

Introduction:**BACKGROUND:**

The Briggs School District is located in the 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. Briggs School District encompasses an area of approximately 22 miles, in a prime citrus and avocado growing area extending westward along the floor of the Santa Clara Valley and north to the foothills of the Los Padres National Forest. The location offers diversified experiences from the city, beaches, mountains and ranches. The district is located in a rural area surrounded by agricultural fields. There are no sidewalks and students must enter both sites either via bus or parent drop off. The demographics are as follows: The Briggs School District currently has two schools. Olivelihoods School (TK-4) and Briggs School (5-8). Five hundred and eighty-seven students are in the district. Hispanic/Latino students represent 93%, White 6%, Other 0%. Our English Learners represent 48.5% of our total population, special education is 6%, low income students 81%, and foster care/homeless 1% of our district population. The district personnel is composed of one superintendent, two principals, twenty-four teachers, two teachers on special assignment, two Response to Intervention teachers, one Resource teacher, one music teacher, nineteen classified personnel, and twelve After School Program activity assistants. Speech and Language teacher and psychologist are outsourced through Ventura County SELPA.

LCAP GOALS:

The 2015-2016 BESD LCAP included a total of five goals. During the 2015-2016 stakeholder engagement process, it was determined that two of the goals could be embedded into the remaining three goals already established without losing the focus towards improvement. As a result, the 2016-2017 LCAP has reduced from five major goals down to three. The three major goals and sub-goals contained in the 2016-2017 BESD LCAP are summarized below:

Goal #1: District will increase student achievement.

- 1.1 Continuous Professional Development
- 1.2 Technology updates
- 1.3 Support rapid increase of student achievement and course access
- 1.4 Provide systems of support for sub-group populations
- 1.5 Teacher(s) on Special Assignment
- 1.6 Pilot/Adopt/Purchase English Language Arts CCSS and NGSS
- 1.7 Master scheduling
- 1.8 21st Century furniture to maximize available instructional space
- 1.9 Support classroom quality instruction
- 1.10 CCSS supplementary materials (online materials, technology software, subscriptions)
- 1.11 Annual survey to determine district priorities

Goal #2: District will promote student maintenance of a responsible, respectful, safe and healthy lifestyle.

- 2.1 Annual survey for students to measure emotional support, safety, healthy lifestyles
- 2.2 Increase after school experience and course access

- 2.3 Monitor digital citizenship
- 2.4 Out of school enrichment opportunities aligned to CCSS.
- 2.5 Maintain Project Wisdom subscription to promote positive school culture and character development
- 2.6 Administer the Physical Fitness Test in grades 5 and 7
- 2.7 Counseling services
- 2.8 Purchase Health Education curriculum updates
- 2.9 Maintain full time P.E. teacher
- 2.10 Provide After School sports, athletic activities and events
- 2.11 Nurse services 2 times a week
- 2.12 Increase student safety and security on school grounds and in the classroom

Goal #3: District will improve parent engagement.

- 3.1 Positive Parenting classes
- 3.2 Parent nights
- 3.3 Transportation/translating/childcare services
- 3.4 Van purchase and use
- 3.5 Latino Family Literacy classes
- 3.6 English classes for parents
- 3.7 Parent Communication
- 3.8 Parent Survey
- 3.9 Analyze facilities availability for parent learning center

LEA: Briggs Elementary

Contact: Deborah Cuevas, Superintendent, dcuevas@briggsesd.org, (805)525-7540

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

- Announcements regarding the LCAP and the need for stakeholder engagement were made at Title I Parent Involvement meeting, Back to School Nights, monthly parent newsletter, DELAC, PFO, Latino Family Literacy meetings, notices mailed home, email, and parent connect messages.
- Multiple meetings held with each of the following stakeholder groups: Board of Trustees, District English Learner Advisory Committee, School Site Council, Briggs-Olivelihoods Parent Faculty Organization (PFO), Community members, BTA, District Principals. During these meetings 2015-2016 goals, metrics and student progress were reviewed, and input was obtained on current and potential future goals. LCAP funding priorities were addressed at various meetings as listed:
 - Board meetings: 10/14/15, 4/13/16
 - DELAC - 9/8/15, 10/6/15, 11/9/15, 1/12/16, 3/15/16, 4/5/16
 - School Site Council - 9/21/15, 10/19/15, 11/23/15, 12/4/15, 1/25/16, 2/22/16, 3/21/16, 4/25/16
 - Briggs/Olivelihoods Parent/Faculty Organization - 1/21/16, 2/18/16, 3/17/16, 4/21/16
 - District LCAP in Action - 10/15, 3/16
 - District meeting - 4/20/16
 - BTA consultation - 1/21/16, 4/25/16
 - Superintendent Written Responses to LCAP - There were no comments made by stakeholder groups that necessitated written comments or response by the Superintendent
 - Public Hearing - May 11, 2016
 - Board Approval - June 8, 2016
 - A comprehensive, anonymous, on-line and hard copy available survey was issued to all parents, students in grades 4 and 7, administration and classified employees to assist in developing the LCAP funding priorities and determine positive climate. The survey was administered and yielded a 31% participation rate. Survey results were shared in meetings with all stakeholder groups and discussions were held to review current and future LCAP goals and revisions.

