

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Briggs Elementary		
Contact Name and Title	Deborah Cuevas, Superintendent	Email and Phone	dcuevas@briggsesd.org

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Briggs School District is located in the rural, agricultural community of Santa Paula, California. It is approximately 65 miles west of Los Angeles in Ventura County at a midway point between the cities of Ventura and Santa Paula. Within the school boundaries there are no sidewalks which require all students at both sites to enter via bus transportation or parent drop off. Within the district there are two schools. Olivelihoods School (TK-4) and Briggs School (5-8). Five hundred and fifty-one students are in the district. The district has experienced a decrease in ADA for the past three years. The demographics of the district student population are 94.5% Hispanic/Latino, 5% White and 0.5% Other. Briggs' English Learner population represent 46%, Special Education represent 6%, low socioeconomic represent 75%, and foster care/homeless represent 6% of our district population. The district personnel is composed of one superintendent, two principals, 21 teachers, three teachers on special assignment, two response to intervention teachers, one resource teacher, one music teacher, 20 classified personnel and 10 After School Program activity assistants. Speech and Language services are outsourced through Ventura County SELPA and VCOE.

LCAP HIGHLIGHTS

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

New services that can be found in this year's LCAP are hiring of four single subject teachers for grades 6-8. This service is needed to expand course offerings and provide dedicated ELD support for our English learners and Long Term English learners who have consistently scored below proficient on state testing. To increase school connectedness and opportunities for meaningful participation at the middle school level we will increase opportunities for motivational speakers by year and increase opportunities for participation in club activities. Services that involve and engage parents and will continue include parent engagement opportunities such as Latino Family Literacy classes, ESL classes, bus transportation for our families to attend evening events, childcare, and after school events to promote school connectedness and opportunities for meaningful participation at the middle school level. With new teachers hired we will provide BTSA opportunities and increased staff development training as needed.

GREATEST PROGRESS

An area of progress for our district was a change in the subgroups' 2015-16 CAASPP scores compared to the prior year. Although the status for our subgroups was Low in ELA, our English Learners' scores increased significantly, our Socioeconomically Disadvantaged scores Increased, our Students with Disabilities scores Increased Significantly, our Hispanic student scores Increased, our English Learner student scores Increased and our Reclassified student scores Increased. Our Reclassified students also maintained Medium status. In Math, our subgroups status was also Low, however, all subgroups mentioned above Increased Significantly.

In 2017-18 we will continue actions and services to increase student performance for our subgroup populations. Actions that helped to decrease student performance gaps for our subgroup populations could be attributed to the increase in opportunities for social-emotional support, extra after school tutoring opportunities, parent engagement opportunities such as Latino Family Literacy program, Parent Nights, Positive Parenting classes, ESL classes and childcare that was provided to support the families in participating in school activities. Student access to current technology and the piloting of current CCSS curriculum also contributed. The increased amount of services provided for the safety and social-emotional welfare of students during the school day resulted in more students having access to an immediate response team during crisis.

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

GREATEST NEEDS

An area of improvement is with our English Learner Progress since our district was in the Red performance category. Scoring at this level was attributed to data being used from the 2012-13 and the 2013-14 school years. We did not reclassify students in the 2013-14 school year due to lack of state test scores during the transition time for CAASPP. This caused our change level to decline significantly. We anticipate this performance category to improve next year as the state compares more recent school year data. In the 2014-15 school year, we reclassified 19 students and in the 2015-16 school year, we reclassified 34 students. The district still recognizes the need to improve the English Learner performance status on the ELA and Math state indicators.

Actions to address this performance gap are:

LCAP Goal 1.1 - Continuous Professional Development Learning

Offering support to teachers to increase their knowledge base of best instructional practices in teaching EL students and other subgroup populations.

LCAP Goal 1.3 Provide extra duty pay to support rapid increase of achievement and course access.

LCAP Goal 1.4 - Provide systems of support for English learners to provide intervention as needed.

LCAP Goal 1.5 - Staffing

We are expanding our master schedule at the middle school to offer more sections of core classes, smaller class sizes, and dedicated ELD to support our EL and LTEL subgroup population.

LCAP Goal 1.6 - Purchase CCSS curriculum ELA/ELD.

LCAP Goal 1.8 - Purchase supplementary materials.

LCAP Goal 3.2 - Parent Nights to increase parental involvement in schools.

Another area of need is our district suspension rate. We scored in the Orange performance category with all students' status being High. Our status is either High or Medium for our subgroups. It should be noted that this number represents 18 students of the entire student population. . In order to address this need, the district is looking at different approaches. Research indicates that following a Restorative Justice approach strengthens school communities, prevents bullying and reduces student conflict. Many districts have seen drastic reductions in suspension and expulsion rates, as a result of implementation of these programs. The Briggs School District needs to invest in professional development to continue to further this belief. In practice, Restorative Justice follows the model of inclusion, bringing affected parties together, making amends, and reintegrating students into the classroom community. Briggs will continue to monitor suspension rates and continue to implement Restorative Justice practices to decrease suspension rates at each of our schools.

Actions to address this performance gap are:

LCAP Goal 1.1 - Continuous Professional Development learning for educators to include best instructional practices.

LCAP Goal 1.4 - Provide systems of support for Socio-Economic Disadvantaged.

LCAP Goal 1.7 - Provide BTSA to support classroom quality instruction

LCAP Goal 2.1 - Administer annual student survey to measure effective social emotional supports, safety at schools, ways to seek out help when necessary, and school promotion of a healthy lifestyle.

LCAP Goal 2.2 - Provide enrichment activities that include incentives, fieldtrips, sports and extra-curricular activities that support and promote increased participation in school events.

LCAP Goal 2.5 - Provide counseling services three days a week to increase social-emotional support for students.

LCAP Goal 2.9 - Increase student safety and security on school grounds and in the classroom.

LCAP Goal 3.2 - Parent Nights to increase parental involvement in schools.

LCAP Goal 3.3 - Transportation costs, child care for meetings as available to promote access to all school events for parents.

LCAP Goal 3.6 - Maintain communications to parents using a variety of methods.

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

t this time, all students in our district are scoring Low in both the state indicators for English Language Arts and Mathematics. In ELA, our White subgroup scored High, while all other subgroups scored Low, but either increased or increased significantly from the prior year. In Math, our White subgroup scored Medium, while all other subgroups scored either Low or Very Low. Through data analysis, our district has identified our subgroups are still reading below grade level. This has impacted their ELA and Math status and the subgroup most affected is the English Learner population, especially the long-term English Learners at the middle school.

Actions to address these performance gaps are:

PERFORMANCE GAPS

LCAP Goal 1.1 Continuous Professional Development

LCAP Goal 1.3 Provide extra duty pay to support rapid increase of achievement and course access.

LCAP Goal 1.4 Provide systems of support for English Learners, Socio-Economic disadvantaged, Foster Homeless and Special Education students to support their academic success.

LCAP Goal 1.5 - Staffing

We are expanding our master schedule at the middle school to offer more sections of core classes, smaller class sizes, and dedicated ELD to support our LTEL's.

LCAP Goal 1.6 - Adoption purchase of ELA/ELD curriculum K-8.

After piloting ELA/ELD CCSS curriculum in the 2016-2017 school year, LEA will adopt and purchase for 2017-2018 school year offering continuity in ELA/ELD CCSS instruction. Staff development training will continue to be offered to the teachers for increased mastery of instruction.

LCAP Goal 1.7- Provide BTSA programs costs and support provider stipend as needed to support classroom

LCAP Goal 1.8 - Provide NGSS, ELA/ELD and mathematics CCSS standards aligned supplementary materials.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Addressed in greatest needs section.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 6,317,248

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

\$ 1,227,389

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The LCAP does not include expenditures for administrative and support staff salaries, maintenance and operations, special education, or most classroom teachers.

\$ 5,071,883

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal #1: District will increase student achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. STAR Reading Assessment

K-5 - 55% of students will read at grade level

6-8 - 35% of students will read at grade level

2. CAASPP

Increase CAASPP results by 5% from 14-15.

Grades 3-8 - 38% of students will meet or exceed the standard in ELA.

Grades 3-8 - 25% of students will meet or exceed the standard in Math.

3. EL Reclassification

16% of EL students will be reclassified as English Proficient as determined by the CELDT, teacher reports and local assessments. This is an increase of 5% from 15-16 results.

4. Maintain and monitor attendance to achieve a rate of 97% or higher.

ACTUAL

1. STAR Reading Assessment Results:

Kindergarten = 44%

1st Grade = 40%

2nd Grade = 56%

3rd Grade = 45%

4th Grade = 50%

5th Grade = 33%

6th Grade = 21%

7th Grade = 20%

8th Grade = 19%

2. CAASPP Results

CAASPP results for 2015-16 indicate a 7% increase in ELA and a 4% increase in Math.

Grades 3-8 - 40% of students met or exceeded the standard in ELA.

5. Continue to maintain a suspension, expulsion, drop-out rate lower than Ventura County average.
6. Adopt new materials for K-5 mathematics to enhance course offerings under Common Core.
7. Pilot new materials for ELA/ELD and NGSS to enhance course offerings under Common Core.
8. All facilities will be noted in good repair as determined by the Facilities Tool.
9. Continue to provide highly qualified, properly assigned teachers in all classrooms.
10. High school drop-out rate, graduation rate, A-G, AP, EAP, API rates - Not applicable.

