student and academic outcome for all students.**

### State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,7, 8  
Local Priorities: 1, 2, 7

### Identified Need:

There is a need to continue to improve instructional strategies by providing all teachers with professional development/learning to improve student academic outcomes. In the CA Dashboard, the school received a Yellow Performance level for the ELA Academic Indicator for all students, Socioeconomically Disadvantaged and Hispanic; and an Orange Performance level for English Learners.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>100% of students will have access to standards-aligned instructional materials.</b>	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20				
<b>Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.</b>	ELA	3	ELA	4	ELA	5	ELA	5
	ELD	4	ELD	4	ELD	5	ELD	5
	MATH	3	MATH	4	MATH	5	MATH	5
	NGSS	3	NGSS	5	NGSS	5	NGSS	5
	HISTORY	2	HISTORY	4	HISTORY	5	HISTORY	5
<b>Percentage of EL who progress in English Proficiency as measured by ELPAC:</b>	60% (CELDT)	16.7% (ELPAC)	20%	22%				
<b>Increase reclassification rates by 1%</b>	1%	13.7% (CELDT)	0.9% (ELPAC)	1.9%* (ELPAC)				
<b>Percentage of student who will have access to a broad course of study: Engineering course, Visual Art; Technology, &amp; Physical Education (including unduplicated pupils and SWD).</b>	100%	100%	100%	100%				
<b>Increase % of Grade 5 Students meeting 6 of 6 HFZ Areas on PFT:</b>	25.7%	30%	35%	40%				

**Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year.**

**“\*” Reclassification rates will vary annually depending on the total number of EL, and total percentage of EL who scored Level 4 on the Summative ELPAC.**

# Planned Actions / Services

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New

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

Modified

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

Modified

2017-18 Actions/Services

**PROFESSIONAL DEVELOPMENT**

2018-19 Actions/Services

**PROFESSIONAL DEVELOPMENT**

2019-20 Actions/Services

**PROFESSIONAL DEVELOPMENT**

## 2017-18 Actions/Services

1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:  
Project-based Learning (Buck Institute)  
NWEA MAP  
Formative Assessments  
History Alive Curriculum  
CCSS Math w/Eureka curriculum  
ELL Strategies  
ELD Standards  
Mandated Reporting
2. Professional development for all teachers will take place during the academic year, as follows:
  - 3 Days Summer PD
  - 2 non-instructional days during the school year
  - Every Wednesday/weekly staff development/PD during the school year.
3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:

## 2018-19 Actions/Services

- Ballington Academy for the Arts & Science – El Centro provides all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program and targeted to meet the needs of our students. Topics include:
- **Eureka Math Curriculum**
  - **NWEA MAP**
  - **Project Lead the Way – Engineering teacher**
  - **PBL (Buck Institute)**
  - **Connecting the Dots in Math for struggling Learners**
  - **Teaching reading to students with Dyslexia (Desert Mountain SELPA)**
  - **Restorative Justice**
  - **Amplify ELD Curriculum PD**

## 2019-20 Actions/Services

- Ballington Academy for the Arts & Science – El Centro provides all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program and targeted to meet the needs of our students. Topics include:
- **Eureka Math Curriculum**
  - **NWEA MAP: Workshops for teachers**
  - **Project-based Learning: Buck Institute**
  - **Fountas & Pinnell Training**
  - **Instructional strategies, resources and accommodations for students with IEPs.**
- All teachers will be provided with professional development/learning:
- Summer: 2-3 days
  - During the academic year: weekly; and 1 non-instructional day
- Teachers and/or Administrators will also have the opportunity to participate in the following workshops/conferences as part of their professional learning.
- **Project Lead the Way – Engineering Teacher**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- ASCD Conference
- CCSA Conference
- STEAM Symposium
- Deep Dive Conference
- Imperial County Office of Education Workshops

- **ELPAC Institute**
- **Buck Institute Conference**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1, 2, \$0; 3, \$2,000	\$20,000	1. Buck Institute - \$11,598 2. \$15,000 3. Fontas & Pinnell -\$40,000
Source	1, 2, LCFF Base; 3, LCFF S&C	LCFF S&C	1. Title II 2. LCFF S&C 3. LCFF S&C
Budget Reference	1, 2, 3, 5200	5000	5000's

## Action 2

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

**CURRICULUM**

Every student has access to standards-aligned curriculum. Ballington Academy for the Arts & Sciences – El Centro will

2018-19 Actions/Services

**CORE CURRICULUM TO BE PURCHASED:**

Every student has access to standards-aligned curriculum. Ballington Academy for the Arts & Sciences – EL Centro plans to

2019-20 Actions/Services

**CORE CURRICULUM TO BE PURCHASED:**

Every student has access to standards-aligned curriculum. Ballington Academy for the Arts & Sciences – EL Centro plans to