There was an overall positive response from all stakeholders regarding the direction of the current LCAP and the majority of the actions remain the same. The top three district priorities that emerged from survey results were as follows.

- Increase student achievement on state tests and improved English Learner programs.
- Increase student engagement (attendance and graduation)
- Support the Basics (quality teachers, maintained facilities, availability of educational material and technology)

As a result of feedback at various stakeholder meetings and top priorities the following was determined:

- There was an overlap in our five goals. Discussion found that Goals #3 and #5 could be embedded into the other three goals.
- The new three goals suggested: Goal #1 - District will increase student achievement, Goal #2 - District will promote student maintenance of a responsible, respectful, safe and healthy lifestyle, Goal #3 - District will improve parent engagement strategies.
- Key discussion points revolved around
 - Need for a second van to provide transportation for parents and school related events. This is addressed in Action 3.4.
 - Need to increase nurse services; one day at each site; this is addressed in Action 2.11.
 - Increase and change emphasis on English learner achievement and an increase of support and dedicated ELD time at each site; this is addressed in Action 1.4
 - Need to improve safety and security at both sites; this is addressed in Action 2.12.

<p>Annual Update:</p> <p>Stakeholders were consulted in the progress toward the 2015-2016 LCAP goals in the following ways:</p> <p>Throughout the year the District communicated with stakeholders regarding implementation of LCAP strategies and the progress towards goals. The District presented student achievement data to all stakeholders, including STAR assessments, CAASPP results, CELDT testing results, and reclassification of English learners.</p> <p>Discussions with School Board:</p> <p>Throughout the year the Superintendent communicated the progress towards the LCAP goals. The following information was shared out with the School Board:</p> <ul style="list-style-type: none"> • School nurse hired - 8/12/15 • General Induction program (BTSA) was initiated - 9/9/15 • Open House will be held at both schools with bus run at Olivelihoods for parents - 9/9/15 • Report on LCAP progress to date - 10/14/15 • English Learning classes for parents are being offered - 10/14/15 • Professional Development workshops are being offered for Deibels, Lexia and Achieve 3000 - 10/14/15 • Rosetta Stone Spanish language licenses have been purchased for teachers and staff - 10/14/15 • Robotic's Tutoring has been initiated at Briggs School - 10/14/15 • Academic Probation students are being offered tutoring at Briggs - 10/14/15 • Math Tutoring is being offered at Briggs - 10/14/15 • Student participation in field trips to university to promote on-going education, meet and greet with the men who inspired the motion picture McFarland, USA - 10/14/15 • Parent Conferences will be scheduled in November, translators available -11/12/15 	<p>Annual Update:</p> <p><u>Goal #1: Increase student achievement in ELA and Math</u></p> <p>As a result of ongoing discussions at various meetings, stakeholders were presented with Achieve 3000 results, Star results, Lexia Core 5, CAASPP baseline data and CELDT results for ELL population, as well as redesignation rates for the district. Data determined that in each grade level more than half of the students are not reading at grade level and are not meeting the standards on the CAASPP. This data, as well as stakeholder input, supported our need to continue the goal of increasing student achievement and the majority of its actions.</p> <p>Reclassification rate for the district was 11.7% which did not meet our 15% goal. At Briggs - out of seventy-five (75) students who met the first requirement of the reclassification criteria, only nine (9) met the remaining requirements. At Olivelihoods - out of thirty-six (36) students who met the first requirement, twenty (25) students met the remaining requirements. This data and stakeholder input supports a need to pursue a long-term English learner curriculum at Briggs School as well as providing dedicated ELD time.</p> <p>Stakeholder input indicated the need for professional development learning to support the implementation of CCSS, ELD and NGSS.</p> <p>Stakeholders want to continue to develop the district's technology infrastructure and technology integration with classroom devices. The district will increase professional development opportunities in the area of technology and technology integration.</p> <p>There remains overwhelming support to continue with Response to Intervention and Teachers on Special Assignment to increase course access and rapid intervention with reading as a priority.</p> <p>Goal #2: District will promote a respectful, responsible, engaging and inclusive environment for all students, staff and parents.</p>

