

Introduction:

LEA: Ballard Elementary School District **Contact (Name, Title, Email, Phone Number):** Allan Pelletier, Superintendent/Principal, apelletier@ballardschool.org, (805) 688-4812
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>A) Input and communication for key stakeholder groups occurs in a variety of formats.</p> <p>Stakeholders engage in meaningful dialogue and provide input on the LCAP through formal groups such as the School Board, Parent Teacher Association Membership and Executive Board/School Site Council, Parent/Community Forums, Ballard School District Certificated and Classified Staff.</p>	<p>A) Ballard is a small, one-school district. The members of the school community often wear multiple hats, and all have the opportunity to participate and provide input. The community engagement process is reflective of the nature of the district’s stakeholders. District priorities are developed based on the input received from the school community. Survey data helped us prioritize our needs, identify best practices, and refine goals.</p>

<p>B) Regularly scheduled meetings throughout the year included Superintendent/Principal reports and subsequent discussion about key LCAP components. These meetings included:</p> <p>School Board Meetings: July 30, August 13, September 15, October 8, November 12, December 14, January 14, February 18, March 10, April 28, May 26, and June 23</p> <p>PTA Membership Meetings: August 19, September 12, January 8, April 7, May 20</p> <p>PTA Executive Board/Site Council Meetings: August 11, October 5, December 7, February 16, June 20</p> <p>Parent/Community Forums: October 22, November 19, April 7, May 31 (at Solvang School)</p> <p>Staff Meetings Ballard School has early release on Thursdays throughout the school year. This provides time for staff development, planning, and discussion about LCAP goals and elements.</p> <p>C) Two community forums were held regarding the Ballard School District 7th/8th grade MOU. This was an LCAP component and continued to be a critical issue for the school community. These meetings were held on November 19 and May 31. Ballard's middle school students will attend Solvang School beginning in the 2017/17 school year.</p> <p>Parents and school community members had the opportunity to regularly provide feedback via open-ended surveys that were distributed as part of the</p>	<p>The school community has a good understanding of the LCAP's goals. Rather than reinventing the plan each year, our discussions focus on building upon our strengths and the work in progress.</p> <p>B) The input received over the course of the year and from the year-end surveys indicate that the goals and/or actions established in the original LCAP continue to be priorities for the district. These include:</p> <ul style="list-style-type: none"> • Provide multiple enrichment opportunities for students • Revisit the standards-based report cards that were developed during the 2014/15 school year • Communication • Expand the arts programs • Effective use of technology • Expand School Garden program <p>During the year, the school community felt it would be important to submit a Gold Ribbon Schools application.</p> <p>Also, even though the district continues to accept a 'controlled' and limited number of inter-district transfer students, maintaining a low student teacher ratio with no combination classes continues to be a priority.</p> <p>C) From 2015/16: The school community spent a great deal of time discussing and debating the middle school MOU. For the first time since 1996, the district will be required to pay for Ballard's students to attend Los Olivos middle school. This is a result of Los Olivos' status changing from an LCFF district to basic aid. The board committed to a two year MOU with Los Olivos (2015/16 – 7th & 8th grades, 2016/17 – 8th grade), with the intent of signing an MOU with the Solvang District beginning in the 2016/17 school year (2016/17 – 7th grade, 2017/18 –</p>
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monthly newsletter. Parents and school community members also had the opportunity to provide feedback via year-end surveys that were designed to reflect on the 2015/16 school year and plan for the 2016/17 school year. The survey addressed specific LCAP components including student achievement and engagement, school climate and services, and parental involvement.

D)

Parents received a monthly newsletter and the superintendent/principal provided weekly Ballard School updates via email. In addition to school calendars and upcoming events, these newsletters and updates provided information on a broad range of topics including the LCAP, implementation of California Standards, CAASPP, and data related to student progress.

As part of the Gold Ribbon Schools process, the 6th grade students participated in a forum and provided feedback about their experiences at Ballard School.

Annual Update:

E)

The LCAP document has been used to guide ongoing improvement efforts impacting student performance, student safety and well-being, facilities and budget planning. Updates to the school community and staff were ongoing and occurred through a variety of meetings (listed above).

F)

There were no significant changes to the 2015/16 LCAP goals. Last year we reduced the number of goals (to match the state priorities) and actions to a more manageable number. This made the plan much more 'user-friendly' and manageable.

7th & 8th grades). The MOU with the Solvang District will be much more cost effective for Ballard as Solvang remains an LCFF district and will not require an annual payment.

2016/17

The MOU with the Solvang School district was ultimately signed. Ballard 8th graders will finish up at Los Olivos, and Ballard 7th graders will begin school at Solvang. Ballard's 7th and 8th grade students will attend Solvang School in the future.

D)

We have always use paper/pencil surveys. Although the return is acceptable, we think we might get a better response if they were administered electronically. We are currently in the process of using SurveyMonnkey to get a survey to parents over the summer, and plan to include as part of our communication process moving forward.

Annual Update:

E)

Staff and community members provide input during the year in both verbally and through written surveys.

F)

Based on feedback, the following continue to be areas of emphasis:

- Our district strives to offer a high quality educational program that meets the needs of every child and challenges each to reach her/his potential.

The biggest change that we had to deal with in 2016/17 was contributing approximately \$175,000 to Los Olivos School District for the 7th/8th grade programs. While Ballard School remains very healthy financially, it led to many discussions looking at programs moving into the future.

- Continue to seek out differentiated opportunities should be available for more advanced learners
- Purposeful implementation and use of technology to enhance teaching and learning is a priority.
- Implementation of iPads (K-2) to complement the laptops and classroom projection systems (2015/16)
- Development of technology plan to focus on progressive use of technology as an instructional tool

- Ongoing professional learning enables Ballard employees to improve professional practice.
- Continued professional learning regarding the California Standards as well as CAASPP (including the effective utilization of the interim assessments)

- Communication with stakeholders is highly valued.
- Continue to communicate using multiple formats (email, website), and investigate additional forms of social media

- Students learn and thrive in a safe, nurturing school
- Continue to evaluate safety measures and improve where necessary
- Continue to build character education programs

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Teachers will be appropriately assigned pursuant to Ed Code section 44258.9, and fully-credentialed in the subject areas and for the pupils they are teaching.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Ensure all teachers continue to be appropriately assigned and fully credentialed.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 100% compliance with Williams Report
- County Credentialing Audit (schedule to be determined)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers are appropriately assigned and fully credentialed. (Ballard School has met this goal since at least 2006. Additionally, Ballard has not hired a new teacher since 2008. When there is the need to hire a teacher in the future, only candidates who are fully credentialed will be considered.) (**For the past four years we have had two teachers sharing the 3rd grade position. That job share will not be in effect during the 2016/17 school year.)	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Property Tax/LCFF \$759,630 <hr/> 1000-1999: Certificated Personnel Salaries Title I \$10,000 <hr/> 3000-3999: Employee Benefits Property Tax/LCFF \$245,396

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% compliance with Williams Report • County Credentialing Audit (schedule to be determined) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers are appropriately assigned and fully credentialed. (Ballard School has met this goal since at least 2006. Additionally, Ballard has not hired a new teacher since 2008. When there is the need to hire a teacher in the future, only candidates who are fully credentialed will be considered.)	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Property Tax/LCFF \$765,476 <hr/> 1000-1999: Certificated Personnel Salaries Title I \$10,000 <hr/> 3000-3999: Employee Benefits Property Tax/LCFF \$246,189

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% compliance with Williams Report • County Credentialing Audit (schedule to be determined) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers are appropriately assigned and fully credentialed. (Ballard School has met this goal since at least 2006. Additionally, Ballard has not hired a new teacher since 2008. When there is the need to hire a teacher in the future, only candidates who are fully credentialed will be considered.)	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Property Tax/LCFF \$771,366 <hr/> 1000-1999: Certificated Personnel Salaries Title I \$10,000 <hr/> 3000-3999: Employee Benefits Property Tax/LCFF \$246,984

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	All students will have access to standards-aligned instructional materials pursuant to Education Code section 60119.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Ensure all students have access to standards aligned instructional materials