2017-18 Actions/Services

purchase the following additional curriculum and/or supplemental instructional materials:

- Science Alive
- History Alive
- Leveled Reading Materials for ELA
- Reading A-Z (subscription) (costs allocated in Goal 1, Action 4)
- Project Lead the Way (NGSS)
- Engage NY: ELA
- Engage NY: Math
- Accelerated Reader (subscription) (costs allocated in Goal 1, Action 4)
- STAR Reading (subscription) (costs allocated in Goal 1, Action 4)
- Scholastic magazine (subscriptions)
- Compass Learning (subscription) (costs allocated in Goal 1, Action 4)
- Using bullets: provide list of Instructional materials such as microscopes, manipulatives, animals for science dissection.

2018-19 Actions/Services

purchase the following curriculum which includes but is not limited to:

- **TCI Science (Subscription)**
- **History Alive (Subscription)**
- **Eureka Math consumables,**
- **Great Mind’s ELA- The Wheatley Portfolio**
- **Project Lead the Way: Engineering**

2019-20 Actions/Services

purchase the following curriculum which includes but is not limited to:

- **TCI Science (Subscription)**
- **History Alive (Subscription)**
- **Eureka Math consumables,**
- **Great Mind’s ELA- The Wheatley Portfolio**
- **Project Lead the Way: Engineering**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$10,000	\$32,000



Year	2017-18	2018-19	2019-20
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4100	4000	4000's

# Action 3

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

English Learners

LEA-Wide

All Schools

## Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**ELD PROGRAM**  
Ballington Academy for the Arts & Sciences - El Centro will review and revise its EL Master Plan to align with the CDE's recent

**ELD PROGRAM**  
Ballington Academy for the Arts & Sciences - El Centro will review and revise its EL Master Plan to align with the

**ELD PROGRAM**  
Ballington Academy for the Arts & Sciences - El Centro will review and revise its EL Master Plan to align with the

2017-18 Actions/Services

reclassification guidance, shift from CELDT to implementation of the ELPAC, ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.

2018-19 Actions/Services

implementation of the ELPAC, and adoption of **Amplify ELD Curriculum**.

The **Reading/EL Specialist** will administer the ELPAC Assessment. Our teachers will utilize Amplify ELD curriculum during integrated and designated ELD.

ELL student progress will be reviewed by each team after MAP assessments and targeted interventions revised according to the data provided. Teachers will provide **after school tutoring** to identify students in need of extra academic instruction in ELA & math.

2019-20 Actions/Services

implementation of the ELPAC, SBE/CDE newly revised Reclassification Criteria, and adoption of **Reading A-Z**.

The **Reading/EL Specialist** will administer the ELPAC Assessment and initiate and assess EL students for reclassification.

ELL student progress will be reviewed by all teachers after MAP assessments and targeted interventions will be provided.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$31,726	\$34,884	\$34,160
Source	LCFF Base	LCFF S&C	LCFF S&C
Budget Reference	1100, \$28,224, 3000, \$3,502.06	1000, 4000	1000's, 3000's

## Action 4

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, and/or Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**COURSE ACCESS:**

Our students receive instruction in all core subjects (broad course of study) and have

**COURSE ACCESS:**

Our students receive instruction in all core subjects (broad course of study) and have

**COURSE ACCESS:**

Our students receive instruction in all core subjects (broad course of study) and have

### 2017-18 Actions/Services

access to the following research-based elective courses, which are critical to student academic and social development. Sound educational research has concluded the arts have a significant impact on student learning that: They include: Music; Engineering course, Art; Digital Literacy (technology); Physical Education.

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.

### 2018-19 Actions/Services

access to the following research-based elective courses, which are critical to student academic and social development. Sound educational research has concluded the arts have a significant impact on student learning that: They include **4 instructors that will teach: Engineering course, Visual Art; Technology; and Physical Education** including **instructional materials** for these elective courses.

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.

### 2019-20 Actions/Services

access to the following research-based elective courses, which are critical to student academic and social development. Sound educational research has concluded the arts have a significant impact on student learning that: They include **4 instructors that will teach: Engineering course, Visual Art; Technology; and Physical Education** including **instructional materials** for these elective/enrichment courses.

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.

### Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Amount	\$0	\$161,304	\$156,723
Source	These actions & services are a duplicate from Goal #2 Action & Services	LCFF S&C	LCFF S&C
Budget Reference	Staff salaries, See Goal 1, Action 1	1000, 4000	1000's, 3000's

## Action 5

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, and/or Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Modified

2017-18 Actions/Services

**STUDENT ENGAGEMENT**

In order to provide students with relevant learning experiences outside of the

2018-19 Actions/Services

**STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:**

In order to provide students with relevant

2019-20 Actions/Services

This action was eliminated and combined with LCAP Goal 3, Action 1.