- Grades 3-8 - 25% of students met or exceeded the standard in Math.
3. EL Reclassification rate for 2016-2017 was 14% of English Learners reclassified as English Proficient. This included 28 students from Oliveland and eight students from Briggs.
 4. Attendance rate for 2016-2017 is 97% for the district.
 5. Suspension Rate, expulsion, drop-out rate remained lower than Ventura County average.
 6. Adopted K-5 mathematics - enVision mathematics
 7. Piloted two ELA/ELD curriculums and incorporated NGSS supplemental materials to enhance course offerings under CCSS.
 8. All facilities noted in good repair as determined by the Facilities Tool.
 9. All teachers properly assigned in all classrooms.
 10. High school drop-out rate, graduation rate, A-G, AP, EAP, API rates - Not applicable

[ACTIONS / SERVICES](#)

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

Action **1.1**

Actions/Services	<p>PLANNED</p> <p>1.1 Continuous Professional Development learning for educators on: Common Core State Standards, NGSS, project-based learning strategies, integrating technology and best instructional practices.</p>	<p>ACTUAL</p> <p>All teachers participated in a variety of professional development learning opportunities in the areas of CCSS, NGSS, project-based learning, technology, positive prevention, best instructional practices, applied behavioral analysis, STEM, Daily 5 Cafe.</p>
Expenditures	<p>BUDGETED</p> <p>Professional Services; Unrestricted \$28,000.</p>	<p>ESTIMATED ACTUAL</p> <p>Unrestricted; Certificated Salaries and Benefits \$879. Unrestricted; Travel and Conferences \$3,676.</p>

Action **1.2**

Actions/Services	<p>PLANNED</p> <p>1.2 Continue Technology - staying current on timeline for 1 to 1 student to device ratio, update technology equipment and software as necessary.</p>	<p>ACTUAL</p> <p>Classroom CD/Cassette Player with Bluetooth - 1</p> <ul style="list-style-type: none"> · Doc Cameras - 2 · External USB Slim DVD R/W Optical Drive - 6 · Laptop Carts - 9 · Laptop Screen Display - 1 · Light bulb for Projector - 3 · Projectors - 7 · USB to Stereo Audio Adapter – 9 · Computer speakers - 1 · Laptops for student use - 218
Expenditures	<p>BUDGETED</p> <p>Books and Supplies; Unrestricted \$100,000</p>	<p>ESTIMATED ACTUAL</p> <p>Restricted Federal; Non-capitalized equipment \$101,500 Unrestricted; Materials and Supplies \$6,580.</p>

Unrestricted; Non-capitalized equipment
\$108,401.
Unrestricted; Professional Services
\$52,303

Action

1.3

PLANNED

1.3 Provide extra duty pay to either new or existing participating staff, and/or professional services to support rapid increase of achievement and course access.

ACTUAL

1.3 Five teachers at Briggs provided extra support to increase student achievement through after school tutoring. Results indicate that 66 students participated in extra tutoring sessions in six week intervals over the course of the year. Subjects include science, math, robotics, writing, reading and phonics instruction. Results indicate that students benefitted from participation in tutoring as indicated in grade progress reports, Star assessment results and Achieve 3000 results. Students that participated in robotics are able to assemble a robot that meets or exceeds the requirements for a competition, this reflects a 100% increase. Math tutoring in 5th grade yielded 40% increase in students able to perform operations in fractions, decimals and whole numbers. In yearbook tutoring 59% of students increased their ability to design, proofing skills, and editing of the yearbook within the time constraints. Math tutoring in 6th grade shows improvement in students' math scores by up to 30% as demonstrated in Math Chapter tests. One student in tutoring showed 50% improvement.

At Oliveland, one teacher provided after school tutoring. Results showed eight students participated in total (some in two different sessions on two different topics) and there was improvement from pretest to posttest on 100% of the assessments.

PROFESSIONAL SERVICES:

Supplies/materials/snacks were purchased for after school tutoring, extended summer session and Rtl as needed.

Actions/Services

Expenditures

BUDGETED
 Certificated Salaries; Unrestricted
 \$25,000.
 Professional Services; Unrestricted
 \$850.
 Supplies;
 \$5,000.

ESTIMATED ACTUAL
 Unrestricted; Certificated Salaries and Benefits
 \$10,873.
 Unrestricted Materials and Supplies
 \$761

Action

1.4

Actions/Services

PLANNED
 1.4 Provide systems of support for English learners, Socio-Economic Disadvantaged, Foster Homeless, and Special Education students to support their academic success. Support is principally directed to serve our unduplicated students by determining their areas of need through assessment and provide intervention as needed.

ACTUAL
 1.4 Response to Intervention teacher provided support to 46 students at Briggs. Results indicate that many students fluctuate from participation in the program. Currently we are serving 31 students. Participation and selection of students stems directly from classroom and RTI teacher recommendation. Teachers take into account recent Accelerated Reading levels and Star assessment results. Current success indicates that students have demonstrated an 80% increase in reading rate. During the 2016/17 school year 15 (32%) students graduated the RTI program and are now currently reading at grade level.

 At Oliveland, 50 students received support and intervention. Results indicate eight students improved and no longer needed extra intervention by also maintaining progress in the regular classroom. Of the 43 students who remained in intervention, improvement was shown on 75% of the assessments from pretest to posttest.

Expenditures

BUDGETED
 Certificated; Unrestricted
 \$37,500.

 Classified; Unrestricted
 \$88,000.

ESTIMATED ACTUAL
 Unrestricted; Certificated Salaries
 \$32,395
 Unrestricted; Classified Salaries
 \$49,179
 Unrestricted; Materials and Supplies
 \$537.

Materials and Supplies; Unrestricted
\$5,000

Action **1.5**

Actions/Services

PLANNED
1.5 Continue Teacher(s) on Special Assignment

Two .60 FTE Teacher(s) on Special assignment and one
1.0 FTE Teacher on Special Assignment to support academic intervention K -8.

ACTUAL
1.5 Teachers on special assignment for the 16-17 school year

Two .60 FTE Teacher(s) on Special assignment and one
1.0 FTE Teacher on Special Assignment to support academic intervention K -8.

Expenditures

BUDGETED
Certificated Salaries; Unrestricted
\$154,700.

ESTIMATED ACTUAL
Unrestricted; Certificated Salaries and Benefits
\$176,389.

Action **1.6**

Actions/Services

PLANNED
1.6 Adopt/pilot and/or purchase Common Core curriculum in ELA/ELD and NGSS.

ACTUAL
1.6 Purchased Math adoption K-5; enVision
Piloted two ELA/ELD curriculums in the 16-17 school year.

Expenditures

BUDGETED
Books and Supplies; Unrestricted
\$50,000

ESTIMATED ACTUAL
Unrestricted; Textbooks
\$35,380.

Action **1.7**

Actions/Services

PLANNED

ACTUAL
1.7 In the current fiscal year there wasn't a need to expend additional dollars for class sizes however in 17-18 the LEA

	1.7 Create a master schedule that accommodates fluctuated class sizes in grades 7th and 8th.	will hire four (4) single subject core teachers to accommodate fluctuating class sizes in the 6-8 grades.
Expenditures	BUDGETED Certificated salaries; Unrestricted \$25,000.	ESTIMATED ACTUAL N/A

Action **1.8**

Actions/Services	PLANNED 1.8 Improve and maximize available instructional space with 21st Century furniture	ACTUAL 1.8 Purchased items to improve and maximize available instructional space include: -student desks, activity tables, kidney activity table, teacher desks, student chairs, folding chairs, and chair carts.
Expenditures	BUDGETED Materials and Supplies; Unrestricted \$135,000	ESTIMATED ACTUAL Unrestricted; Materials and Supplies \$52,208. Unrestricted; Capital Equipment \$33,943.

Action **1.9**

Actions/Services	PLANNED 1.9 Provide BTSA program costs and Support Provider stipend as needed to support classroom quality instruction	ACTUAL 1.9 A total of six (6) teachers and six (6) support providers participated in the BTSA program to support classroom quality instruction
------------------	--	--

Expenditures

BUDGETED

Certificated Salaries; Restricted
\$7,300.
Professional Services; Unrestricted/Restricted
\$21,000.

ESTIMATED ACTUAL

Certificated Salaries and Benefits
\$5818.
Restricted; Professional Services;
\$15,000.

Action **1.10**

Actions/Services

PLANNED

1.10 Purchase NGSS, ELA/ELD and mathematics Common Core State Standards aligned supplementary materials, hard-copy/online subscriptions, books and supplies and technology software to help increase student engagement and achievement

ACTUAL

1.10 Supplementary items purchased include online subscriptions, student incentive supplies, textbooks, instructional materials, scholastic magazine subscriptions, and StemScopes supplies.

Expenditures

BUDGETED

Materials and Supplies; Unrestricted
\$15,000.

ESTIMATED ACTUAL

Unrestricted; Dues and Memberships
\$108.
Unrestricted; Materials and Supplies
\$12,918
Unrestricted; Non-Capitalized equipment;
\$573.
Unrestricted; Professional Services
\$19,133.

Action **1.11**

Actions/Services

PLANNED

1.11 Administer an annual, online staff survey to determine district priorities which include; school climate student achievement, Common Core preparedness,

ACTUAL

1.11 An annual, online staff survey was issued to all certificated and classified staff to get input on district priorities.

safety and school connectedness, parental engagement, and student access.