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 100% compliance with Williams Report
- Instructional Materials Resolution (October, 2016 School Board Meeting)
- As materials that are aligned with the California Standards become available, properly review, evaluate, and purchase those materials
- As teachers utilize the mathematics materials for the 2nd year, they will refine and focus their instructional units utilizing the Eureka Math or CPM curriculum, developing a coherent program at each grade level.
- English Learners will have access to the core program (based on CA standards) and will make one level of progress each year.
- Redesignation rate of (projected) 3 English Learners = 33%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Investigate and analyze English language arts materials (assuming high quality, standards aligned materials are available) to see if the curriculum provides better alignment with the standards than what is currently being used at the school. (92% of Ballard's students met or exceeded state standards in 2016 Smarter Balanced English/Language Arts.	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Property Tax/LCFF \$14,000
Research and evaluate standards aligned materials in other curricular areas – H/SS, Science, Physical Education (as available)	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	no associated costs

		English proficient _ Other Subgroups: (Specify)	
Purchase Eureka Math materials		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Property Tax/LCFF \$5,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% compliance with Williams Report • Instructional Materials Resolution (October, 2016 School Board Meeting) • As materials that are aligned with the California Standards become available, properly review, evaluate, and purchase those materials • English Learners will have access to the core program (based on CA standards) and will make one level of progress each year. • Redesignation rate of (projected) 2English Learners = 50%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Research and evaluate standards aligned materials in other curricular areas – H/SS, Science, Physical Education (as available)	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	no associated costs.
Purchase Eureka Math Materials	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	4000-4999: Books And Supplies Property Tax/LCFF \$5,000

		Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% compliance with Williams Report • Instructional Materials Resolution (October, 2016 School Board Meeting) • As materials that are aligned with the California Standards become available, properly review, evaluate, and purchase those materials • English Learners will have access to the core program (based on CA standards) and will make one level of progress each year. • Redesignation rate of (projected) 1English Learner = 100% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt & purchase H/SS and/or Science Materials that meet CA standards (assuming high quality, standards aligned materials are available.)	K-6	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Property Tax/LCFF \$15,000
Purchase Eureka Math Materials	K-6	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Property Tax/LCFF \$5,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	School facilities are maintained in good repair pursuant to Education Code section 17002 (d)	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Ensure that school facilities are safe and in good repair

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 100% compliance with Williams Report
- All annual School Facility overall ratings on the annual FIT Report will be good or exemplary

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop plan to paint the school in two phases, implement phase 1	School Site	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6000-6999: Capital Outlay Fund 14 \$5,000
Routine maintenance and repair of facilities, including upkeep of trees	School Site	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000

LCAP Year 2: 2017-18

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| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • 100% compliance with Williams Report • All annual School Facility overall ratings on the annual FIT Report will be good or exemplary |
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop plan to paint the school in two phases, implement phase 2	School Site	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6000-6999: Capital Outlay Fund 14 \$25,000
Routine maintenance and repair of facilities, including upkeep of trees	School Site	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000

LCAP Year 3: 2018-19

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| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • 100% compliance with Williams Report • All annual School Facility overall ratings on the annual FIT Report will be good or exemplary |
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete Student Restroom renovation (to 'close out' prior project	School Site	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	6000-6999: Capital Outlay Fund 14 \$50,000

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Routine maintenance and repair of facilities, including upkeep of trees	School Site	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Facilitate communication with parents to seek input into decision making, and promote parent participation in their children’s learning process	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Parent and community participation

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Family contacts: Superintendent/principal speaks with parents before/after school several days each week. He will speak with a parent from each family at least monthly. Increase parent participation in school activities Increase the use of technology for parent communication Increase in parent participation in school surveys, utilize survey results in LCAP planning and preparation Maintain a high level of parent participation as measured by survey results. Establish a baseline % of parents who access the school's app
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Technology educator will provide support for teachers in utilizing electronic communication and/or social media to communicate about classroom activities with parents	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Education Protection Act \$20,000
A district app will be made available to parents	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$1,000

		English proficient _ Other Subgroups: (Specify)	
A survey requesting input from parents about priorities will be sent to all parents.	K-6	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Survey Monkey 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$500
Along with the PTA, host two evening events related to issues relevant to parenting issues	K-6	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PTA \$1,000
Work with the PTA's social media chair to provide information about and promote both the PTA and the district	K-6	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	no associated costs.
Hold at least one Superintendent/Principal coffee chat during the school year	K-6	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PTA \$100

LCAP Year 2: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> • Family contacts: Superintendent/principal speaks with parents before/after school several days each week. He will speak with a parent from each family at least monthly. • Increase parent participation in school activities • Increase the use of technology for parent communication • Increase in parent participation in school surveys, utilize survey results in LCAP planning and preparation • Maintain a high level of parent participation as measured by survey results. • Increase the % of parents who access the school's app |
|---|---|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Technology educator will provide support for teachers in utilizing electronic communication and/or social media to communicate about classroom activities with parents	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Education Protection Act \$20,000
A district app will be made available to parents	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$1,000
A survey requesting input from parents about priorities will be sent to all parents.	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Survey Monkey 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$500

		(Specify)	
Along with the PTA, host two evening events related to issues relevant to parenting issues	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	PTA \$1,000
Work with the PTA's social media chair to provide information about and promote both the PTA and the district	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	no associated costs.
Hold at least two Superintendent/Principal coffee chats during the school year	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	PTA \$150

LCAP Year 3: 2018-19

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> • Family contacts: Superintendent/principal speaks with parents before/after school several days each week. He will speak with a parent from each family at least monthly. • Increase parent participation in school activities • Increase the use of technology for parent communication • Increase in parent participation in school surveys, utilize survey results in LCAP planning and preparation • Maintain a high level of parent participation as measured by survey results. • Increase the % of parents who access the school's app |
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Technology educator will provide support for teachers in utilizing electronic communication and/or social media to communicate about classroom activities with parents	K-6	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Education Protection Act \$20,000
A district app will be made available to parents	K-6	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$1,000
A survey requesting input from parents about priorities will be sent to all parents.	K-6	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Survey Monkey 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$500

<p>Along with the PTA, host two evening events related to issues relevant to parenting issues</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>PTA \$1,000</p>
<p>Work with the PTA's social media chair to provide information about and promote both the PTA and the district</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>no associated costs.</p>
<p>Hold at least two Superintendent/Principal coffee chats during the school year</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>PTA \$150</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Implementation of California Standards, including ELD standards, to ensure excellence in student learning for all students in all subject areas through high quality instruction	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	<ul style="list-style-type: none"> • High academic achievement and improved student performance • Educational program aligned to California Standards, excellence in student learning
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students in 3rd – 6th grades will take the Smarter Balanced Assessment annually • Students will meet or exceed performance levels established with Smarter Balanced Assessment, 2016 2016 Smarter Balanced % Meets/Exceeds CA Standards: English/Language Arts = 92%, Mathematics = 80% <ul style="list-style-type: none"> • School will meet or exceed API level established in Fall, 2016 • All students will be assessed with local measures including Dibels, Smarter Balanced Interim Assessment, STAR Reading & Math • All students will maintain or exceed performance levels from the prior year's Smarter Balanced assessment. • All teachers are familiar with ELD standards and understand and utilize those standards to support ELA instruction for all students (including English Learners) • 100% of English Learners will make at least one level of progress on the CELDT test.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will provide all teachers with ongoing professional development in the implementation of California Standards in math and ELA/ELD (Santa Ynez Valley Consortium)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000 5000-5999: Services And Other Operating Expenditures Title II \$5,000

<p>Provide a research-based, tiered Response to Intervention classroom and intervention instruction in ELA and math</p>	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Literacy Intervention Teacher on Assignment 1000-1999: Certificated Personnel Salaries Property Tax/LCFF \$80,982</p> <p>1000-1999: Certificated Personnel Salaries Title I \$10,000</p>
<p>Evaluate progress of English Learner(s)* to determine if additional/different instructional resources and staffing are needed to support academic progress.</p> <p>Hire one instructional assistant who will be assigned to ELD support. (under the direction of the Literacy Teacher on Assignment)</p> <p>LCFF/ELD Instructional Assistant to work with 'Unduplicated Students' (amount exceeds the supplemental and concentration grant funding amount of \$6,817.)</p>	K-6	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>LCFF Supplemental/Concentration Full Funding = \$7,639</p> <p>2000-2999: Classified Personnel Salaries Property Tax/LCFF \$10,000</p>
<p>Purchase software that will assist with formative assessments (Dibels, STAR Reading & Math)</p>	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Res 0000 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$3,000</p>
<p>Utilize Smarter Balanced Interim Assessments as each trimester. Incorporate interim assessments into trimester benchmarks.</p>	3-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	<p>no associated costs.</p>