2017-18 Actions/Services

classroom, the Principal will host and/or provide the following:

1. Provide educational and content centered field trips including Geothermal Plant, Museums, and Solar Industry; & UCR Agricultural Extension Center.
2. As part of our school’s college-going culture, our students will visit Imperial Valley College (partnership with the school); and UC Riverside.
3. Provide students with social enrichment program via clubs and organizations that meet after-school.
4. Develop a plan to provide extracurricular activities based on student feedback and staff input.
5. Students will participate in schoolwide events such as: Science Fair, PBL Night, Art Auction; and designing a playground (as part of their PBL course work).

2018-19 Actions/Services

learning experiences outside of the classroom, our school will host and/or provide the following:

- **Field trips aligned to the content standards**
- **Clubs & Organizations:** Yearbook, Astronomy, Community Soccer Team, Reading Club, Film Club, etc.)
- **Host Annual Science Fair**
- **Presentations/Exhibitions:** Project-based Learning

2019-20 Actions/Services



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	\$0	\$5,000	N/A
Source	Staff salaries, See Goal 1, Action 1	LCFF S&C	N/A
Budget Reference	Staff salaries, See Goal 1, Action 1	4000, 5000	N/A

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

Modified Goal

### Goal 3

**Continue to develop methods to engage parents as partners through education, communication and collaboration in order that will impact student outcomes. In addition, continue to develop methods that support a positive, safe, and welcoming school environment for all, to increase student engagement, and reduce chronic absenteeism rates.**

#### State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,6

Local Priorities: 1, 3

#### Identified Need:

There is a need to strengthen relationship and communication with parents to significantly reduce chronic absenteeism rates schoolwide. Our school received a Yellow Performance Level on the Fall 2018 CA Dashboard schoolwide and for all student groups. In addition, we struggle with parent participation with the SSC, ELAC and the annual parent survey.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Parent involvement (including Unduplicated students and Students with Disabilities) will include input in decision-making: SSC, ELAC, PTO</b>	Outcome met	Outcome met	Outcome met	Outcome met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities.</b>	Outcome met	Outcome met	Outcome met	Outcome met
<b>Maintain suspension rates &lt;2%</b>	0%	0%	<2%	<2%
<b>Maintain expulsion rates &lt;1%</b>	0%	0%	<1%	<1%
<b>Increase parent participation rate on parent survey.</b>	Outcome met	16%	25% (52 parents)	27%
<b>FIT Report of “Good” or better.</b>	Good	Good	Good	Good or better
<b>Increase student participation rate on student survey.</b>	Outcome met	69%	76% (54 Students)	80%
<b>Increase staff participation rate on staff survey.</b>	Outcome met	16%	65% (11 staff)	70%

# Planned Actions / Services

## Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-Wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New

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

Modified

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

Modified

2017-18 Actions/Services

**SCHOOL CLIMATE & SAFETY**

2018-19 Actions/Services

**STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE**

2019-20 Actions/Services

**STAFFING, PROGRAMS, STRATEGIES &**

## 2017-18 Actions/Services

Ballington Academy for the Arts & Sciences - El Centro will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,

1. The Principal will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. School will provide CPR training for entire staff; and all new staff and volunteers are required to undergo a live scan and CPR training.
3. The Principal will develop a supervision schedule that includes supervision of students before/during and after-school.
4. Ballington Academy for the Arts & Sciences - El Centro will host a monthly award assembly to recognize individual and classroom perfect attendance. In addition, the

## 2018-19 Actions/Services

### **SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:**

Ballington Academy for the Arts & Sciences – El Centro will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- The Leadership Team will annually review and revise the Comprehensive School Safety Plan.
- The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
- Administrative Team will develop a supervision schedule that includes supervision of students' before/during and after-school by school staff and **Campus Aides (5)**
- End of Year Award Assembly: on academic achievement and attendance
- **Administer annual staff and student survey**
- Host schoolwide events engaging families: Family Movie Night, Math Night, 5K Fun Run, Breakfast with Santa, Astronomy Night, etc.
- Develop strategies to improve student

## 2019-20 Actions/Services

### **ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL LEARNING ENVIRONMENT:**

Ballington Academy for the Arts & Sciences - El Centro will implement schoolwide activities that promote engagement that include but are not limited to Field trips that provide students with experiential learning opportunities, after-school clubs/organizations, host schoolwide events such as the Science Fair, Astronomy Night and PBL Sharing events.

A **truancy consultant** will be utilized to identify and implement effective methods to decrease chronic absenteeism rates.