Expenditures

BUDGETED

Professional Services; Unrestricted
\$300
Communication; Unrestricted
\$200.

ESTIMATED ACTUAL

Unrestricted; Professional Services;
\$312.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, Goal #1 was fully implemented with the intent of increasing student achievement. However, we were met with some success and some challenges. Our successes included a 7% increase in ELA CAASPP proficiency and a 4% increase in Math CAASPP proficiency. This included having all of our subgroups either Increased or Increased Significantly in their ELA and Math change. 1 to 1 technology and upgrades required not only more computers to fulfill the 1 to 1 goal but a replacement of over 50 aged computers that were not working to capacity. Other successes included our attendance rate maintaining at 97% and our intervention results showed 75% success rate at Olivelihoods and 80% at Briggs. One of the biggest challenges we still face is having the majority of our students still not reading at grade level. Many of these students not reading at grade level are our long-term English Learners. We recognize we need more support for them as they are 66.4 points below Level 3 on the ELA CAASPP. In addition, five out of twelve teachers at Briggs School had less than two years teaching experience and BTSA support was provided on a continual basis. Also, three out of twelve teachers at Briggs School were out at various times in the year with long term subs.

Another challenge included staff learning curve with two major core curriculum changes; the new math adoption that was purchased this year and piloting two different ELA/ELD curriculums

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

All actions and services attributed to slow progress towards increasing student achievement. The area where we were most effective was our change on the ELA and Math assessments. All students in ELA scored Low at 21.3 points below Level 3, but Increased by 18.1 points from the previous year. All students in Math scored Low at 55.7 points below Level 3, but Increased Significantly by 16.3 points from the previous year. Technology upgrades resulted in improved access to supplemental programs

designed to address performance gaps, CCSS e-activities, and Achieve3000 implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District invested heavily in technology upgrades as compared to the purchasing of 21st century furniture. The District will continue to upgrade and replace technology and furniture. Due to the long term absences within the small school district, staff development training was limited. Costs for certificated staff were higher than anticipated, so the District opted not to hire an instructional assistant as planned.

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

Changes in Expected Outcomes/Metrics:

Due to the performance gap of our English Learners on ELA state assessment, we have added a metric to monitor and improve the distance from Level 3. We updated the ELA and Math CAASPP metric to reflect closing in on the distance to Level 3. We have also removed the outcome of piloting/adopting curriculum as we have finished that process for both Math and ELA/ELD. We moved the suspension metric to Goal 2 and updated the metric to reflect the new state accountability measure. We moved monitoring of expulsion and drop-out rates lower than Ventura County average to Goal 2. Chronic absenteeism metric was added to reflect the new state accountability. All other metrics have continued.

Changes in Actions/Services:

Goal 1, Action 1.7 Creating a master schedule to accommodate fluctuated class sizes in grades 7 and 8 was removed and built into new Goal 1, Action 1.5 - Staffing. In order to provide dedicated ELD instruction and more offerings of Core subjects, four single subject teachers will be hired in the 17-18 school year. This is also accounted for in Goal 1, Action 1.5 - Staffing. Goal 1, Action 1.8 - 21st Century furniture was removed as a goal as it was not really tied to improving academic instruction, but continues to be a priority within the district on an annual basis.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 2</h2>	<p>Goal #2: District will promote student maintenance of a responsible, respectful, safe and healthy lifestyle.</p>
---------------------	---

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Decrease suspension incidents from 5 to 3.
2. Reduce the number of discipline referrals from 75 to 50.
3. Maintain a 91% approval rating from parents, teachers and students that indicates BESD has a positive school climate
4. Keep the number of digital citizenship violations below 5 incidents.
5. Maintain mental health service availability in schools by utilizing current counseling services and increasing nurse services from 1 day a week to 2.
6. Maintain a healthy lifestyle using the Physical Fitness Testing tool. Increase percent of students meeting 5 out of 6 standards on the

ACTUAL

1. Suspension incidents at Briggs total 18 and one at Olivelihoods.
2. The number of discipline referrals at Briggs total 129 and at Olivelihoods total 78.
3. Parent, teacher, student data from the online survey indicate a 93.4%_approval rating indicating BESD has a positive school climate.
4. Digital citizenship violations remained below 5 incidents.
5. Mental health service availability in schools remain at three days per week and the nurse service increased from 1 day to 2 days per week. One day per site.

Physical Fitness Test from 60.8 to 65% in 5th grade; 4.2% increase, and for 7th grade from 63.3% to 67.5%; a 4.2% increase.

6. Physical Fitness test was administered at the 5th and 7th grade levels to measure physical fitness. Results indicate that out of the 2016-17 student cohort 29.6% of 5th grade students met 5 out of 6 standards on the physical fitness test. 52% of 7th grade students met 5 out of 6 standards on the Physical Fitness Test.

ACTIONS / SERVICES

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

Action **2.1**

Actions/Services	PLANNED 2.1 Administer an annual online student survey (grade and 7) to measure effective social emotional supports, safety at school, ways to seek out help when necessary, and school promotion of a healthy lifestyle.	ACTUAL 2.1 An annual online student survey in grades 4 and 7 was administered to measure effective social emotional supports, safety at school, ways to seek out help when necessary, and school promotion of a healthy lifestyle. Results indicate an average score of 83.4% of students feeling secure and safe at school.
	BUDGETED See Goal 1.11	ESTIMATED ACTUAL See Goal 1.11
Expenditures		

Action **2.2**

Actions/Services	PLANNED 2.2 Increase after school experience and course access for students by providing additional hands-on supplemental materials.	ACTUAL 2.2. Afterschool experiences increased this year by providing students course access opportunities in Cross Country, Robotics, and Olympic day events. Supplies purchased included uniforms, STEM supplies, art supplies, robotic parts, and competition fees.
	BUDGETED Materials and Supplies; Unrestricted	ESTIMATED ACTUAL Unrestricted; Materials and Supplies
Expenditures		

\$1500.	\$3207. Unrestricted; Professional Services \$1392.
---------	---

Action **2.3**

Actions/Services	PLANNED 2.3 Monitor digital citizenship violations and provide guidance as needed	ACTUAL 2.3 Monthly digital citizenship monitoring was completed by each school site principal and guidance was provided where needed.
Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0

Action **2.4**

Actions/Services	PLANNED 2.4 Provide out of school enrichment opportunities aligned to Common Core State Standards.	ACTUAL 2.4 Out of School enrichment opportunities aligned to CCSS included field trips (bus transportation, registration fees, supplies) to Moorpark and Santa Barbara zoo's, Santa Barbara Botanical Gardens, Art Trek, Ronald Reagan Library and Robotics competitions.
Expenditures	BUDGETED Professional Services; Unrestricted \$7,500. Classified salaries; Unrestricted \$650.	ESTIMATED ACTUAL Unrestricted; Professional Services; \$9,030.

Action **2.5**

Actions/Services	PLANNED 2.5 Maintain Project Wisdom subscription to promote positive school culture and character development that is relevant to student needs and lifestyle.	ACTUAL 2.5 Project Wisdom subscription was updated. Administration read weekly motivational short quotes to promote positive school culture and character development that was relevant to student needs and lifestyle.
	BUDGETED Materials and Supplies; Unrestricted \$1,000.	ESTIMATED ACTUAL Unrestricted; Materials and Supplies; \$1,000

Action **2.6**

Actions/Services	PLANNED 2.6 Administer the PFT (Physical Fitness Test) in grades 5th and 7th to measure student physical fitness.	ACTUAL 2.6 PFT (Physical Fitness Test) was administered to all 5th and 7th grade students to measure student physical fitness. An analysis of the data reveals that 60% of 5th and 7th grade students are able to meet 5 out of 6 standards on the PFT assessment.
	BUDGETED \$0	ESTIMATED ACTUAL \$0

Action **2.7**

Actions/Services	PLANNED 2.7 Provide counseling services three days a week to increase social-emotional support for students	ACTUAL 2.7 Counseling services were increased from two days a week to three days a week this year due to an increase in social-emotional needs of students in grades K-8. At Orlivlands the counselor averaged a caseload of 24.7. Group sessions included social skills for girls and boys in kindergarten, an anxiety and coping skills development group, building healthy relationships (dealing with divorce, single family or extended families), anger management, bereavement and social skills groups for grades 3 and 4. One to one sessions were provided for 4 students and 10 students were discharged this year.
------------------	---	--

		At Briggs the average caseload was 17.5. Groups included social skills, leadership skills, self-esteem and developing healthy friendships, anxiety and coping skills, building healthy relationships, study skills group, building motivation and how to be successful in school. Monthly check in with parents and community sources offered. Eight community referrals provided and 3 have been successfully connected. Twelve students discharged. Suspended students were provided with targeted additional support through counseling.
Expenditures	BUDGETED Classified Salaries; Unrestricted \$51,100.	ESTIMATED ACTUAL Unrestricted; Classified Salaries \$52,577.

Action **2.8**

Actions/Services	PLANNED 2.8 Purchase Health Ed curriculum updates.	ACTUAL 2.8 Health Education curriculum updates were not needed this year.
Expenditures	BUDGETED Materials and Supplies; Unrestricted \$6,870	ESTIMATED ACTUAL \$0

Action **2.9**

Actions/Services	PLANNED 2.9 Maintain P.E. teacher as 1.0 FTE	ACTUAL 2.9 P.E. teacher was maintained at 1.0 FTE.
Expenditures	BUDGETED Certificated Salaries; Unrestricted \$59,000	ESTIMATED ACTUAL Unrestricted; Certificated Salaries \$62,943.