		(Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students in 3rd – 6th grades will take the Smarter Balanced Assessment annually Students will meet or exceed performance levels established with Smarter Balanced Assessment, 2016 2016 Smarter Balanced % Meets/Exceeds CA Standards: English/Language Arts = 92%, Mathematics = 80% School will meet or exceed API level established in Fall, 2016 All students will be assessed with local measures including Dibels, Smarter Balanced Interim Assessment, STAR Reading & Math All students will maintain or exceed performance levels from the prior year's Smarter Balanced assessment. All teachers are familiar with ELD standards and understand and utilize those standards to support ELA instruction for all students (including English Learners) 100% of English Learners will make at least one level of progress on the CELDT test.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will provide all teachers with ongoing professional development in the implementation of California Standards in math and ELA/ELD (Santa Ynez Valley Consortium)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000 5000-5999: Services And Other Operating Expenditures Title II \$5,000
Provide a research-based, tiered Response to Intervention classroom and intervention instruction in ELA and math	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Literacy Intervention Teacher on Assignment 1000-1999: Certificated Personnel Salaries Property Tax/LCFF \$80,982 1000-1999: Certificated Personnel Salaries Title I \$10,000

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Evaluate progress of English Learner(s)* to determine if additional/different instructional resources and staffing are needed to support academic progress. Hire one instructional assistant who will be assigned to ELD support. (under the direction of the Literacy Teacher on Assignment)	K-6	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	LCFF Supplemental/Concentration Full Funding = \$7,639 2000-2999: Classified Personnel Salaries Supplementary Programs - Specialized Secondary \$10,000
Purchase software that will assist with formative assessments (Dibels, STAR Reading & Math)	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$3,000
Utilize Smarter Balanced Interim Assessments as each trimester. Incorporate interim assessments into trimester benchmarks.	3-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	no associated costs.
		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	

		Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students in 3rd – 6th grades will take the Smarter Balanced Assessment annually • Students will meet or exceed performance levels established with Smarter Balanced Assessment, 2016 2016 Smarter Balanced % Meets/Exceeds CA Standards: English/Language Arts = 92%, Mathematics = 80% • School will meet or exceed API level established in Fall, 2016 • All students will be assessed with local measures including Dibels, Smarter Balanced Interim Assessment, STAR Reading & Math • All students will maintain or exceed performance levels from the prior year's Smarter Balanced assessment. • All teachers are familiar with ELD standards and understand and utilize those standards to support ELA instruction for all students (including English Learners) • 100% of English Learners will make at least one level of progress on the CELDT test. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will provide all teachers with ongoing professional development in the implementation of California Standards in math and ELA/ELD (Santa Ynez Valley Consortium)	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000 <hr/> 5000-5999: Services And Other Operating Expenditures Title II \$5,000
Provide a research-based, tiered Response to Intervention classroom and intervention instruction in ELA and math	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Literacy Intervention Teacher on Assignment 1000-1999: Certificated Personnel Salaries LCFF \$83,000 <hr/> 1000-1999: Certificated Personnel Salaries Title I \$10,000
Evaluate progress of English Learner(s)* to determine if additional/different instructional resources and staffing are needed to support academic progress.	K-6	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners	LCFF Supplemental/Concentration Full Funding = \$7,639 2000-2999: Classified Personnel Salaries Property Tax/LCFF \$10,000

<p>Hire one instructional assistant who will be assigned to ELD support. (under the direction of the Literacy Teacher on Assignment)</p>		<p>Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Purchase software that will assist with formative assessments (Dibels, STAR Reading & Math)</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$3,000</p>
<p>Utilize Smarter Balanced Interim Assessments as each trimester. Incorporate interim assessments into trimester benchmarks.</p>	<p>3-6</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>no associated costs.</p>
		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	Support the social, emotional, and physical well being of students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Safe and healthy learning environments

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Maintain and monitor suspension and expulsion rates (Ballard School has not had any suspensions or expulsions in at least 9 years.)
- Students' sense of emotional and physical safety at school will be assessed by a survey based on the Healthy Kids Survey. (Baseline: 96% happy at this school most/all the time, 92% feel safe at this school most/all the time)
- Continue to maintain district attendance at or above 95%
- Decrease the number of students identified as chronically absent by 25%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Climate survey will be administered annually to students, parents, and staff	All staff, parents, 3rd – 6th	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no associated costs.
Activities promoting positive school climate will be implemented. (Assemblies, field trips, outside of school events, etc.)	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000 5000-5999: Services And Other Operating Expenditures PTA \$15,000

		(Specify)	
Communication to all stakeholders at start of school year regarding the importance of attendance. Consistent use of letters to families reporting on excessive absences and tardies. Participation with SARB as needed.	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no associated costs.
Continue to implement the Character Counts program with monthly recognition assemblies and student awards.	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$1,000 5000-5999: Services And Other Operating Expenditures PTA \$1,500
Investigate student management system options.	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no associated costs.
Superintendent/Principal will meet with parents of students identified as chronically absent (prior year) at the beginning of the school year. Will meet with those approaching 'chronically absent' during the school year.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no associated costs

LCAP Year 2: 2017-18

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| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> Maintain and monitor suspension and expulsion rates (Ballard School has not had any suspensions or expulsions in at least 9 years.) Students' sense of emotional and physical safety at school will be assessed by a survey based on the Healthy Kids Survey. (Baseline: 96% happy at this school most/all the time, 92% feel safe at this school most/all the time) Continue to maintain district attendance at or above 95% Decrease the number of students identified as chronically absent by 25%. |
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Climate survey will be administered annually to students, parents, staff	All staff, parents, 3rd – 6th	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	no associated costs.
Activities promoting positive school climate will be implemented. (Assemblies, field trips, outside of school events, etc.)	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000 5000-5999: Services And Other Operating Expenditures PTA \$15,000
Communication to all stakeholders at start of school year regarding the importance of attendance. Consistent use of letters to families reporting on excessive absences and tardies. Participation with SARB as needed.	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	no associated costs.

Continue to implement the Character Counts program with monthly recognition assemblies and student awards.	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$1,000 5000-5999: Services And Other Operating Expenditures PTA \$1,500
Purchase and implement student management system	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$5,000
Superintendent/Principal will meet with parents of students identified as chronically absent (prior year) at the beginning of the school year. Will meet with those approaching 'chronically absent' during the school year.		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	no associated costs

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain and monitor suspension and expulsion rates (Ballard School has not had any suspensions or expulsions in at least 9 years.) Students' sense of emotional and physical safety at school will be assessed by a survey based on the Healthy Kids Survey. (Baseline: 96% happy at this school most/all the time, 92% feel safe at this school most/all the time) Continue to maintain district attendance at or above 95% Decrease the number of students identified as chronically absent by 25%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Climate survey will be administered annually to	All staff,	<input checked="" type="checkbox"/> All	no associated costs.