In order to ensure a safe learning environment for all students, our school will employ **7 campus supervision/nutrition aides**, and review/revise and implement the school's Comprehensive Safety Plan. In addition, our school will administer an annual **parent, student and staff survey** to measure sense of safety and school connectedness.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

school will implement an end of year awards event for students who exemplify perfect attendance. Character awards will take place with incentives such as a “free meal” coupon.

attendance, and decrease chronic absenteeism rates.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$ 106,533	\$176,250
Source	LCFF Base	LCFF S&C	LCFF S&C
Budget Reference	5800	2000, 5000	2000's, 3000's, 5000's

## Action 2

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-Wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New

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

Unchanged

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

Modified

2017-18 Actions/Services

**PARENT INPUT IN DECISION-MAKING**  
At Ballington Academy for the Arts & Sciences - El Centro, parent input in

2018-19 Actions/Services

**PARENT INPUT IN DECISION-MAKING**  
At Ballington Academy for the Arts & Sciences - El Centro, parent input in

2019-20 Actions/Services

**PARENT INPUT IN DECISION-MAKING**  
At Ballington Academy for the Arts & Sciences - El Centro, parent input in

2017-18 Actions/Services

decision-making will take place through the following:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Parent Teacher Organization (PTO)

2018-19 Actions/Services

decision-making will take place through the following:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Parent Teacher Organization (PTO)

2019-20 Actions/Services

decision-making will take place through the following:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

The Principal and Bilingual Parent Outreach Coordinator will develop strategies to increase parent participation and commitment to SSC and ELAC.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Staff salaries, See Goal 1, Action 1	See Staff Salary, Goal 1, Action 1	See staff salary: Goal 1, Action 1
Budget Reference	Staff salaries, See Goal 1, Action 1		



# Action 3

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-Wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New

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

Modified

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

Modified

2017-18 Actions/Services

**OPPORTUNITIES FOR PARENT PARTICIPATION**  
Ballington Academy for the Arts & Sciences

2018-19 Actions/Services

**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:**

2019-20 Actions/Services

**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:**

### 2017-18 Actions/Services

- El Centro provides (or will provide) the following opportunities to engage parents of unduplicated pupils as partners in their child's education. They include:

1. Recruiting volunteers for schoolwide events; and/or assist teachers in the classroom.
2. Administer an annual parent survey to measure sense of safety and school connectedness. .
3. Ensure school website and social media is updated on a regular basis as a method to communicate with parents.

### 2018-19 Actions/Services

Ballington Academy for the Arts & Sciences – EL Centro will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. The **SARB**

**Coordinator/Parent Liaison** will be in charge of parent outreach and recruitment and will facilitate the following:

- Volunteer opportunities
- Host Parent Academy that will focus on the following topics:
  - Reading strategies for struggling readers
  - Math strategies for struggling students
  - Chronic Absenteeism
  - MAP results & analysis
  - Accessing **Synergy SIS**
- Administer annual parent survey
- Initiate a Picnic lunch read for parent and child

The school's **Synergy SIS** will have a parent portal where families can view their child's academic progress and communicate with school staff.

### 2019-20 Actions/Services

Ballington Academy for the Arts & Sciences – EL Centro will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. The **Principal** will be in charge of parent outreach and recruitment and will facilitate the following:

- Communicate with families with students at-risk for chronic absenteeism
- Volunteer opportunities
- Host Parent Academy workshops based on parent request and feedback

Our staff will utilize the Remind App to communicate with parents. The school's **Synergy SIS** will have a parent portal where families can view their child's academic progress and communicate with school staff.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$2,500	\$6,000
Source	Staff salaries, See Goal 1, Action 1	LCFF S&C	LCFF S&C
Budget Reference	Staff salaries, See Goal 1, Action 1	4000	4000

## Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Modified

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

Modified

2017-18 Actions/Services

**FACILITIES**

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate

2018-19 Actions/Services

**FACILITIES**

The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:

2019-20 Actions/Services

**FACILITIES**

The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:

2017-18 Actions/Services

classroom space to implement the school’s program:

1. Annual facility leasing cost for school site.
2. Costs for facility upgrades and/or expansion, and maintenance/repairs.
3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.
4. Install security camera, locks, and security system throughout the campus that will be monitored by the front office staff during the school day, and contracted during after hours.