Action **2.10**

Actions/Services	<p>PLANNED</p> <p>2.10 Provide after school sports, athletic activities, and events</p>	<p>ACTUAL</p> <p>2.10 After school sports, athletic activities and events were provided. Cross Country team, Robotics team and Basketball were offered. Referee fees paid.</p>
Expenditures	<p>BUDGETED</p> <p>Classified Salaries; Unrestricted \$6,500.</p> <p>Materials and Supplies; Unrestricted \$1,000</p>	<p>ESTIMATED ACTUAL</p> <p>Unrestricted; Certificated Salaries \$1,629.</p> <p>Unrestricted; Materials and Supplies \$973.</p> <p>Unrestricted; Professional services \$1,630</p>

Action **2.11**

Actions/Services	<p>PLANNED</p> <p>2.11 Provide school nurse 2 days a week for 35 week provide teacher training as required and support healthy lifestyle choices of students and families</p>	<p>ACTUAL</p> <p>2.11 Nurse was hired for two days per week for 35 weeks and worked at both sites. The following is a list of duties performed:</p> <p>IEP's: Approx. 10 (health assessment update reports (Tri IEP's), Sirius health updates in present levels) attended 2 IEPs.</p> <p>504: Attended approx. 5 504's</p> <p>Vision near and distance screenings: grades K, 2, 5, 8, other grades with teacher referrals, and special education.</p> <p>Beginning of the year trainings: CPR, BloodBorne pathogens, first aid, medication administration, (next September staff is due for CPR training) Staff in charge of student with Epipens and medication on campus and on field trips need to be CPR current.</p> <p>Student specific care plans and staff trainings: Epipens, bleeding disorder (5-8)</p> <p>EpiPen training for volunteers for emergency school use</p> <p>Medication procedure training with office staff</p> <p>Medication binder set up (ongoing)</p> <p>Medication review and checks (ongoing) (nurse)</p> <p>Student alert cards for campus supervisors. Displays health</p>
------------------	--	--

		<p>concern, picture of student, and “meds in office”.</p> <p>Student first aid care/illness care (average 8-10 per work day)</p> <p>Multiple parent phone calls for follow-up on first aid/illnesses/health conditions (average of 4-8 per work day)</p> <p>Follow-up phone calls for vision referrals to parents (approx. 40)</p> <p>Community resources shared with parents (ongoing)</p> <p>Bumps bruises and blows form documentation of student injuries, first aid and parent notification.</p> <p>Serves as resource, education, advise to staff and administration for health conditions/procedures/first aid</p> <p>Support for CPS referrals and concerns</p> <p>Follow-up on incomplete immunizations (parent calls and documentation).</p> <p>Staff education on student PE limitations/accommodations</p> <p>Q system entry of all IZ’s from K-7th grade.</p> <p>Q system entries for Kinder dental and CHDP.</p> <p>Q system entries for all vision and hearing results.</p> <p>Nurse presentation during career day</p>
Expenditures	<p>BUDGETED</p> <p>Professional Services; Unrestricted</p> <p>\$43,200.</p>	<p>ESTIMATED ACTUAL</p> <p>Unrestricted; Professional Services</p> <p>\$43,200.</p>

Action **2.12**

Actions/Services	<p>PLANNED</p> <p>2.12 Increase student safety and security on school grounds and in the classroom</p>	<p>ACTUAL</p> <p>2.12 A .60 FTE campus supervisor was established at Briggs School this year to support the current safety and security needs. Campus supervisor provides extra support to current administration and is visible at all times around the perimeter of the school during school hours.</p>
Expenditures	<p>BUDGETED</p> <p>Classified Salaries; Restricted</p>	<p>ESTIMATED ACTUAL</p> <p>Unrestricted; Classified Salaries</p>

\$25,400.
Materials and Supplies; Unrestricted
\$7,700.

\$19,517
Unrestricted; Materials and Supplies
\$7,877.
Unrestricted; Professional Services
\$885.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions and services were implemented for Goal 2 with the intent of supporting a healthy physical and emotional student lifestyle. This resulted in achieving a 93.4% positive school climate rating from students, parents and staff. One success was the continued support to the social-emotional well-being of our students. Counseling services was increased to three days per week and supported an average of 25 students at the K-4 level and 18 students at the 5-8 grades. Increased counseling services resulted in group sessions included social skills for girls and boys in kindergarten, anxiety and coping skills development group, building healthy relationships (dealing with divorce, single family or extended families), anger management, bereavement and social skills groups for grades 3 and 4. One to one sessions were provided for 4 students and 10 students were discharged this year. Suspended student population was provided with targeted additional support through counseling. At Briggs the average caseload was 17.5. Groups included social skills, leadership skills, self-esteem and developing healthy friendships, anxiety and coping skills, building healthy relationships, study skills group, building motivation and how to be successful in school. Monthly check in with parents and community sources offered. Eight community referrals provided and 3 have been successfully connected. Twelve students discharged. Another success was the increased support of a school nurse from 1 day a week to 2 days a week. Services that made a big impact included but were not limited to: beginning of the year trainings for staff - CPR, BloodBorne pathogens, first aid, medication administration, Epipens and medications on campus and on field trips. Also, Afterschool experiences increased this year focusing on school connectedness and opportunities for meaningful participation for 47 students at Briggs. Out of school enrichment opportunities increased and activities included trips to Ronald Reagan library, Robotics STEM competitions, ArtTrek, registration fees, and supplies.

A challenge that was presented was from the addition of the school supervisor position. This addition, although positive, resulted in more student interaction and increased awareness of off task behaviors. This could have contributed to the increase in student discipline referrals.

Restorative Justice techniques need to be embraced and utilized by the staff as a means of corrective action for negative behaviors that are not state-mandated suspendable offenses.

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

The actions and services of increasing and maintaining nurse and counseling services were extremely effective as shown by our 93.4% positive school climate rating. Unfortunately, the actions and services did not result in decreasing the numbers of suspensions and discipline referrals. As a result, the district is analyzing the data and reasons behind the behavior challenges and adding actions to hopefully make changes in the future. This includes increasing campus supervisor by one hour to be visible towards the end of the school day, using incentives to promote student academic accountability and increasing the number of motivational speakers per year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the highly successful afterschool Robotics program there were greater expenditures than anticipated as a result of increased participation in more regional competitions than expected. In an effort to provide learning opportunities in all grade levels the District expended more money towards fieldtrips. The District did not need to update the health education curriculum so no expenditures occurred in this area.

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

Changes in Expected Outcomes/Metrics:

To reflect the new state accountability expectations in suspension rates, our metric for the district suspension rate has changed to reflect keeping the Low level of less than 2% as opposed to decreasing by a set number. Two metrics were added with the intent of positively involving students in the school setting in hopes of decreasing negative behavior. The metric of decreasing the number of discipline referrals was changed as further analysis showed that the focus needed to be on intervening with students who had multiple referrals written. The metric of monitoring expulsion and drop rates was moved from Goal 1 to Goal 2. Mental health services will be removed as a metric, but will continue as an action and service. The positive school climate approval rating will remain a metric, as well as an updated metric for the Physical Fitness Test.

Changes in Action/Services:

Action 2.4 Out of School Enrichment and 2.10 After School Events are now reflected in Action 2.2 - Provide enrichment activities that include incentives, field trips, sports and extracurricular activities that support and promote increased participation in school events. Action 2.5 Project Wisdom updates is now found in Action 2.10. Action 2.11 - Review District Discipline Policy was added to address discipline issues and create uniformity across the district.

Annual Update

LCAP Year Reviewed: XXXX-XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Goal #3: District will improve parent engagement strategies.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase family/household participation at district/school parent meetings by 5%; from 19% to 24%.
2. Increase parental involvement in committees that reflect student subgroup populations by 5%; from 7% to 12%.
3. Increase return rate for parent surveys by 5%; from 31% to 36%.

ACTUAL

1. District/school parent meetings did not show a consistent increase in participation. DELAC meeting yielded a consistent parent following of only three parents each month. PFO only maintained 3-5 parents each month. However, family/household participation at big district/school events was 83% at both Briggs and Oliveland.
2. Parents from subgroup populations represented in committees were five on School Site Council and three on DELAC.
3. Parent surveys were only issued online this year and did not yield high participation rates despite newsletter announcements, parent connect phone calls, and evening events designed to help parents with the survey. Return rate dropped to 11%.

ACTIONS / SERVICES

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

Action **3.1**

Actions/Services	3.1 Positive Parenting - three (3) sessions in English and Spanish will be offered to all parents to increase engagement in the home environment and build a positive relationship between home and school connectedness.	3.1 Three positive parenting sessions were offered to all parents and were scheduled after fall and spring parent conferences. Flyers were issued to all parents, and childcare was provided for both Spanish and English sessions. Each class maintained approximately 12 parents.
Expenditures	Professional Services; Unrestricted \$1,200	Unrestricted; Professional Services; \$1,200.