<p>students, parents, staff</p>	<p>parents, 3rd – 6th</p>	<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Activities promoting positive school climate will be implemented. (Assemblies, field trips, outside of school events, etc.)</p>	<p>K-6</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures PTA \$15,000</p>
<p>Communication to all stakeholders at start of school year regarding the importance of attendance. Consistent use of letters to families reporting on excessive absences and tardies. Participation with SARB as needed.</p>	<p>K-6</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>no associated costs.</p>
<p>Continue to implement the Character Counts program with monthly recognition assemblies and student awards.</p>	<p>K-6</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$1,000</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures PTA \$1,500</p>
<p>Renew agreement for student management system</p>	<p>K-6</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners</p>	<p>5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$3,500</p>

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Superintendent/Principal will meet with parents of students identified as chronically absent (prior year) at the beginning of the school year. Will meet with those approaching 'chronically absent' during the school year.		All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	no associated costs

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	Every student will actively use technology as a tool for learning within a safe and secure digital environment.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Technology as a tool to promote learning

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Every student will actively use technology as a tool for learning within a safe and secure digital environment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Technology educator will provide support and staff development to teachers, and will teach enrichment classes to students	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Res 1400 2000-2999: Classified Personnel Salaries Education Protection Act \$20,000
Develop Technology Plan (work with group led by Santa Ynez High School)	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost included in Technology Instructor's salary. Staff time during early release Thursdays.
Effectively utilize the new 1:1 laptops (3rd – 6th), and presentation systems that were purchased in 2015/16.	K-6	<input checked="" type="checkbox"/> All OR:	no associated costs.

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Teachers make presentations about their technology use at board meetings	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no associated costs.
Effectively utilize the class set of iPads for K – 2nd grades.	K-2	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no associated costs.
Ensure technology hardware and high quality software which supports academic advancement is used by students identified as below benchmark	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$2,500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Every student will actively use technology as a tool for learning within a safe and secure digital environment.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Technology educator will provide support and staff development to teachers, and will teach enrichment classes to students	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Res 1400 2000-2999: Classified Personnel Salaries Education Protection Act \$20,000
Implement Technology Plan	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost included in Technology Instructor's salary. Staff time during early release Thursdays.
Effectively utilize the new 1:1 laptops (3rd – 6th), and presentation systems that were purchased in 2015/16.	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	no associated costs.
Teachers make presentations about their technology use at board meetings	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	no associated costs.

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Effectively utilize the class set of iPads for K – 2nd grades.	K-2	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	no associated costs.
Ensure technology hardware and high quality software which supports academic advancement is used by students identified as below benchmark	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$2,500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Every student will actively use technology as a tool for learning within a safe and secure digital environment.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Technology educator will provide support and staff development to teachers, and will teach enrichment classes to students	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Res 1400 2000-2999: Classified Personnel Salaries Education Protection Act \$20,000

Implement Technology Plan	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost included in Technology Instructor's salary. Staff time during early release Thursdays.
Effectively utilize the new 1:1 laptops (3rd – 6th), and presentation systems that were purchased in 2015/16.	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	no associated costs.
Teachers make presentations about their technology use at board meetings	K-6	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	no associated costs.
Effectively utilize the class set of iPads for K – 2nd grades.	K-2	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	no associated costs.
Ensure technology hardware and high quality software which supports academic advancement is used by students identified as below benchmark	K-6	<input checked="" type="checkbox"/> All OR:	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$2,500

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:	All pupils will participate in a broad course of study	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : To ensure all pupils participate in an enriching and appropriate course of study

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Alignment with Education Code and California Standards
- Number of enrichment classes taught during the year - at least 120 enrichment class sessions over at least 90 school days
- Number of classroom lessons taught by itinerant science teacher - at least 3/class during the year
- Number of Arts Outreach classes taught - at least 3/class during the year
- 100% student participation in the School Garden weekly

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ballard will employ and/or contract with the following part time personnel: <ul style="list-style-type: none"> • Technology educator • Music educator • School Garden educator • Science Teacher • Arts Outreach 	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Tech Educator (w/ PTA support) 1000-1999: Certificated Personnel Salaries Education Protection Act \$17,945 Music Educators (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$25,000 Music Educators (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Education Protection Act \$10,000 Garden Educator (w/ PTA support) 2000-2999: Classified Personnel Salaries Property Tax/LCFF \$6,000 Science Instructor (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$2,500 Arts Outreach (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$7,000
Students in 2nd – 6th grades may participate in after school Homework Club.	2-6	<input checked="" type="checkbox"/> All OR:	2000-2999: Classified Personnel Salaries Property Tax/LCFF \$3,500

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Students will have the opportunity to participate in a variety of before/after school enrichment classes. These may include: science, technology, art, journalism, etc.	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	materials 4000-4999: Books And Supplies PTA \$1,000
Enter into MOU with the Los Olivos School District for the education of Ballard's 8th grade students and the Solvang District for Ballard's 7th grade students	7-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7000-7439: Other Outgo Property Tax/LCFF \$190,000
Participate in the Santa Ynez Valley Special Education Consortium	K-6	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with IEP	Res 0000 7000-7439: Other Outgo Property Tax/LCFF \$85,000
Students will participate in a wide variety of enriching field trips	K-6	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000 <hr/> PTA \$15,000

		_ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Alignment with Education Code and California Standards • Number of enrichment classes taught during the year - at least 120 enrichment class sessions over at least 90 school days • Number of classroom lessons taught by itinerant science teacher - at least 3/class during the year • Number of Arts Outreach classes taught - at least 3/class during the year • 100% student participation in the School Garden weekly 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ballard will employ and/or contract with the following part time personnel: <ul style="list-style-type: none"> • Technology educator • Music educator • School Garden educator • Science Teacher • Arts Outreach 	K-6	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Tech Educator (w/ PTA support) 2000-2999: Classified Personnel Salaries Education Protection Act \$20,000 Music Educators (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$25,000 Music Educators (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Education Protection Act \$10,000 Garden Educator (w/ PTA support) 2000-2999: Classified Personnel Salaries Property Tax/LCFF \$6,000 Science Instructor (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$2,500 Arts Outreach (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$7,500
Students in 2nd – 6th grades may participate in after school Homework Club.	2-6	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Res 0000 2000-2999: Classified Personnel Salaries Property Tax/LCFF \$3,500
Students will have the opportunity to participate in a	K-6	X All -----	materials 4000-4999: Books And Supplies PTA \$1,000

<p>variety of before/after school enrichment classes. These may include: science, technology, art, journalism, etc.</p>		<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Enter into MOU with the Solvang School District for the education of Ballard's 7th & 8th grade students.</p>	<p>7-8</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>7000-7439: Other Outgo Property Tax/LCFF \$65,000</p>
<p>Participate in the Santa Ynez Valley Special Education Consortium</p>	<p>K-6</p>	<p>All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with IEP</u></p>	<p>7000-7439: Other Outgo Property Tax/LCFF \$85,000</p>
<p>Students will participate in a wide variety of enriching field trips</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000 <hr/> PTA \$15,000</p>

LCAP Year 3: 2018-19

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|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • Alignment with Education Code and California Standards • Number of enrichment classes taught during the year - at least 120 enrichment class sessions over at least 90 school days • Number of classroom lessons taught by itinerant science teacher - at least 3/class during the year • Number of Arts Outreach classes taught - at least 3/class during the year • 100% student participation in the School Garden weekly |
|--------------------------------------|--|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ballard will employ and/or contract with the following part time personnel: <ul style="list-style-type: none"> • Technology educator • Music educator • School Garden educator • Science Teacher • Arts Outreach 	K-6	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Tech Educator (w/ PTA support) 2000-2999: Classified Personnel Salaries Education Protection Act \$20,000 Music Educators (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$25,000 Music Educators (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Education Protection Act \$10,000 Garden Educator (w/ PTA support) 2000-2999: Classified Personnel Salaries Property Tax/LCFF \$6,000 Science Instructor (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$2,500 Arts Outreach (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$7,500
Students in 2nd – 6th grades may participate in after school Homework Club.	2-6	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Res 0000 2000-2999: Classified Personnel Salaries Property Tax/LCFF \$3,500
Students will have the opportunity to participate in a variety of before/after school enrichment classes. These may include: science, technology, art, journalism, etc.	K-6	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	materials 4000-4999: Books And Supplies PTA \$1,000