2018-19 Actions/Services

- **Facility Site (leasing costs)**
- **Provide maintenance and repairs to ensure a clean and safe facility**
- **Expenses for additional security**
- Administer annual FIT report

2019-20 Actions/Services

- **Facility Site (leasing costs)**
- **Provide maintenance and repairs to ensure a clean and safe facility**
- **Janitorial/maintenance services**
- **Purchase additional furniture for classrooms**
- Administer annual FIT report

**Budgeted Expenditures**

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

Year	2017-18	2018-19	2019-20
Amount	1, \$460,000; 2, \$20,000, \$72,000; 3, \$0, 4, \$20,000	\$441,000	\$330,680 \$240,000
Source	1, 2, 3, 4 LCFF Base	SB740 LCFF Base	SB740 LCFF Base
Budget Reference	1, 5600; 2,4, 9435, 2. 5500	5000	5000's

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$647,568

27.30%

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

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

## **2019-20**

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- **Goal 1, Action 1:** Ballington Academy for the Arts & Sciences – El Centro provides a longer school day and year. Our teachers also provide intervention during the instructional day, and participate in over 2 weeks of professional development prior to the start of the school year. The principal facilitates professional development for teachers. A portion of the teacher’s salary and principal’s salary will be funded with S&C funds.
- **Goal 1, Action 4:** Ballington Academy for the Arts & Sciences – El Centro will provide 3 Instructional Aides to provide academic support for Unduplicated students. The Reading Intervention Specialist will provide Tier 2-3 support. Student will also have access to the following additional academic interventions/support: STAR Reading, Nessy Phonics Program, Edgenuity/Compass Learning that provides differentiated academic support in ELA & Math based on the student’s NWEA MAP results.
- **Goal 1, Action 5:** Our school will hire a **School Psychologist** (PTE) to provide counseling services (small group, one-on-one).

- **Goal 2, Action 1:** Robust professional development on: Eureka Math curriculum, NWEA MAP Data Analysis to inform instruction, Fountas & Pinnell reading program.
- **Goal 2, Action 3:** ELD Program: Reading A-Z, and Reading/EL Specialist to support English Learners academically and towards reclassification.
- **Goal 2, Action 4:** Ensure a Broad Course of Study: 4 instructors that will teach the following enrichment courses: Engineering course, Visual Art; Technology; and Physical Education
- **Goal 2, Action 5: Field trips** aligned to the standards that provide students with experiential learning opportunities.
- **Goal 3, Action 1: A truancy consultant** will be utilized to identify and implement effective methods to decrease chronic absenteeism rates. In order to ensure a safe learning environment for all students, our school will employ 7 campus supervision/nutrition aides, and review/revise and implement the school's Comprehensive Safety Plan. In addition, our school will administer an annual parent, student and staff survey to measure sense of safety and school connectedness.
- **Goal 3, Action 3:** Host Parent Education workshops to engage and effectively communicate with parents and improve student outcomes.

## 2018-19

Ballington Academy for the Arts & Sciences – El Centro is situated in rural El Centro, serving a high need, at risk student population. Currently, the school provides every student with a rigorous college preparatory STEAM Project-based Learning educational program for approximately 300 students in grades TK-6, comprised of 93% Hispanic, 4% White, 2% African American of which 11% are Students with Disabilities, 39% English Language Learners, and 69% qualify for free/reduced lunch.

Our school provides students with enrichment electives that include Engineering, Visual Arts, Technology, and Physical Education. The PE program will include nutritional and healthy eating components since our students struggle with the Physical Fitness Test (PFT) and reside in a community with high childhood morbidity rates.

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

- Goal 1, Action 3: Technology



Our school is working towards teachers using technology to increase student engagement and learning. Our goal is to equip every classroom with SMART Touch Boards that brings students with experiential learning opportunities.

- Goal 1, Action 4: Academic Interventions

Our school will employ an Instructional Aide to assist teachers in the TK classroom. Intervention blocks will be embedded in the instructional day. Our students who struggle academically will receive academic support by the Reading/Intervention Specialist and students will utilize several web-based intervention programs our school will subscribe to:

STAR Reading (subscription), Dream Box Math: Used as Tier 1-3, for Grade 5; Tier 2 for Grade 4, Edgenuity Compass Learning: for targeted ELA and Math intervention, and Reading A-Z/

Our students will have access to a librarian at the school library, to study, complete homework and for tutoring.

- Goal 1, Action 5: Social-emotional, and behavioral Interventions

Our school will hire a Bilingual SARB Coordinator who will also as a liaison to parents, because of our high chronic absenteeism rates and lack of parent engagement.

Ballington Academy for the Arts & Sciences - El Centro will continue to seek partnerships with local behavioral/mental health service agencies to support our students.

- Goal 2, Action 1: Professional Development

Our school will invest in a robust ongoing, evidence-based professional development program to improve the delivery of instruction that will result in increasing student achievement. Topics include: Project-based learning, Connecting the Dots in Math for struggling Learners, Restorative Justice, and Project Lead the Way.

Goal 2, Action 3: ELD Program

The Reading/EL Specialist will administer the ELPAC Assessment. Our teachers will utilize Amplify ELD curriculum during integrated and designated ELD.

ELL student progress will be reviewed by each team after MAP assessments and targeted interventions revised according to the data provided. Teachers will provide after school tutoring to identify students in need of extra academic instruction in ELA & math.