Action **3.2**

Actions/Services	3.2 Parent Nights by grade level to increase parental involvement in schools. Grade level teams will work with parent groups to facilitate acquisition of academic support skills for parents according to the needs of their students	3.2 Four parent nights were held at Briggs to increase parent involvement in schools. The grade levels that participated were 5th and 6th grades. At Oliveland, kindergarten held three parent nights.
Expenditures	Certificated Salaries; Restricted Federal \$1,500 Materials and Supplies; Restricted Federal \$800.	Restricted; Federal Materials and Supplies \$105 Unrestricted; Professional Services; \$718

Action **3.3**

Actions/Services

3.3 Transportation cost, translating cost and childcare for meetings as available to promote access to all school events for parents.

3.3 Bus transportation was provided for families to attend all open house events at Oliveland's. An average of fifty-seven (57) participants at each event utilized the free bus service.

Translating and childcare service was provided at all parent conferences and the following parent meetings: Title I Parent Involvement, DELAC, School Site Council, Positive Parenting classes, grade level parent nights, ESL parent classes and Latino Family Literacy classes.

Expenditures

Classified Salaries; Unrestricted
\$2,000.
Professional Services; Unrestricted
\$3,750.
Transfer of Direct Services; Restricted Federal
\$1,200.

Unrestricted; Classified
\$5,644.
Unrestricted; Professional Services
\$800.

Action

3.4

Actions/Services

3.4 Purchase second van. Use of passenger van at each site will support families lacking transportation to school/community functions, and provide extra support services as available and needed for students. Number of student/parent use will be increased from 34 to 50 instances per site

3.4 Second van was purchased and utilized to transport parents and students who required extra support services. Total usage averaged 42 instances per site. It should be noted that our overall district enrollment has decreased from previous year.

Expenditures

Capital Outlay; Unrestricted
\$32,000.

Unrestricted; Capital Equipment
\$32,000.

Action

3.5

Actions/Services

3.5 Latino Family Literacy program will be utilized to improve the home to school relationship and support increased student literacy for families who are low income. Level 1 and 2 will be offered at both the elementary and middle school level.

3.5 Over 17 families participated in either the elementary or middle school Latino Family Literacy Project. The goal of the program at the elementary level was to teach parents the importance of establishing a family reading routine with their children and providing parents with the skills they need to share literature and to be involved in the school process with their children. Data at the elementary level upon completion of the program indicate the following:
of parents reading at home between 0-30 minutes each day with their children increased from 44% to 85%
of parents reading informational texts at home improved from 5% to 15%.
of parents reading books from the school's library improved from 58% to 77%.
Data from the middle school was not available due to class still in progress as of this writing. Only 1 level per site was offered this year due to teacher involvement with other extra duty pay opportunities

Expenditures

Certificated Salaries; Unrestricted
\$3,100.

Unrestricted; Certificated Salaries
\$2,937.

Materials and Supplies; Unrestricted
\$4,000.

Unrestricted; Materials and Supplies
\$1,281.

Unrestricted; Professional Services
\$150.

Action

3.6

Actions/Services

3.6 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English Learner parents

3.6 English as a Second Language classes were offered twice a week for 30 weeks to parents in the Briggs School District. The class average was 22 participants. Childcare was provided

Expenditures

\$2,273.52

\$ 2,273.52

Action **3.7**

Actions/Services

<p>3.7 Increase the number of communication to parents by using a variety of methods including using surveys, emails, Parent Connect messages, monthly newsletters, and mail.</p>	<p>3.7 This year we added email messages to our Parent Connect offerings. This was a request from many parents who prefer their important school messages via email vs. phone call. Surveys, monthly newsletters, and mail were also used</p>
---	---

Expenditures

<p>Communication; Unrestricted \$1,200. Professional Services; Unrestricted \$850.</p>	<p>Unrestricted; Materials and Supplies \$380. Unrestricted; Professional Services \$12,460. Unrestricted; Communications \$580.</p>
--	--

Action **3.8**

Actions/Services

<p>3.8 Administer an annual, online parent survey to determine district priorities which include; school climate student achievement, Common Core preparedness, safety and school connectedness, parental engagement, and student access. A paper survey will also be provided upon request. Support will be provided to parents who require assistance with completing the survey</p>	<p>3.8 An online parent survey was offered to all parents this year. A paper survey was not mailed home but available upon request. Minimal parent response was received. The District provided 1 on 1 assistance, an evening event with laptops and assistance available and numerous newsletters, parent connect and email messages to complete the survey</p>
---	--

Expenditures

<p>See Goal 1.11</p>	<p>See Goal 1.11</p>
----------------------	----------------------

Action **3.9**

Actions/Services	3.9 Analyze facilities availability for parent learning center in the district to connect parents with resources for school that would not be available in the home	3.9 Long term facility availability is minimal. Stakeholder information indicated more interest in learning about resources through engagement activities, ie: parent nights, Latino Family Literacy as opposed to utilizing space at the sites.
Expenditures	\$0	\$0

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and services were utilized to achieve increased parent engagement. Successes included the interest and attendance in the Latino Family Literacy Project, Parenting classes and English classes. Use of both school vans for after school tutoring school to home transportation, parent conference shuttle, and use when necessary during school hours to accommodate a family that does not have transportation for school events since walking in the rural area is dangerous. Use of evening bus transportation for all families to attend evening events for Fall and Spring open house was utilized by several families. A challenge that remains is increasing the number of parents participating at district meetings. Since we are such a small district, it is hard to increase by huge percentages. In addition, parents mentioned interest in attending more events aimed at learning how to help their students at home. The district is looking at ways to address both of these challenges next year. Another challenge that presented itself was the return rate of parent surveys. The district tried only an online survey with on-site support events and did not receive as many surveys back as the previous year when a paper survey was offered. Next year, the district will go back to offering both types.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Pre/post data indicate parents responded well to certain types of events, like parent nights, Latino Family Literacy and English classes. They utilized the childcare and translating offered and this helped to maintain attendance. While we weren’t able to increase the percentage of families attending certain meetings, we were able to maintain attendance by those parents who represent our integral subgroups.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The District has a highly successful literacy program for parents and students that required home to school transportation provided by classified staff increasing expenditures in this area. To increase parent engagement from school to home more emphasis was placed on a new parent handbook that included all required documents in one simple book for parents. As a result costs in professional services was greater than anticipated.

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

Changes in Expected Outcomes/Metrics:

Expected outcomes now reflect stakeholder input requesting more events for parent involvement. The expected outcomes/metrics wording in #1 was changed to reflect number of events provided vs. actual parent participants. #2 outcome/metric was changed to reflect a number increase of subgroup parent population committee involvement vs. a percentage.

Changes in Actions/Services:

3.3 Transportation - transportation cost, translating cost and childcare for meetings as available. The translating portion of this action will now be found in Action 3.7 - Communication home. Action 3.4 - Van usage will be found in Action 3.3 and will be retitled as van upkeep. Action 3.9 parent learning facility was removed due to stakeholder input requesting information via parent meetings, Latino Family Literacy classes, ESL classes, etc. vs. utilizing a facility for the parents.

Stakeholder Engagement

LCAP Year 2017-18 2018-19 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The Briggs School District is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. At Briggs Elementary School District we used a variety of regular monthly meetings throughout the school year. These meetings involve various community and school groups such as SSC and DELAC organizations. These groups are advised on current LCAP goals and progress. Stakeholders are involved in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services. All meeting are presented in English and Spanish to ensure complete participation from all stakeholders.

Community Member Engagement - The following groups were actively involved in the LCAP development process described below.

District Staff:

Faculty staff meetings were held at each school site obtaining input on LCAP development. Teachers received LCAP progress on goals and development.

A web-based survey was made available to all teachers on the district website to gather stakeholder information. District Staff meeting also shared LCAP progress toward goals, and local bargaining unit input was received. District monthly meetings with administrative staff to reflect on LCAP progress.

SSC Committee:

Regular monthly meetings were established throughout the academic school year. The third Monday of each month is set as a regular meeting date for SSC meetings. LCAP progress and discussions are held regularly with this group. There are opportunities for questions and discussion at each meeting. These meetings are attended by teachers, classified personnel and parents representing subgroup populations.

DELAC:

Regular monthly meetings were established throughout the academic school year. The second Tuesday of each month is set as the regular meeting date for DELAC meetings. There are opportunities for questions and discussion at each meeting.

PFO (Parent Faculty Organization):

LCAP updates occurred during meetings on 2/22/17 and 3/15/17.

The School Board:

As an integral part of the district governance team providing local accountability, the School Board has been involved in the LCAP development and approval throughout the process.

Board meeting presentations were held on: 8/10/16, 10/12/16, 11/19/16, 3/18/17, 4/19/17, 5/5/17.

A Public Hearing on the LCAP was held on: 5/5/17.

The School Board adopted the LCAP on: 6/14/17.

Community Input:

May 5, 2017 – June 14, 2017: LCAP posted on district website with public access to all stakeholders for review comment, and/or questions. Superintendent will provide written response to questions regarding the LCAP. No comments received.

Survey Results by Constituency Group:

Parents responding - 36

Teachers responding -20

Pupils responding - 138

Classified staff responding - 6

Total Survey responses - 200

IMPACT ON LCAP AND ANNUAL UPDATE

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

The input received during the process detailed above demonstrates that stakeholders want the successful education of the district children. The Briggs School District offers a multitude of parent involvement opportunities. Parents are a key component in meaningful collaboration and participation with the school. The district offers many opportunities such as Parents Nights, Positive Parent Workshops, Latino Family Literacy, Parent Conferences, SSC meetings and DELAC meetings. A review of our attendance at these events reveal strong parent participation. For example, parent conference sign in sheets show an 83% parent participation rate at Briggs. Olivelihoods parent conference participation rate was 98% The district recognizes that by offering a variety of parent involvement opportunities, attendance to these events will further enhance our programs. The district recognizes that parents want to participate and attendance will fluctuate depending on parent work schedules. The district will monitor parent engagement and the focus will be to continue to increase the number of parents at these meetings. The Superintendent did not have any request for written responses to questions.