		Other Subgroups: (Specify)	
Enter into MOU with the Solvang School District for the education of Ballard's 7th & 8th grade students.	7-8	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7000-7439: Other Outgo Property Tax/LCFF \$65,000
Participate in the Santa Ynez Valley Special Education Consortium	K-6	All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with IEP</u>	7000-7439: Other Outgo Property Tax/LCFF \$85,000
Students will participate in a wide variety of enriching field trips	K-6	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000 PTA \$15,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Teachers will be appropriately assigned pursuant to Ed Code section 44258.9, and fully-credentialed in the subject areas and for the pupils they are teaching.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% compliance with Williams Report County Credentialing Audit (schedule to be determined) 	Actual Annual Measurable Outcomes: All students received instruction from a Highly Qualified teacher. All staff were appropriately assigned. There were no Williams complaints for at least the 9th consecutive year.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All teachers are appropriately assigned and fully credentialed. (Ballard School has met this goal since at least 2006. Additionally, Ballard has not hired a new teacher since 2008. When there is the need to hire a teacher in the future, only candidates who are fully credentialed will be considered.)	1000-1999: Certificated Personnel Salaries Property Tax/LCFF \$729,737	The school was staffed appropriately as planned. We have one teacher assigned to each grade level, as well as a credentialed RTI teacher on assignment. The average class size is 18.7 students. Effectiveness: The Ballard School staff is experienced and effective. We have not had to hire a teacher since 2008. The students do well academically and socially. The teachers and staff provide a strong academic environment, and students also participate in a wide variety of enriching activities. Ballard was named a CA Distinguished School in 2013 and a CA Gold Ribbon School in 2016.	1000-1999: Certificated Personnel Salaries Property Tax/LCFF \$731,264
	1000-1999: Certificated Personnel Salaries Title I \$10,000		1000-1999: Certificated Personnel Salaries Title I \$10,000
	3000-3999: Employee Benefits Property Tax/LCFF \$223,708		3000-3999: Employee Benefits Property Tax/LCFF \$242,354
Scope of Service	K-6	Scope of Service	K-6

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Ballard is appropriately staffed. We have no plans to hire additional teachers. All teachers are planning to return for the 2016/17 school year.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	All students will have access to standards-aligned instructional materials pursuant to Education Code section 60119.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 5 6 7 8 COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% compliance with Williams Report Instructional Materials Resolution (October, 2015 School Board Meeting) As materials that are aligned with the California Standards become available, properly review, evaluate, and purchase those materials 	Actual Annual Measurable Outcomes: *There were no Williams complaints related to instructional materials. *Instructional Materials Resolution approved by the school board in October, 2015. *Standards-based materials for mathematics purchased and utilized.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Purchase CPM (math) materials for 6th grade	Res 6300 4000-4999: Books And Supplies Lottery \$2,500	6th grade piloted the CPM materials in 14/15. They proved to be high quality and the best option available for our students to meet the standards. CPM was widely adopted with the SY Valley and utilized in the valley-wide collaborative. Effectiveness: Ballard students do well in the academic areas because we are able to provide standards based instructional materials when they are available, and enriching activities and study in other areas. Supplemental materials beyond the textbooks help bring the lessons alive.	4000-4999: Books And Supplies Lottery \$2,064

<p>Scope of Service 6th</p>		<p>Scope of Service 6th grade</p>	
<p>X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> • Work with SBCEO to reproduce Engage New York (math) units 	<p>Res 0000 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$1,200</p>	<p>The teachers decided to utilize the Eureka Mathematics program. This program is 'Engage New York' put together in modules, thus eliminating the need for teachers to duplicate the units.</p> <p>Effectiveness: Ballard students do well in the academic areas because we are able to provide standards based instructional materials when they are available, and enriching activities and study in other areas. Supplemental materials beyond the textbooks help bring the lessons alive.</p>	<p>(see below) 4000-4999: Books And Supplies Property Tax/LCFF \$13,216</p>
<p>Scope of Service K-5</p>		<p>Scope of Service K-5</p>	
<p>X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> • Research and evaluate standards aligned math materials • Pilot materials if appropriate • Adopt & purchase math materials (assuming high quality, standards 	<p>Res 0000 4000-4999: Books And Supplies Property Tax/LCFF \$17,000</p>	<p>The teachers decided to utilize the Eureka Mathematics program. This program is 'Engage New York' put together in modules, thus eliminating the need for teachers to duplicate the</p>	<p>4000-4999: Books And Supplies Property Tax/LCFF \$13,216</p>

<p>aligned materials are available.)</p>		<p>units.</p> <p>Effectiveness: Ballard students do well in the academic areas because we are able to provide standards based instructional materials when they are available, and enriching activities and study in other areas. Supplemental materials beyond the textbooks help bring the lessons alive.</p>	
<p>Scope of Service K-5</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service K-5</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> • Research and evaluate standards aligned English language arts materials • Pilot materials if appropriate 	<p>no associated costs</p>	<p>We were not thrilled with any of the E/LA materials that we reviewed. Other neighboring districts will be piloting materials next year, and we plan to investigate those programs that receive favorable reviews from our colleagues.</p> <p>Teachers continued to modify existing instructional materials to address CA Standards.</p>	<p>no associated costs</p>
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to utilize the Eureka Math materials, realizing that they will need some modification. (At times teachers felt that the materials have too much information. They will need to 'selectively abandon' portions of the materials.) The Santa Ynez Valley Professional Development Collaborative's work in 2016/ 2017 will focus on the ELD standards as a support for English/Language Arts instruction and acquisition for all students (including English Learners).		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	School facilities are maintained in good repair pursuant to Education Code section 17002 (d)		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 3 4 5 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% compliance with Williams Report All annual School Facility overall ratings on the annual FIT Report will be good or exemplary 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> *There were no Williams Complaints related to facilities (or anything else). *All annual School Facility overall ratings on the annual FIT Report were exemplary
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> Replace the school's HVAC units Repair roof on classrooms 7 & 8 Retrofit existing classroom and office lighting for more energy efficiency and better lighting 		6000-6999: Capital Outlay Fund 14 \$145,000	All of the projects were completed prior to the beginning of the school year. Effectiveness: It is a challenge to keep an older school in good condition. The board has allocated a great deal of funding in the past few years for Deferred Maintenance Hardship and energy efficiency projects. The work on the facilities continues to enhance safety and energy efficiency. By replacing our HVAC units we addressed a future problem proactively.	
Scope of Service	School Site		Scope of Service	Classrooms and Office
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<p>English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Install door hardware that locks from the inside on doors that do not have this capability</p>	<p>(Def Maint) Res 0000 6000-6999: Capital Outlay Property Tax/LCFF \$5,000</p>	<p>Project complete! Effectiveness: Having the ability to lock doors from the inside in the event of emergency brings a sense of security to staff and parents.</p>	<p>6000-6999: Capital Outlay Fund 14 \$3,685</p>
<p>Scope of Service: School Site</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service: Classrooms and Office doors that did not have the appropriate door hardware</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Routine maintenance and repair of facilities, including upkeep of trees</p>	<p>Res 0000 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000</p>	<p>A) Maintenance materials and supplies</p> <p>B) Tree trimming, drain repair, plumbing repair, pump/well inspection, mistletoe removal, lawnmower maintenance</p> <p>C) Alarm monitoring, maintenance, inspection (fire and burglar)</p> <p>Effectiveness: It is a challenge to keep an older school in good condition. The board has allocated a great deal of funding in the past few years for general upkeep and routine maintenance/repair.</p>	<p>Functn: 8100 4000-4999: Books And Supplies Property Tax/LCFF \$3,611</p> <p>Functn: 8100 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$7,371</p> <p>Functn: 8216 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$4,181</p>

Scope of Service	School Site		Scope of Service	School Site	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Ballard School is an important part of the community. We are committed to keeping the facilities clean and in good repair. It has come to our attention that we have some work to do in the student restrooms in order to 'close out' (with DSA) the playground project from a few years back. The school is also going to need to be painted in the near future.				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Facilitate communication with parents to seek input into decision making, and promote parent participation in their children's learning process		Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 5 6 <u>X</u> 7 8 COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase parent participation in school activities • Increase the use of technology for parent communication • Increase in parent participation in school surveys, utilize survey results in LCAP planning and preparation 		Actual Annual Measurable Outcomes:	<p>*Although this is difficult to measure, parent participation at Ballard remains high. Approximately 97% of the families participated in fall and winter parent/teacher conferences. School sponsored events continue to be very well attended, and parents volunteer in classrooms daily.</p> <p>*Superintendent/Principal sent out weekly update to parents via email. 4th - 6th grade teachers use 'Schoolwise' to enhance communication with parents. All teachers email parents regularly.</p> <p>*Monthly and annual surveys distributed to parents.</p> <p>*Survey response is lower than we would like. (We are developing and sending an electronic survey in July. Results will be incorporated into the LCAP.)</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
A protocol for regular classroom communication will be developed. (Message priorities with brevity and clarity.)		no associated costs	<p>The superintendent/principal sent out weekly update that included information from teachers. The email also provided updates and information about school events, LCAP goals, student assessment, and the Gold Ribbon Schools application process.</p> <p>Parents had the opportunity to provide feedback in monthly and the annual survey.</p>	