#### Goal 2, Action 4: Course Access:

Our students receive instruction in all core subjects (broad course of study) and have access to the following research-based elective courses, which are critical to student academic and social development. Sound educational research has concluded the arts have a significant impact on student learning that: They include 4 instructors that will teach: Engineering course, Visual Art; Technology; and Physical Education including instructional materials for these elective courses.

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.

#### Goal 2, Action 5: Student Engagement

Includes field trips aligned to the content standards, participating in the Annual Science Fair, and Student Presentations/Exhibitions.

#### Goal 3, Action 1: School Climate & Safe School

With the escalating incidents of school mass shootings at the national level, our school will provide campus aides who will be in charge of supervision throughout the day. Our school will host community and culture building activities at the school site.

#### Goal 3, Action 3: Parent Engagement & Participation

Our school will employ a bilingual SARB coordinator who will also serve as the community/parent liaison in charge of facilitating parent workshops, schoolwide events, parent outreach for our school committees to increase parent participation, at the school and in their child's educational growth.

## **2017-18**

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- Goal 1, Action 1: salaries for school staff to provide Unduplicated students will receive an additional Math block of 40 minutes for intervention:) and 1 additional block of intervention for ELA (45 minutes): for tiered instruction in rotation centers that include: small group instruction, and Compass Learning ELA/Math intervention program online.
- Goal 1, Action 4: The classroom teachers will provide Intervention services during intervention block and by the EL Interventionist during the school day.
- Goal 1, Action 4: Academic supports and intervention will be provided by classroom teachers, EL Interventionist and Math Interventionist using targeted instruction, web-based resources that include but are not limited to Compass Learning, Reading A-Z, Accelerated Reader, and STAR Reading programs. The Principal and classroom teachers will closely monitor the academic progress of unduplicated pupils to assess if intervention strategies are effective and/or to modify as necessary to meet the academic needs of its students.

This intervention program was designed by the Principal based on analysis of CAASPP results, and NWEA MAP results in ELA & Math.

# **Local Control Funding Formula (LCFF) Budget Overview for Parents Template**

Developed by the California Department of Education, December 2018

**LCFF Budget Overview for Parents: Data Input**

<b>Local Educational Agency (LEA) name:</b>	Ballington Academy of Arts and Science
<b>CDS code:</b>	13 63123 0118455
<b>LEA contact information:</b>	William Anderson
<b>Coming LCAP Year:</b>	2019-20
<b>Current LCAP Year</b>	2018-19

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2019-20 LCAP Year</b>		<b>Amount</b>
Total LCFF funds	\$	3,019,352
LCFF supplemental & concentration grants	\$	647,568
All other state funds	\$	516,076
All local funds		
All federal funds	\$	275,723
<b>Total Projected Revenue</b>	<b>\$</b>	<b>3,811,151</b>

<b>Total Budgeted Expenditures for the 2019-20 LCAP Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	3,810,082
Total Budgeted Expenditures in LCAP	\$	2,525,826
Total Budgeted Expenditures for High Needs Students in LCAP	\$	811,607
Expenditures not in the LCAP	\$	1,284,256

<b>Expenditures for High Needs Students in the 2018-19 LCAP Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	453,677
Estimated Actual Expenditures for High Needs Students in LCAP	\$	653,208

**Required Prompt(s)**

Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.

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A prompt may display based on information provided in the Data Input tab.

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A prompt may display based on information provided in the Data Input tab.

**Response(s)**

- Nutritional expenses.
- Business management services - Volunteers of America.
- Materials and supplies.
- Additional contractors (E.g. backoffice, legal, etc.)
- Depreciation expense.

[Respond to the prompt here; if there is no prompt a response is not required.]

[Respond to the prompt here; if there is no prompt a response is not required.]

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ballington Academy of Arts and Science