Primarily, the feedback demonstrated that the district should prioritize its efforts as follows:

- 1. Improvement in Support of the Basics**
- 2. Increase Student Achievement**
- 3. Increase Positive School Climate**
- 4. Improve CCSS**

These priorities result from important feedback which demonstrates that the district will implement the following changes:

Goal 1, Action 1.7 Creating a master schedule to accommodate fluctuated class sizes in grades 7 and 8 was removed and built into new Goal 1, Action 1.5 - Staffing. In order to provide dedicated ELD instruction and more offerings of Core subjects, four single subject teachers will be hired in the 17-18 school year. Goal 1, Action 1.8 - 21st Century furniture was removed as a goal as it was not really tied to improving academic instruction but continues to be a priority within the district on an annual basis.

- The district will complete its pilot implementation in ELA/ELD curriculum by purchasing new materials and providing professional development.

- Classroom technology will improve to 1:1 implementation.
- Increase communication between parents and teachers
- Continue to work on implementation of Restorative Justice practices

Goal 2: In our plan, Goal 2 Action 2.4, Out of school enrichment, provide out of school enrichment opportunities aligned to Common Core State Standards, and Action 2.10, After School Events, provide after school sports, athletic activities and events, have been incorporated into Action 2.2, under Goal 2. Action 2.5 Project Wisdom, maintain Project Wisdom subscription to promote positive school culture and character development that is relevant to students needs and lifestyle, has been changed to Action 2.10, under Goal 2. Action 2.12, Safety and Security, increase student safety and security on school grounds and in the classroom has changed to Action 2.9, under Goal 2. Action 2.11 Review District wide discipline policy and make changes as needed, has been added under Goal 2.

- School district will focus on providing character development workshops and or assemblies
- The middle school will provide a variety of meaningful opportunities to create an atmosphere of connectedness at the school site
- Provide incentives for students that are working toward promotion of a responsible, respectful, safe and healthy lifestyle.
- Increase time for campus supervisor - to continue to provide an increase to student safety and security on school grounds, provide opportunities for connectedness while on campus and to continue to enforce school policies.
- Analyze discipline policy and subsequently implement changes made district wide to create consistency across the two schools.

Goal 3: In our plan, Goal 3 Action 3.3, Transportation, lists translating cost for meetings, action has been changed to action 3.7, Communication Home. Action 3.4 Van, maintenance of the van has been incorporated into Action 3.3, under goal 3. Action 3.9, Parent Learning Center has been removed because analysis of long term facility availability is minimal. Stakeholder information indicated more interest in learning about resources through engagement activities, ie: parent nights, Latino Family Literacy as opposed to utilizing space at the sites.

- Provide a variety of school activities and opportunities for parents to continue to be involved with the school.
- Increase Parent Night opportunities at both sites
- LFLP will continue to be utilized to improve student literacy as well as offer level 1 and level 2 cohort opportunities at both elementary and middle school sites

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 1

District will increase student achievement.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

After analyzing all metrics, overall improvement is still needed in all academic areas, especially reading at grade level. The greatest need is improving the ELA achievement of our English Learners (excluding our students who have been reclassified). They are scoring Low (Yellow) on the CAASPP and are 66.4 points below Level 3. Not reading at grade level is also prohibiting them from reclassifying, which affects our Red status in English Learner Progress on the Dashboard.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
STAR Reading Assessment K-4th	47% of all K-4th students reading at grade level	55% of all K-4th students reading at grade level	60% of all K-4th students reading at grade level	65% of all K-4th students reading at grade level
STAR Reading Assessment 5th-8th	23% of all 5th-8th students reading at grade level	35% of all 5th-8th students reading at grade level	40% of all 5th-8th students reading at grade level	45% of all 5th-8th students reading at grade level
CAASPP ELA Overall	Districtwide: 40% Standards Met or Above 21.3 points below Level 3	Districtwide: 45% Standards Met or Above 11 points below Level 3	Districtwide: 50% Standards Met or Above 1 point below Level 3	Districtwide: 55% Standards Met or Above 10 points above Level 3

CAASPP Math Overall	Districtwide: 25% Standards Met or Above 55.7 points below Level 3	Districtwide: 30% Standards Met or Above 45 points below Level 3	Districtwide: 35% Standards Met or Above 35 points below Level 3	Districtwide: 40% Standards Met or Above 25 points below Level 3
CAASPP ELA English Learner - EL Only	66.4 points below Level 3	46 points below Level 3	26 points below Level 3	6 points below Level 3
District Reclassification Rate	14% of students reclassified	16% of students reclassified	18% of students reclassified	20% of students reclassified
Attendance Rate	Maintain 97% attendance rate	Maintain 97% attendance rate	Maintain 97% attendance rate	Maintain 97% attendance rate
Chronic absenteeism	19 students district-wide	14 students district-wide	9 students district-wide	5 students district-wide
Facilities	Maintain in good repair	Maintain in good repair	Maintain in good repair	Maintain in good repair
Fully credentialed teachers	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials
High School Drop-out, Graduation Rate, A-G, AP, EAP and API	N/A	N/A	N/A	N/A

PLANNED ACTIONS / SERVICES

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

Action **1.1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.1 Continuous Professional Development learning for educators on: Common Core State Standards, NGSS, project-based learning strategies, integrating technology and best instructional practices.

2018-19

New Modified Unchanged

1.1 Continuous Professional Development learning for educators on: Common Core State Standards, NGSS, project-based learning strategies, integrating technology and best instructional practices.

2019-20

New Modified Unchanged

1.1 Continuous Professional Development learning for educators on: Common Core State Standards, NGSS, project-based learning strategies, integrating technology and best instructional practices.

BUDGETED EXPENDITURES

2017-18

Amount

2018-19

Amount

2019-20

Amount

Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Certificated Salaries Travel and Conferences	Budget Reference	Certificated Salaries Travel and Conferences	Budget Reference	Certificated Salaries Travel and Conferences

Action **1.2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.2 Continue Technology - staying current on timeline for 1 to 1 student to device ratio, update technology equipment and software as necessary

2018-19

New Modified Unchanged

1.2 Continue Technology - staying current on timeline for 1 to 1 student to device ratio, update technology equipment and software as necessary.

2019-20

New Modified Unchanged

1.2 Continue Technology - staying current on timeline for 1 to 1 student to device ratio, update technology equipment and software as necessary.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$155,000.	Amount	\$100,000.	Amount	\$100,000.
Source	Restricted Federal Unrestricted	Source	Restricted Federal Unrestricted	Source	Restricted Federal Unrestricted
Budget Reference	Materials and Supplies Professional Services	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **1.3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.3 Provide extra duty pay to either new or existing participating staff, and/or professional services to support rapid increase of achievement and course access.

2018-19

New Modified Unchanged

1.3 Provide extra duty pay to either new or existing participating staff, and/or professional services to support rapid increase of achievement and course access.

2019-20

New Modified Unchanged

1.3 Provide extra duty pay to either new or existing participating staff, and/or professional services to support rapid increase of achievement and course access.

BUDGETED EXPENDITURES

2017-18

Amount

\$30,000

Source

Unrestricted

Budget Reference

Certificated Salaries
Materials and Supplies

2018-19

Amount

\$30,000.

Source

Unrestricted

Budget Reference

Certificated Salaries
Materials and
Supplies

2019-20

Amount

\$30,000.

Source

Unrestricted

Budget Reference

Certificated Salaries
Materials and Supplies

Action **1.4**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.4 Provide systems of support for English learners, Socio-Economic Disadvantaged, Foster Homeless, and Special Education students to support their academic success. Support is principally directed to serve our unduplicated students by determining their

2018-19

New Modified Unchanged

1.4 Provide systems of support for English learners, Socio-Economic Disadvantaged, Foster Homeless, and Special Education students to support their academic success. Support is principally directed to serve our unduplicated students

2019-20

New Modified Unchanged

1.4 Provide systems of support for English learners, Socio-Economic Disadvantaged, Foster Homeless, and Special Education students to support their academic success. Support is principally directed to serve our unduplicated students by determining their

areas of need through assessment and provide intervention as needed

by determining their areas of need through assessment and provide intervention as needed.

areas of need through assessment and provide intervention as needed.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$105,000.

Amount

\$105,000.

Amount

\$105,000.

Source

Unrestricted

Source

Unrestricted

Source

Unrestricted

Budget Reference

Certificated Salaries
Classified Salaries
Materials and Supplies

Budget Reference

Certificated Salaries
Classified Salaries
Materials and Supplies

Budget Reference

Certificated Salaries
Classified Salaries
Material and Supplies

Action **1.5**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

1.5 Continue Teacher(s) on Special Assignment Two .60 FTE Teacher(s) on Special assignment and one 1.0 FTE Teacher on Special Assignment to support academic intervention K -8. In addition, 4 single subject teachers will be hired to accommodate fluctuating class sizes in 6-8 grades.