		<p>Effectiveness: Some parents feel that we are strong with communication and some feel that we communicate provide too much communication. Because of our size, parents are able to meet with superintendent/principal and teachers as needed (almost daily). This ability to provide a personal, one-to-one contact is a strong part of the culture and climate at Ballard School.</p>	
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Technology educator will assist teacher with electronic communication</p>	<p>salary Res 1400 2000-2999: Classified Personnel Salaries Education Protection Act \$20,000</p>	<p>Ballard School has an exceptional technology educator. At the beginning of the year he was working at the school approximately 3 days/week. Unfortunately, he is so good that he got another job and had to reduce his days at Ballard to approximately 1/day week.</p> <p>He assists teachers, provides troubleshooting, classrooms lessons, and after school enrichment classes. He also provides tech support related to CAASPP.</p> <p>Effectiveness: The school's network had very little downtime this year! Students had more access without interruption than they had in the past. Much of this is do to the efforts of our Technology educator. In addition to keeping things working, he is invaluable</p>	<p>2000-2999: Classified Personnel Salaries Education Protection Act \$17,945</p>

		in providing support and training to teachers, other staff, and students.	
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Investigate a district app to enhance communication.</p>	<p>no associated costs</p>	<p>We did not accomplish this, but we will address it in 2016/17.</p>	<p>no associated costs</p>
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Along with the PTA, host two evening events related to issues relevant to parenting issues</p>	<p>PTA \$1,000</p>	<p>Evening events:</p> <p>10/22: Parent social/team building, planning for the new school year.</p> <p>4/7: Connecting Ballard School's gardens to personal gardens, composting</p> <p>5/31: Nuts & bolts issues for middle school parents attending Solvang School in 2016/17</p> <p>Effectiveness: The evening meetings were all well attended and parents felt</p>	<p>PTA \$1,000</p>

		<p>the time was well spent. The team building meeting in the fall was a great way to include and involve families new to the school in the many events that take place throughout the year.</p>	
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Work with the PTA's social media chair to provide information about and promote both the PTA and the district</p>	<p>no associated costs</p>	<p>For the first time ever, the Ballard PTA had a Social Media chair. He kept the PTA's website and Facebook page up to date. The PTA's online presence assisted with parent communication and promoted PTA sponsored events like the Bard Bash.</p> <p>Effectiveness: The social media chair coordinated with the superintendent/principal to make sure that the website's messages complemented each other.</p>	<p>no associated costs</p>
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

We are fortunate to have such dedicated and involved parents and staff. We will continue to work to improve and expand upon this relationship, and will always seek to be more efficient in our communication. As mentioned above, we are developing an electronic survey that we plan to get to the parents during the month of July. Those results will be added to this LCAP and the document may be revised as needed.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Implementation of California Standards to ensure excellence in student learning for all students in all subject areas through high quality instruction		Related State and/or Local Priorities: 1 2 <u>X</u> 3 4 <u>X</u> 5 6 7 8 <u>X</u> COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students in 3rd – 6th grades will take the Smarter Balanced Assessment annually. The 2014/15 results will be used to establish a baseline moving forward. Students will meet or exceed performance levels established with Smarter Balanced Assessment, 2015 Establish district-wide API (Fall, 2016) All students will be assessed with local measures including Dibels, Smarter Balanced Interim Assessment, STAR Reading & Math Instructional alignment to California Standards is evident in every classroom 		Actual Annual Measurable Outcomes:	<p>*2014/15 Smarter Balanced results: (ELA = 82% met or exceeded, Math = 80% met or exceeded)</p> <p>*We will add the 2015/16 Smarter Balanced results when we receive them all.</p> <p>*In addition to analyzing grade levels, we will also analyze students individually.</p> <p>*Dibels, STAR Math, STAR Reading, and STAR Early Literacy benchmark assessments were utilized to document student progress and inform instruction. These results were shared with parents at two conferences, on report cards, and in a variety of meetings (student support, IRP, etc.)</p> <p>*All students participated in grade level curriculum required by the CA standards.</p>
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
The district will provide all teachers with ongoing professional development in the implementation of California Standards in math and ELA (Santa Ynez Valley Consortium)	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$20,000	Ballard teachers continued as a full participant in the Valley Schools Network that is supported by the SBCEO. Thursday early release staff meeting time focused on CA standards, instructional strategies, and classroom practices. All teachers participated in the focused collaboration and staff development related to the implementation of the CA standards. Effectiveness: It is critical for teachers	Educator Effectiveness 5000-5999: Services And Other Operating Expenditures Other \$9900 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$5,000	

		<p>to be able to work with colleagues on issues related to curriculum and instruction, especially with the implementation of the CA standards. Since Ballard only has one teacher/grade level, the professional development has allowed our teachers to collaborate with grade level colleagues from across the valley.</p>	
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide a research-based, tiered Response to Intervention classroom and intervention instruction in ELA and math</p>	<p>Literacy Intervention Teacher & classroom teachers</p> <p>Res 0000</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries Property Tax/LCFF \$739,737</p>	<p>Ballard provides a tiered intervention model for students in need of strategic or intensive intervention in ELA or mathematics. The Literacy Teacher on Assignment provides the universal screening and intervention support groups for students as needed. The classroom teachers provide the 'good first teaching' to all students.</p> <p>Effectiveness: Students in our small intervention groups are progress monitored regularly. Because we are small we are able to provide support services to students who might not qualify in larger schools.</p> <p>2014/15 Smarter Balanced results indicate:</p> <p>17% nearly meets standards in ELA & math</p>	<p>Literacy Intervention Teacher on Assignment:</p> <p>3000-3999 Employee Benefits</p> <p>1000-1999: Certificated Personnel Salaries Property Tax/LCFF \$86,201</p> <p>1000-1999: Certificated Personnel Salaries Title I \$10,000</p>

		<p>2% does not meet standards in ELA & math</p> <p>We are still waiting for the final 2015/16 results, and will include them in this LCAP.</p>	
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Evaluate progress of English Learner(s)* to determine if additional/different instructional resources and staffing are needed to support academic progress</p> <p>(Ballard had 1 English Learner and RFEP student in 2014/15)</p>	<p>Bilingual Instructional Assistant</p> <p>Res 0000</p> <p>2000-2999: Classified Personnel Salaries</p> <hr/> <p>2000-2999: Classified Personnel Salaries Supplemental \$17,200</p>	<p>Ballard had one English Learner at the beginning of the school year. That student redesignated during the course of the year.</p> <p>Four English Learners enrolled during the school year. Those students were all administered the CELDT upon their arrival to Ballard School. We will be able to analyze their CELDT results when we can compare 15/16 with 16/17.</p> <p>Effectiveness: The instructional assistant who works with the EL students also has other classroom responsibilities. Because we added 4 students this year, we will include additional funds in 16/17 to hire a person who will focus on EL support.</p>	<p>Bilingual Instructional Assistant 2000-2999: Classified Personnel Salaries Property Tax/LCFF \$17,736</p> <hr/> <p>3000-3999: Employee Benefits Property Tax/LCFF \$1,600</p>
<p>Scope of Service K-6</p>		<p>Scope of Service K-6</p>	