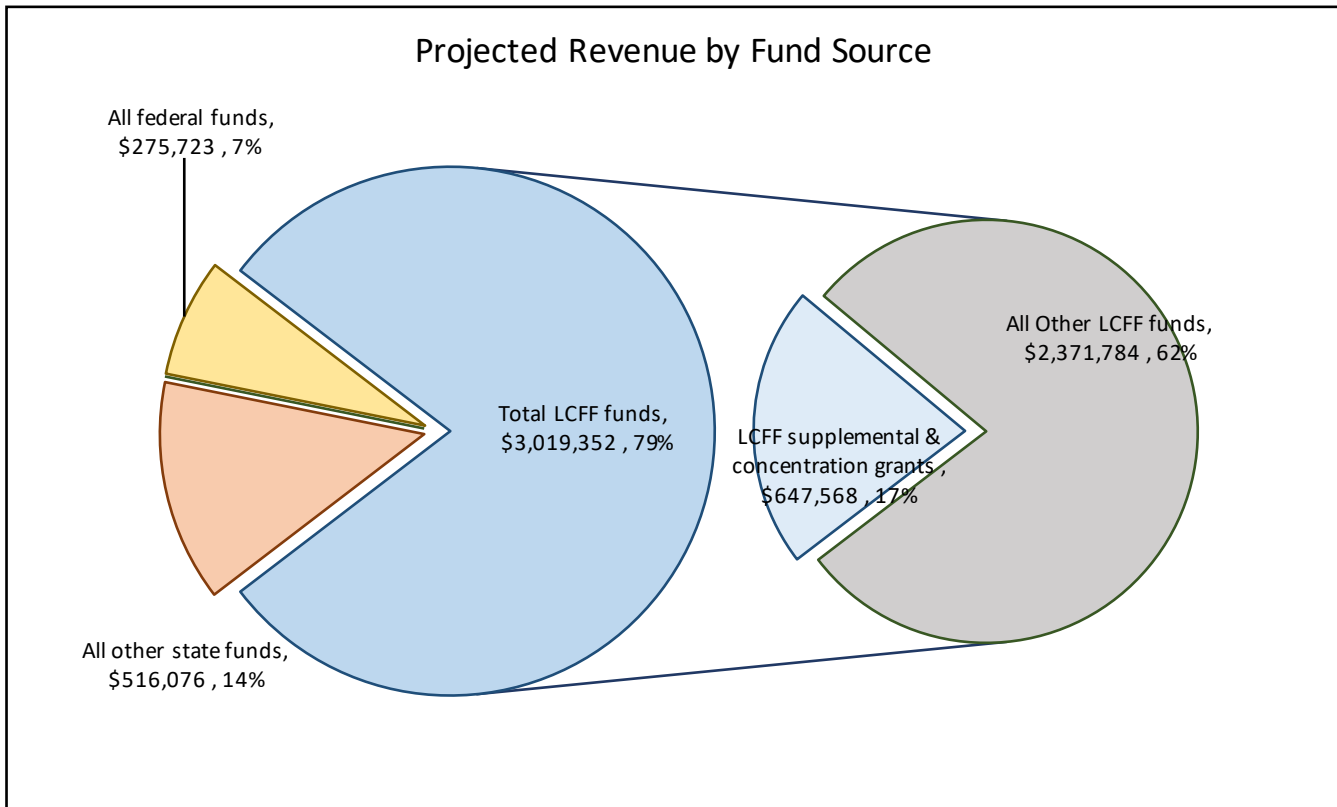
CDS Code: 13 63123 0118455

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: William Anderson

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year



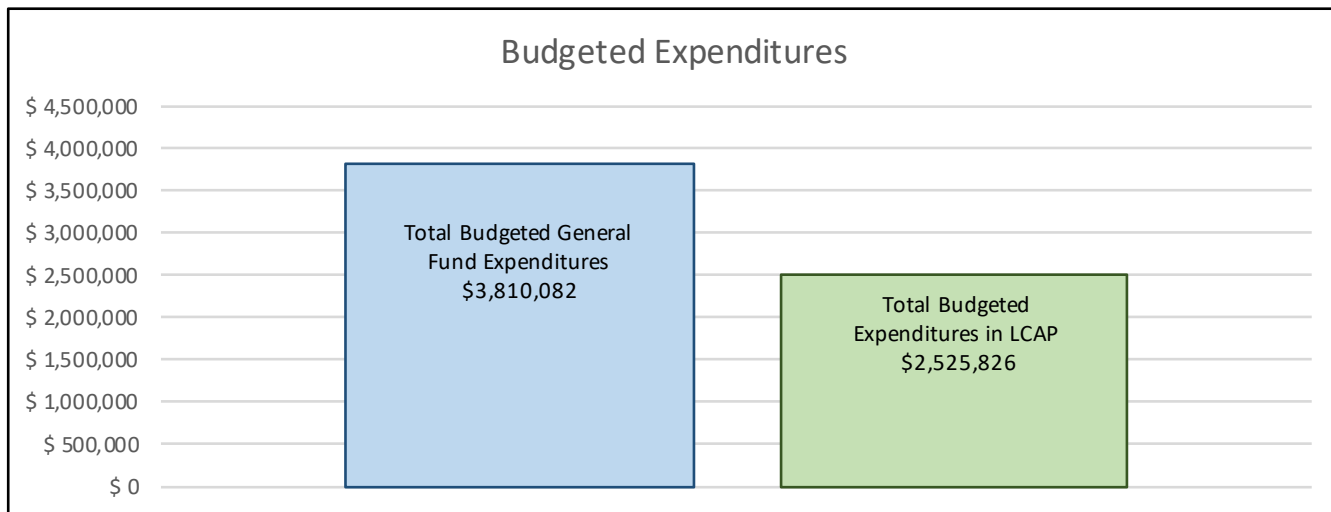
This chart shows the total general purpose revenue Ballington Academy of Arts and Science expects to receive in the coming year from all sources.