1.5 Continue Teacher(s) on Special Assignment, two .60 FTE Teacher(s) on Special Assignment to support academic intervention K-8. Maintain 6-8 classes to accommodate fluctuating class sizes.

1.5 Continue Teacher(s) on Special Assignment, two .60 FTE Teacher(s) on Special Assignment to support academic intervention K-8. Maintain 6-8 classes to accommodate fluctuating class sizes.

BUDGETED EXPENDITURES

2017-18

Amount: \$498,037.
 Source: Unrestricted
 Budget Reference: Certificated Salaries

2018-19

Amount: \$498,037.
 Source: Unrestricted
 Budget Reference: Certificated Salaries

2019-20

Amount: \$498,037.
 Source: Unrestricted
 Budget Reference: Certificated Salaries

Action **1.6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.6 Purchase Common Core curriculum in ELA/ELD.

1.6 Pilot NGSS Curriculum and Yr. 2 implementation of ELA/ELD professional development

1.6 Purchase NGSS Curriculum

BUDGETED EXPENDITURES

2017-18

Amount

\$87,002.

Source

Unrestricted and Restricted State

Budget Reference

Textbooks

2018-19

Amount

\$17,100.

Source

Restricted Federal

Budget Reference

Professional Services

2019-20

Amount

\$90,000.

Source

Unrestricted and Restricted State

Budget Reference

Textbooks

Action **1.7**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.7 Provide BTSA program costs and Support Provider Stipend as needed to support classroom quality instruction

1.7 Provide BTSA program costs and Support Provider Stipend as needed to support classroom quality instruction.

1.7 Provide BTSA program costs and Support Provider Stipend as needed to support classroom quality instruction.

BUDGETED EXPENDITURES

2017-18

Amount

\$20,900

Source

Restricted; Federal and State

Budget Reference

Certificated Salaries

2018-19

Amount

\$20,900.

Source

Restricted; Federal and State

Budget Reference

Certificated Salaries

2019-20

Amount

\$20,900.

Source

Restricted; Federal and State

Budget Reference

Certificated Salaries

Action **1.8**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.8 Purchase NGSS, ELA/ELD and mathematics Common Core State Standards aligned supplementary materials, hard-copy/online subscription, books, and supplies and technology

1.8 Purchase NGSS, ELA/ELD and mathematics Common Core State Standards aligned supplementary materials, hard-copy/online subscription, books, and supplies and technology.

1.8 Purchase NGSS, ELA/ELD and mathematics Common Core State Standards aligned supplementary materials, hard-copy/online subscription, books, and supplies and technology.

BUDGETED EXPENDITURES

2017-18

Amount: \$35,000.
 Source: Unrestricted
 Budget Reference: Materials and supplies
 Professional services

2018-19

Amount: \$35,000.
 Source: Unrestricted
 Budget Reference: Materials and supplies
 Professional services

2019-20

Amount: \$35,000.
 Source: Unrestricted
 Budget Reference: Materials and supplies
 Professional services

Action **1.9**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.9 Administer an annual, online staff survey to determine district priorities which include; school climate, student achievement, Common Core preparedness, safety and school connectedness, parental engagement, and student access

1.9 Administer an annual, online staff survey to determine district priorities which include; school climate, student achievement, Common Core preparedness, safety and school connectedness, parental engagement, and student access.

1.9 Administer an annual, online staff survey to determine district priorities which include; school climate, student achievement, Common Core preparedness, safety and school connectedness, parental engagement, and student access.

BUDGETED EXPENDITURES

2017-18

Amount	\$812.
Source	Unrestricted
Budget Reference	Professional Services Communication

2018-19

Amount	\$812.
Source	Unrestricted
Budget Reference	Professional Services Communication

2019-20

Amount	\$812.
Source	Unrestricted
Budget Reference	Professional Services Communication

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
Goal 2	District will promote student maintenance of a responsible, respectful, safe and healthy lifestyle.		

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

After analyzing the district's suspension rate, the number of discipline referrals, the number of students who have multiple referrals and input from the school climate survey, the biggest need is to provide social-emotional support, behavior intervention and opportunities for students to become invested and connected to school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain Low Suspension Level on Dashboard (less than 2.0%) as a district	3.4% suspension rate	2.0% or less suspension rate	2.0% or less suspension rate	2.0% or less suspension rate
Decrease percentage of	65% of total referrals	50% of total referrals	40% of total referrals	30% of total referrals

referrals given to students who have multiple infractions				
Monitor middle school expulsion, drop-out rates	Maintain a rate lower than Ventura County average	Maintain a rate lower than Ventura County average	Maintain a rate lower than Ventura County average	Maintain a rate lower than Ventura County average
Provide school events focusing on character building	2 events a year per site	3 events a year per site	3 events a year per site	4 events a year per site
Provide middle school connectedness and opportunities for meaningful participation	4 opportunities	5 opportunities	6 opportunities	7 opportunities
Maintain a 90% approval rating for a positive school climate as determined by students, parents and staff	90% approval rating	Maintain at least a 90% approval rating	Maintain at least a 90% approval rating	Maintain at least a 90% approval rating
Maintain a healthy lifestyle using the Physical Fitness Testing tool. Maintain percent of students meeting 5 out of 6 standards on the	Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.	Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test	Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.	Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.

Physical Fitness
test in 5th and 7th



PLANNED ACTIONS / SERVICES

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

Action **2.1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.1 Administer an annual online student survey (grade 4 and 7) to measure effective social emotional supports, safety at school, ways to seek out help when necessary, and school promotion of a healthy lifestyle

2018-19

New Modified Unchanged

2.1 Administer an annual online student survey (grade 4 and 7) to measure effective social emotional supports, safety at school, ways to seek out help when necessary, and school promotion of a healthy lifestyle.

2019-20

New Modified Unchanged

2.1 Administer an annual online student survey (grade 4 and 7) to measure effective social emotional supports, safety at school, ways to seek out help when necessary, and school promotion of a healthy lifestyle.

BUDGETED EXPENDITURES

2017-18

Amount \$0

2018-19

Amount \$0

2019-20

Amount \$0

Source		Source		Source	
Budget Reference	See Goal 1, Action 1.9	Budget Reference	See Goal 1, Action 1.9	Budget Reference	See Goal 1, Action 1.9

Action **2.2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

2.2 Provide enrichment activities that include incentives, field trips, sports and extracurricular activities that support and promote increased participation in school events.

2.2 Provide enrichment activities that include incentives, field trips, sports and extracurricular activities that support and promote increased participation in school events.

2.2 Provide enrichment activities that include incentives, field trips, sports and extracurricular activities that support and promote increased participation in school events.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$22,200.

Amount \$22,200.

Amount \$22,200.

Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Certificated Salaries and Benefits Materials and Supplies Professional Services	Budget Reference	Certificated Salaries and Benefits Materials and Supplies Professional Services	Budget Reference	Certificated Salaries and Benefits Materials and Supplies Professional Services

Action **2.3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.3 Monitor digital citizenship and provide guidance as needed.

2018-19

New Modified Unchanged

2.3 Monitor digital citizenship and provide guidance as needed.

2019-20

New Modified Unchanged

2.3 Monitor digital citizenship and provide guidance as needed.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1,000.	Amount	\$1,000.	Amount	\$1,000.
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **2.4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Briggs School Specific Grade spans: 5th and 7th

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.4 Administer the PFT (Physical Fitness Test) in grades 5th and 7th to measure student physical fitness.

2018-19

New Modified Unchanged

2.4 Administer the PFT (Physical Fitness Test) in grades 5th and 7th to measure student physical fitness.

2019-20

New Modified Unchanged

2.4 Administer the PFT (Physical Fitness Test) in grades 5th and 7th to measure student physical fitness.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$0	Amount	\$0	Amount	\$0
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **2.5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.5 Provide counseling services three days a week to increase social-emotional support for students

2018-19

New Modified Unchanged

2.5 Provide counseling services three days a week to increase social-emotional support for students.

2019-20

New Modified Unchanged

2.5 Provide counseling services three days a week to increase social-emotional support for students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$52,600.	Amount	\$52,600.	Amount	\$52,600.
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Classified Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.6 Purchase Health Ed curriculum updates.

2018-19

New Modified Unchanged

2.6 Purchase Health Ed curriculum updates

2019-20

New Modified Unchanged

2.6 Purchase Health Ed curriculum updates.

BUDGETED EXPENDITURES

2017-18

Amount \$1,000.

Source

2018-19

Amount \$1,000.

Source

2019-20

Amount \$1,000.

Source

Budget Reference

Budget Reference

Budget Reference

Action 2.7

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: 6th thru 8th

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.7 Maintain P.E. teacher as 1.0 FTE; add PE aide if needed

2.7 Maintain P.E. teacher as 1.0 FTE; add PE aide if needed

2.7 Maintain P.E. teacher as 1.0 FTE; add PE aide if needed

BUDGETED EXPENDITURES

2017-18

Amount

\$107,366

Source

Unrestricted

Budget Reference

Certificated Salaries

2018-19

Amount

\$110,694

Source

Unrestricted

Budget Reference

Certificated Salaries

2019-20

Amount

\$114,148

Source

Unrestricted

Budget Reference

Certificated Salaries

Classified Salaries

Classified Salaries

Classified Salaries

Action **2.8**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.8 Provide school nurse 2 days a week for 35 week provide teacher training as required and support healthy lifestyle choices of students and families.