<p>All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Purchase software that will assist with formative assessments (Dibels, STAR Reading & Math)</p>	<p>Res 0000 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$5,000</p>	<p>We were able to purchase DibelsNext - a program that automates the administration of the Dibels assessment.</p> <p>Effectiveness: This program facilitates a more efficient administration of the Dibels assessment to each student/trimester. Based on the assessment results, the program provides information to the teachers regarding instructional grouping and strategies. It also provides invaluable feedback to parents.</p>	<p>Amplify 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$2,448</p>
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Investigate and implement the Smarter Balanced Interim Assessments.</p>	<p>no associated costs</p>	<p>The 3rd - 6th grade teachers each administered at least two interim assessments. Staff from the SBCEO worked with all teachers to introduce and implement the interim assessments.</p> <p>Effectiveness: Implementing the</p>	<p>5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$1,500</p>

		interim assessments were invaluable to the teachers and students. Teachers had a better idea about what the students needed to know and be able to do related to the CA standards and the CAASPP. In addition to training at Ballard, the interim assessments were a main focus for the Valley Networks.	
<p>Scope of Service 3-6</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service 3-6</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers will investigate and discuss differentiated instruction during Thursday staff development meetings.</p> <p>Teachers will design and implement differentiated learning opportunities based upon formative and summative assessment data.</p>	no associated costs	<p>Thursday early release staff meeting time focused on effective classroom practices and instructional strategies, including differentiated instruction.</p> <p>Teachers utilized trimester benchmark assessments, classroom assessments, and CAASPP results to differentiate instruction and address student needs.</p>	no associated costs
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
What changes in actions,	At this time last year we talked about re-organizing our LCAP around the eight state priorities. By doing so, our LCAP		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

became much more usable for us. Above we mentioned that we will be adding an additional part time staff person to work with our four EL students. This person will work closely with our Literacy TOA and will help provide a more complete intervention program.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	Support the social, emotional, and physical well being of students.	Related State and/or Local Priorities: 1 2 3 4 5 <u>X</u> 6 <u>X</u> 7 8 COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain and monitor suspension and expulsion rate (Ballard School has not had any suspensions or expulsions in at least 9 years.) Students' sense of emotional and physical safety at school will be assessed by a survey based on the Healthy Kids Survey. (Baseline: 96% happy at this school most/all the time, 92% feel safe at this school most/all the time) Continue to maintain district attendance at or above 95% Decrease chronic absenteeism by 2% 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> *No students were suspended or expelled for at least the 10th consecutive year. *Students continue to feel safe at school based on Healthy Kids Survey. (95% happy at this school most/all time, 93% feel safe at this school most/all time) *School-wide attendance continues above 95% (still working on P-Annual. Will include when that information is complete) *Number of students identified as chronic absentees = 11. (this will serve as the baseline moving forward.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Climate survey will be administered annually to students, parents, staff	no associated costs	<p>Students' sense of emotional and physical safety at school assessed by a survey based on Healthy Kids Survey.</p> <p>Electronic parent survey being developed and will be administered during July. Results will be incorporated into this LCAP.</p> <p>Staff not surveyed formally. Because of the school's small size, staff are included in all planning activities.</p> <p>Effectiveness: We strive to always improve communication and listen to all members of the school community.</p>	Survey Monkey 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$500

		<p>Focus groups held during the Gold Ribbon Schools process indicated that people feel that Ballard's school climate is a strength, and that they have the opportunity to provide input.</p>	
<p>Scope of Service All staff, parents, 3rd – 6th</p>		<p>Scope of Service All staff, parents, 3rd – 6th</p>	
<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Activities promoting positive school climate will be implemented. (Assemblies, field trips, outside of school events, etc.)</p>	<p>5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$4,000</p>	<p>We continue to offer a wide variety of field trips, assemblies, after school events, and enrichment classes. The PTA provides a great deal of support for these aspects of the school's program.</p> <p>Effectiveness: We believe that our students do well in ELA and mathematics because they have the opportunity to participate in so many enriching activities and events.</p>	<p>5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$15,000</p>
<p>Scope of Service K-6</p>		<p>Scope of Service K-6</p>	
<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
<p>Communication to all stakeholders at start of school year regarding the importance of attendance. Consistent use of letters to families reporting on excessive absences and tardies. Participation with SARB as needed.</p>	no associated costs	<p>Information about attendance is distributed to parents at the beginning of the year, and several times during the year. meetings are held with parents as needed when attendance becomes an issue.</p> <p>Ballard did not refer any students to the SARB in the 2015/16 school year.</p> <p>Effectiveness: Attendance continues to be a challenge for a small number of parents. Some families feel that vacation may take priority over school. When this is the case we do our best to have the students complete independent study, but vacation absences continues to be one of our biggest challenges.</p>	no associated costs
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
Continue to implement the Character Counts program with monthly recognition assemblies and student awards.	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$1,000	<p>The staff continues to use the Character Counts program, incorporating monthly character traits. We have two character building/anti-bullying assemblies in addition to our monthly character awards assemblies.</p> <p>Effectiveness: The Character Counts program is an effective way to address issues related to character, ethics,</p>	<p>5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$1,000</p> <p>Assemblies 5000-5999: Services And Other Operating Expenditures PTA \$1,500</p>

		morals, values, and bullying. It provides a framework around which we are able to address issues related to bullying.	
Scope of Service: K-6 <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: K-6 <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We continue to provide services and programs that are meant to enrich, support, and connect our students to school. We feel that Ballard's students do well in the core academic areas because we are able to provide so many enriching activities. The vacation absence dilemma, described above, continues to be one of our biggest challenges. The company providing the student management system that we had been using previously stopped operations in the US. Finding another system will be a priority moving forward.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	Every student will actively use technology as a tool for learning within a safe and secure digital environment.	Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 4 5 <input checked="" type="checkbox"/> 6 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Technology is integrated in K through 6th as a tool for learning across disciplines.	Actual Annual Measurable Outcomes: *All students utilize technology several times each week. *Most students access their laptops daily *Teachers and students utilize their classroom projection systems	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Technology educator will provide support and staff development to teachers, and will teach enrichment classes to students	2000-2999: Classified Personnel Salaries Education Protection Act \$20,000	Ballard School has an exceptional technology educator. At the beginning of the year he was working at the school approximately 3 days/week. Unfortunately, he is so good that he got another job and had to reduce his days at Ballard to approximately 1/day week. He assists teachers, provides troubleshooting, classrooms lessons, and after school enrichment classes. He also provides tech support related to CAASPP. Effectiveness: The school's network had very little downtime this year! Students had more access without interruption than they had in the past. Much of this is do to the efforts of our Technology educator. In addition to keeping things working, he is invaluable	2000-2999: Classified Personnel Salaries Education Protection Act \$17,495

		in providing support and training to teachers, other staff, and students.	
Scope of Service K-6 <hr/> <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		Scope of Service K=6 <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Staff will complete Digital Educator Certification	5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$2,500	We discovered that this training was not meeting our needs, and that we had more pressing issues (CA standards). Rather than moving forward with too many initiatives, we felt it important to narrow our focus a bit and continue our work on the CA standards.	no associated costs
Scope of Service All <hr/> <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		Scope of Service n/a <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Technology educator will lead the effort to develop a Technology Plan	no associated costs	As mentioned previously, the technology educator's hours at Ballard significantly decreased during the school year. The technology plan continues to be a work in progress. Santa Ynez High School will be taking the lead on this project in an effort to	no associated costs

		<p>develop a K-12 Technology Plan for all of the schools in the valley. An initial meeting was held with the superintendents in May, 2016.</p>	
<p>Scope of Service K-6</p>		<p>Scope of Service K-6</p>	
<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Effectively utilize the new 1:1 laptops (3rd – 6th), and presentation systems that were purchased in 2014-15.</p>	<p>no associated costs</p>	<p>The new laptops and projection systems were purchased and put into place prior to the beginning of the school year. The 1:1 laptop program addresses all students in 3rd - 6th grades. The projection systems were installed in all classrooms.</p> <p>Effectiveness: Teachers and students have more access to technology without interruption as a result of the laptop purchase (and previous upgrade to technology infrastructure.) All students utilize the technology for school projects. All students participate in the Hour of Code.</p>	<p>Laptops 4000-4999: Books And Supplies Property Tax/LCFF \$62,251</p>
<p>Scope of Service K-6</p>		<p>Scope of Service K-6</p>	
<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