The total revenue projected for Ballington Academy of Arts and Science is \$3,811,151.00, of which \$3,019,352.00 is Local Control Funding Formula (LCFF), \$516,076.00 is other state funds, \$0.00 is local funds, and \$275,723.00 is federal funds. Of the \$3,019,352.00 in LCFF Funds, \$647,568.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Ballington Academy of Arts and Science plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Ballington Academy of Arts and Science plans to spend \$3,810,082.00 for the 2019-20 school year. Of that amount, \$2,525,826.00 is tied to actions/services in the LCAP and \$1,284,256.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

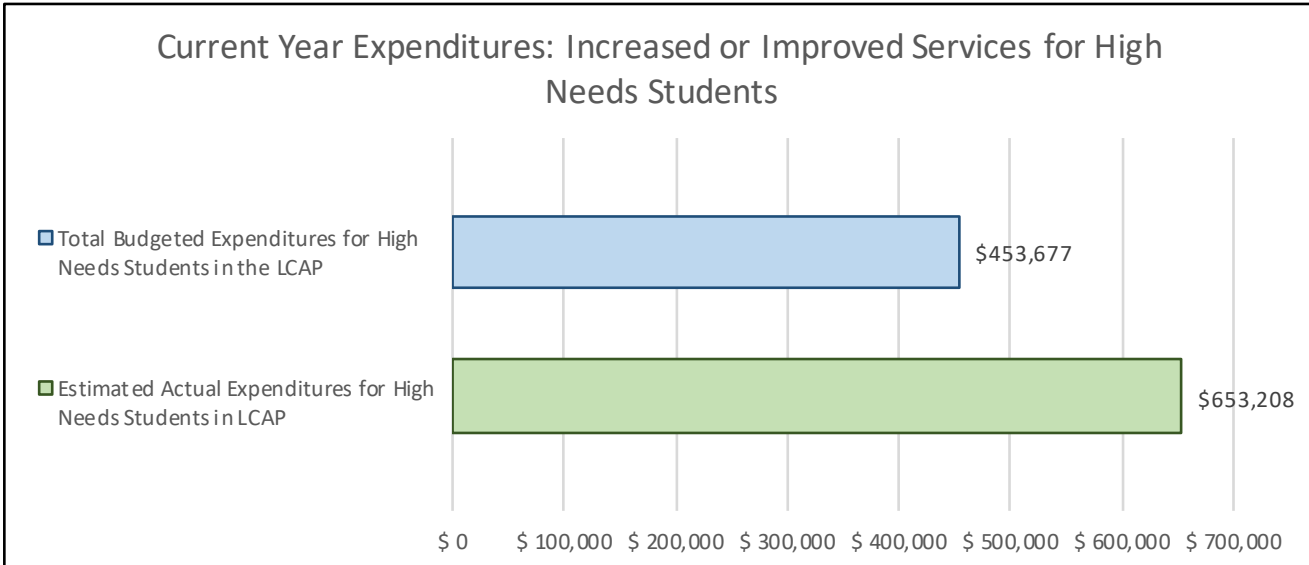
- Nutritional expenses.
- Business management services - Volunteers of America.
- Materials and supplies.
- Additional contractors (E.g. backoffice, legal, etc.)
- Depreciation expense.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Ballington Academy of Arts and Science is projecting it will receive \$647,568.00 based on the enrollment of foster youth, English learner, and low-income students. Ballington Academy of Arts and Science must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Ballington Academy of Arts and Science plans to spend \$811,607.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Ballington Academy of Arts and Science budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ballington Academy of Arts and Science estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Ballington Academy of Arts and Science's LCAP budgeted \$453,677.00 for planned actions to increase or improve services for high needs students. Ballington Academy of Arts and Science estimates that it will actually spend \$653,208.00 for actions to increase or improve services for high needs students in 2018-19.

# LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

**\*NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

## **Data Input Tab**

### **LEA Information (rows 1-3)**

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

### **Identify the Applicable LCAP Year**

- **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.
- **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

### **Projected General Fund Revenue for the Coming LCAP Year**

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations Title 5 (5 CCR)* Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.
- **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01 Column F, row A.5 (Total Revenues).

# LCFF Budget Overview for Parents Data Entry Instructions

## Total Budgeted Expenditures for the Coming LCAP Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on planned actions and services to meet the goals included in the LCAP for the coming LCAP year.

- **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

## Expenditures for High Needs Students in the Current LCAP Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.

- **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

## Narrative Responses Tab

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

- **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budgeted Expenditures for the LCAP year that are not included in the LCAP.

- **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the planned actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.

- **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.