2018-19

New Modified Unchanged

2.8 Provide school nurse 2 days a week for 35 weeks to provide teacher training as required and support healthy lifestyle choices of students and families.

2019-20

New Modified Unchanged

2.8 Provide school nurse 2 days a week for 35 weeks to provide teacher training as required and support healthy lifestyle choices of students and families.

BUDGETED EXPENDITURES

2017-18

Amount	\$45,000.
Source	Unrestricted

2018-19

Amount	\$45,000.
Source	Unrestricted

2019-20

Amount	\$45,000.
Source	Unrestricted

Budget Reference

Professional Services

Budget Reference

Professional Services

Budget Reference

Professional Services

Action **2.9**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: Briggs School Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.9 Increase student safety and security on school grounds and in the classroom by one hour.

2018-19

New Modified Unchanged

2.9 Maintain student safety and security on school grounds and in the classroom.

2019-20

New Modified Unchanged

2.9 Maintain student safety and security on school grounds and in the classroom.

BUDGETED EXPENDITURES

2017-18

Amount

\$39,200.

Source

Unrestricted

2018-19

Amount

\$39,200.

Source

Unrestricted

2019-20

Amount

\$39,200.

Source

Unrestricted

Budget Reference

Classified Salaries
Materials and Supplies
Professional Services

Budget Reference

Classified Salaries
Materials and Supplies
Professional Services

Budget Reference

Classified Salaries
Materials and Supplies
Professional Services

Action **2.10**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.10 Project Wisdom updates

2018-19

New Modified Unchanged

2.10 Project Wisdom updates

2019-20

New Modified Unchanged

2.10 Project Wisdom updates

BUDGETED EXPENDITURES

2017-18

Amount

\$1,000.

Source

Unrestricted

2018-19

Amount

\$1,000.

Source

Unrestricted

2019-20

Amount

\$1,000.

Source

Unrestricted

Budget Reference

Materials and Supplies

Budget Reference

Materials and Supplies

Budget Reference

Materials and Supplies

Action 2.11

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.11 Review current district discipline policy

2018-19

New Modified Unchanged

2.11 Make and implement changes to district discipline policy

2019-20

New Modified Unchanged

2.11 Maintain changes to district discipline policy

BUDGETED EXPENDITURES

2017-18

Amount

\$0

Source

Budget Reference

2018-19

Amount

\$0

Source

Budget Reference

2019-20

Amount

\$0

Source

Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

Goal #3: District will improve parent engagement strategies.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

After analyzing participation at district/school parent meetings and committees and the return rate and input from parent surveys, the identified need is to increase the number of events offered to parents, maintain parent participation from our subgroups and offer both paper and online options for surveys.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase # of parent events and involvement opportunities per year	5 events and involvement opportunities	6 events and involvement opportunities	7 events and involvement opportunities	8 events and involvement opportunities
School committees will reflect parents	1 parent from subgroup population	1 parent from at least 2 subgroup populations	1 parent from at least 3 subgroup populations	maintain 1 parent from at least 3 subgroup populations

from subgroup populations				
Increase return rate for parent surveys	by 5%; from 17% to 22%	by 5%; from 22% to 27%	by 5%; from 27% to 32%	by 5%; from 32% to 37%

PLANNED ACTIONS / SERVICES

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

Action **3.1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.1 Positive Parenting - three (3) sessions in English and Spanish will be offered to all parents to increase engagement in the home environment and build a positive relationship between home and school connectedness.

2018-19

New Modified Unchanged

3.1 Positive Parenting - three (3) sessions in English and Spanish will be offered to all parents to increase engagement in the home environment and build a positive relationship between home and school connectedness.

2019-20

New Modified Unchanged

3.1 Positive Parenting - three (3) sessions in English and Spanish will be offered to all parents to increase engagement in the home environment and build a positive relationship between home and school connectedness.

BUDGETED EXPENDITURES

2017-18

Amount \$1,200.

2018-19

Amount \$1,200.

2019-20

Amount \$1,200.

Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Professional Services	Budget Reference	Professional Services	Budget Reference	Professional Services

Action **3.2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.2 Parent Nights by grade level to increase parental involvement in schools. Grade level teams will work with parent groups to facilitate acquisition of academic support skills for parents according to the needs of their students

2018-19

New Modified Unchanged

3.2 Parent Nights by grade level to increase parental involvement in schools. Grade level teams will work with parent groups to facilitate acquisition of academic support skills for parents according to the needs of their students.

2019-20

New Modified Unchanged

3.2 Parent Nights by grade level to increase parental involvement in schools. Grade level teams will work with parent groups to facilitate acquisition of academic support skills for parents according to the needs of their students.

BUDGETED EXPENDITURES

2017-18

Amount

\$2,500.

Source

Unrestricted

Budget Reference

Certificated Salaries
Materials and Supplies

2018-19

Amount

\$2,500.

Source

Unrestricted

Budget Reference

Certificated Salaries
Materials and
Supplies

2019-20

Amount

\$2,500.

Source

Unrestricted

Budget Reference

Certificated Salaries
Materials and Supplies

Action **3.3**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.3 Transportation cost, childcare for meetings as available to promote access to all school events for parents. School vans upkeep.

2018-19

New Modified Unchanged

3.3 Transportation cost, childcare for meetings as available to promote access to all school events for parents. School vans upkeep.

2019-20

New Modified Unchanged

3.3 Transportation cost, childcare for meetings as available to promote access to all school events for parents. School vans upkeep.

BUDGETED EXPENDITURES

2017-18

Amount: \$8,000.
 Source: Unrestricted
 Budget Reference: Classified Salaries, Professional Services, Materials and Supplies

2018-19

Amount: \$8,000.
 Source: Unrestricted
 Budget Reference: Classified Salaries, Professional Services, Materials and Supplies

2019-20

Amount: \$8,000.
 Source: Unrestricted
 Budget Reference: Classified Salaries, Professional Services, Materials and Supplies

Action **3.4**

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

Students to be Served: All Students with Disabilities [Specific Student Group(s)] _____
Location(s): All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served: English Learners Foster Youth Low Income
Scope of Services: LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s): All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged
 3.4 Latino Family Literacy program will be utilized to improve the home to school relationship and support increased student literacy for families

2018-19

New Modified Unchanged
 3.4 Latino Family Literacy program will be utilized to improve the home to school

2019-20

New Modified Unchanged
 3.4 Latino Family Literacy program will be utilized to improve the home to school relationship and support increased student

who are low income. Level 1 and 2 will be offered at both the elementary and middle school level.

relationship and support increased student literacy for families who are low income. Level 1 and 2 will be offered at both the elementary and middle school level.

literacy for families who are low income. Level 1 and 2 will be offered at both the elementary and middle school level.

BUDGETED EXPENDITURES

2017-18

Amount

\$5,000.

Source

Unrestricted

Budget Reference

Certificated Salaries
Materials and Supplies
Professional Services

2018-19

Amount

\$5,000.

Source

Unrestricted

Budget Reference

Certificated Salaries
Materials and Supplies
Professional Services

2019-20

Amount

\$5,000.

Source

Unrestricted

Budget Reference

Certificated Salaries
Materials and Supplies
Professional Services

Action **3.5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

3.5 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English Learner parents

3.5 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English learner parents.

3.5 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English learner parents.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$ 2,360.

Amount \$2,360.

Amount \$2,360.

Source Unrestricted

Source Unrestricted

Source Unrestricted

Budget Reference Professional Services
Materials and Supplies

Budget Reference Professional Services

Budget Reference Professional Services

Action **3.6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.6 Maintain communication to parents by using a variety of methods including using surveys, emails, Parent Connect messages, monthly newsletters, and mail.

2018-19

New Modified Unchanged

3.6 Maintain communication to parents by using a variety of methods including using surveys, emails, Parent Connect messages, monthly newsletters, and mail.

2019-20

New Modified Unchanged

3.6 Maintain communication to parents by using a variety of methods including using surveys, emails, Parent Connect messages, monthly newsletters, and mail.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Communications

Professional Services
Communications

Communications

Action **3.7**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.7 Administer an annual, online parent survey to determine district priorities which include; school climate student achievement, Common Core preparedness, safety and school connectedness, parental engagement, and student access. A paper survey will also be provided. Support will be provided to parents who require assistance with completing the survey.

2018-19

New Modified Unchanged

3.7 Administer an annual, online parent survey to determine district priorities which include; school climate student achievement, Common Core preparedness, safety and school connectedness, parental engagement, and student access. A paper survey will also be provided. Support will be provided to parents who require

2019-20

New Modified Unchanged

3.7 Administer an annual, online parent survey to determine district priorities which include; school climate student achievement, Common Core preparedness, safety and school connectedness, parental engagement, and student access. A paper survey will also be provided. Support will be provided to parents who require assistance with completing the survey.

assistance with completing the survey.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

See Goal 1, Action 1.9

2018-19

Amount

Source

Budget Reference

See Goal 1, Action 1.9

2019-20

Amount

Source

Budget Reference

See Goal 1, Action 1.9

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$ 991,347

Percentage to Increase or Improve Services:

24.58 %

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

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

With over 80% of unduplicated student subgroups enrolled in Briggs School District, the LCFF funds are used to meet the needs of all students, including foster youth, English learners, and low-income students.

The following actions and services are planned for the 2017-2018 school year to increase services to these students:

Goal 1 - Actions 1.3, 1.4. Goal 2 - 2.5, Goal 3: - 3.3, 3.4, 3.5

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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