<p>Teachers make presentations about their technology use at board meetings</p>	<p>no associated costs</p>	<p>Three teachers made board presentations about technology use during the 2015/16 school year. We will continue making board presentations in the future.</p> <p>Effectiveness: It is important for board members to know that what the teachers are doing in their classrooms, and to understand that the technology is being used effectively.</p>	<p>no associated costs</p>
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop plan for the implementation and purchase of class set of iPads in K – 2nd.</p>	<p>no associated costs purchase this year</p> <hr/> <p>Res 0000 4000-4999: Books And Supplies Property Tax/LCFF \$15,000</p>	<p>The iPads have been ordered, well be received in July, 2016, and will be in place at the beginning of the 2016/17 school year.</p> <p>Effectiveness: We believe that the iPads will be perfect for our K-2 students. The technology educator will prepare them over the summer and train the teachers in the fall. iPads will be a nice transition to the Dell computers that the students begin using in 3rd grade, as they also may be used as tablets.</p>	<p>4000-4999: Books And Supplies Property Tax/LCFF \$3,000</p> <hr/> <p>4000-4999: Books And Supplies PTA \$10,000</p>
<p>Scope of Service K-2</p>		<p>Scope of Service K-2</p>	

<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We need to use our technology educator's expertise to work with the group led by Santa Ynez High School to begin developing a technology plan. Teachers will continue making presentations at school board meetings to keep the board informed about technology utilization.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	All pupils will participate in a broad course of study		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Alignment with Education Code and California Standards • Number of students participating in enrichment classes • Number of classroom lessons taught by itinerant science teacher • Number of Arts Outreach classes taught • Student participation in the School Garden 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> *100% of teachers implementing CA standards in ELA and mathematics. *The majority of students in 1st - 6th grades participate in at least one after school enrichment class during the school year. *The itinerant science teacher taught 12 classroom science lessons and three after school science enrichment classes. *Arts Outreach taught 21 classroom sessions (6 classes/session), as well as a monthly after school enrichment class *All students participated in the school garden weekly.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Ballard will employ and/or contract with the following part time personnel: <ul style="list-style-type: none"> • Technology educator • Music educator • School Garden educator • Science Teacher • Arts Outreach 	Res 0000, 1400 Maj Obj: 2000, 3000 Education Protection Act Property Tax/LCFF PTA \$77,000		Ballard offers a robust enrichment program during the school day and outside of school. We are fortunate to have a technology educator, music educators, a school garden educator, an itinerant science teacher, and community partners like Arts Outreach. Effectiveness: These 'extras' are an important part of the culture and climate of Ballard School. We believe that our students do so well in ELA and mathematics because they have so many opportunities to participate in engaging enrichment activities.	Tech Educator (w/ PTA support) 1000-1999: Certificated Personnel Salaries Education Protection Act \$17,945 Music Educators (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$25,000 Music Educators (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Education Protection Act \$10,000 Garden Educator (w/ PTA support) 2000-2999: Classified Personnel

		<p>Enrichment programs are always a high priority for parents.</p>	<p>Salaries Property Tax/LCFF \$4,300 Science Teacher (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$1,800 Arts Outreach (w/ PTA support) 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$6.035</p>
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Students in 2nd – 6th grades may participate in after school Homework Club.</p>	<p>Res 0000 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Property Tax/LCFF \$5,000</p>	<p>Homework Club was held 3 days/week and was well attended. It was staffed by two instructional assistants (Mon - Wed) and a the resource teacher (Mon).</p> <p>Effectiveness: Homework Club is always well attended (approximately 20 students each day). It provides students the opportunity to complete assignments with assistance and on time.</p>	<p>2000-2999: Classified Personnel Salaries Property Tax/LCFF \$3,500</p>
<p>Scope of Service 2-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient</p>		<p>Scope of Service 2-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	

Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
<p>Students will have the opportunity to participate in a variety of before/after school enrichment classes. These may include: science, technology, art, journalism, etc.</p>	<p>materials PTA \$1,000</p>	<p>Enrichment classes this year included: Lego Engineering (2 sessions), Yoga (2 sessions), Arts Outreach (6 sessions), Hands-on Science (3 sessions), Valley Glee Club (year-long), YMCA Camp Ballard (1 week). These programs were well attended.</p> <p>Effectiveness: Parents and students appreciate the variety of enrichment classes that are offered during the school year. Most weeks there was something for students after school every day except Fridays.</p>	<p>materials 4000-4999: Books And Supplies PTA \$1,000</p>
<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Enter into MOU with the Los Olivos School District for the education of Ballard's 7th and 8th grade students</p>	<p>Res 0000 7000-7439: Other Outgo Property Tax/LCFF \$175,000</p>	<p>The MOU was in place for the 2015/16 school year. As noted earlier, an MOU was established with the Solvang School District for middle school services beginning in 2016/17.</p> <p>Effectiveness: Ballard and Los Olivos have and continue to have a strong relationship. Ballard's 7th and 8th graders received an outstanding education at Los Olivos. The schools will continue to work together as part of the Valley Collaborative.</p>	<p>7000-7439: Other Outgo Property Tax/LCFF \$167,500</p>

<p>Scope of Service 7-8</p>		<p>Scope of Service 7-8</p>	
<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Participate in the Santa Ynez Valley Special Education Consortium</p>	<p>Res 0000 7000-7439: Other Outgo Property Tax/LCFF \$75,000</p>	<p>Ballard continues to participate in the Santa Ynez Valley Special Education Consortium</p> <p>Effectiveness: Ballard has no areas out of compliance and will not be part of an upcoming CDE review of special education programs in the county.</p>	<p>7000-7439: Other Outgo Property Tax/LCFF \$75,000</p>
<p>Scope of Service K-6</p>		<p>Scope of Service K=6</p>	
<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with IEP</p>		<p><input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with IEP</p>	
<p>Students will participate in a wide variety of enriching field trips</p>	<p>Res 0000 5000-5999: Services And Other Operating Expenditures Property Tax/LCFF PTA \$10,000</p>	<p>All Ballard students participated in multiple field trips. Trips often tied to the grade level HSS or science curriculum, as well as trips that focused on environmental education and visual & performing arts.</p> <p>Effectiveness: Again, these 'extras' are an important part of the culture and climate of Ballard School. We believe that our students do so well in ELA and mathematics because they have so</p>	<p>5000-5999: Services And Other Operating Expenditures Property Tax/LCFF \$12,000 5000-5999: Services And Other Operating Expenditures PTA \$10,000</p>

		many opportunities to participate in engaging enrichment activities. Enrichment programs are always a high priority for parents.	
Scope of Service: K-6 <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: K-6 <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As mentioned previously, we believe this area is a strength for Ballard School. The Gold Ribbon Schools visiting team commended Ballard for all of the enriching activities that we, as a very small school, are able to provide our students.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$6,817</u>
<ul style="list-style-type: none"> * Pursuant to LCFF calculations the estimated supplemental grant is \$6,059. * Ballard School currently has 4 English Learners (EL) enrolled (2016/17 school year). Ballard has no homeless or foster youth. * Prior API and CAASPP results to not indicate an achievement gap for 'non-duplicated' students. * The RTI program, universal screening, good first teaching, and small-group/individualized intervention as appropriate address the needs of students who need support. * The bilingual instructional assistant is instruments in working with EL students and families as needed. half of her salary totals approximately \$9,000. Because she has additional classroom responsibilities, we have allocated \$10,000 to pay for a person who's main responsibility (under the direction of the Literacy/Intervention Teacher on Assignment) is to work with our EL students. 	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

0.61	%
<p>According to the LCFF and enrollment projections, Ballard will increase or improve services for unduplicated pupils by one-half of one percent in 2016-17, over services provided for all students. Current unduplicated student percentage <3% for EL and RFEP students. Although the district does not receive additional supplemental grant funds under LCFF, Ballard plans to achieve the increase of improvement in services by incorporating research based methodologies in district professional learning for all teachers. This will enable teachers to better address the needs of students at all levels as well as those from diverse backgrounds. Small group and individualized instruction, supplemental materials and instructional software are provided for unduplicated students. (2016/17 estimated supplemental and concentration funding for LCAP year = \$6,817.)</p>	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

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

(f) "Expulsion rate" shall be calculated as follows:

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