- Achieve 3000 parent meeting set up - 11/12/15
- Field trip to the local oil museum - 11/12/15
- 21st Century Learning furniture was ordered for both school sites - 11/12/15
- Band and Strings participated in a field trip to play at Bonaventure Senior home - 11/12/15
- Robotics team to participate in upcoming Bakersfield competition - 11/12/15
- Parent Conferences were held at both sites with translators available - 12/9/15
- RTI program has been implemented at Olivelihoods for six weeks to 60 students utilizing TOSA and RTI teacher - 12/9/15
- Music program participating in field trips to play at events off campus - 12/9/15
- Field trips to Hansen Trust and Ronald Reagan Library - 12/9/15
- Field trips to Art Museum and fire department - 1/9/16
- Consultant to provide Positive Parenting workshops to improve district parent engagement strategies - 1/20/16
- Latino Family Literacy Project will be visiting UCSB in March - 2/10/16
- 60 Laptops purchased for Briggs and Olivelihoods - 2/10/16
- Briggs Robotics Team to compete in Bakersfield - 2/10/16
- 3rd Grade Family Night was held and 45 families participated - 2/10/16
- Update on on-going teacher staff development workshops - 2/10/16
- Counseling program is operating at maximum capacity at Briggs - 2/10/16
- Tutoring session progress update shared - 2/10/16
- The Latino Family Literacy Project will take 60 parents on the field trip to UCSB - 2/10/16
- 6th Grade students participated in the field trip to the Getty Museum - 3/9/16
- The Robotics program shared the robot that was created for the Bakersfield competition - 3/9/16
- LCAP Board presentation update - 3/9/16
- Parent Conferences are held this week with translators - 3/9/16
- Kindergarten Family Night held on February 25th, three teachers participated at Olivelihoods - 3/9/16

Discussions with School Site Council:

Data indicates a decrease in discipline incidents in both referrals and suspensions. Survey results showed the majority of teachers, students and parents agree that there is a positive school climate districtwide. Survey results also indicate that increasing student engagement is a top priority. To continue reaching these goals and outcomes, the following actions will remain the same; a student survey will continue to be administered to get feedback, enrichment opportunities will continue to be provided in ASES and through out-of-school opportunities and digital citizenship awareness will continue as a priority as the technology focus increases. Project Wisdom will also continue to promote a positive school culture. The one action that will be eliminated is Spanish classes for teachers. No teachers needed extra classes as Rosetta Stone for Spanish was purchased using Title I funds through School Site Council and fifteen (15) staff members are using this program. Student stakeholders expressed the need for an increase in enrichment opportunities outside of school and having a variety of athletic and team sport opportunities.

Goal #3 - The District will promote student maintenance of a healthy lifestyle, including physical activity, healthy eating and emotional well-being.

Physical, mental and emotional health was supported in a variety of ways and many of these actions will continue. Eighty-nine percent (89%) of students feel better about school due to the counseling services they receive. 60.8% of 5th graders and 63.3% of 7th graders met 5 out of the 6 physical fitness standards. As a result, the PFT will continue to be administered, as well as having a full-time PE teacher at Briggs. Input from stakeholders indicated a request to focus on 5th and 7th only for Physical Fitness testing as required by the California Department of Education. Therefore, increasing the PFT to include 6th grade in the 16-17 school year will be removed as an action. Counseling services three days a week will continue districtwide. Health education curriculum will again be purchased to educate students, after school sports and events and the school nurse support will be increased to two (2) days per week for 35 weeks from one day a week. Action 3.2 will be eliminated from the 2016-2017 LCAP; reviewing and maintaining the district wellness policy. While this action will not be included any longer, it will still occur as a function by the Board of Trustees and School Site Council annual review process. An action that will be added is Action 2.12 - to increase student safety and security on school grounds and in the classroom. Survey results showed supporting the basics (such as

Throughout the school year SSC meeting were held and the following topics were discussed.

- Reviewed CAASPP progress and shared data results with committee - 9/21/15
- Analyzed student data for Achieve 3000, reviewed CAASPP data results, and shared out progress on the towards LCAP goals - 10/19/15
- Student data shared with the committee while reviewing Single School Plan and determined LCAP alignment - 11/23/15
- Reviewed Achieve 3000 student data with the committee - 11/23/15
- Approved the Single School Plan for student achievement - 12/14/15
- Reviewed progress toward LCAP goals -1/25/16
- Achieve 3000 student progress was reviewed by the committee - 2/22/16
- Reviewed LCAP survey results and District School Safety Plan - 2/22/16
- Reviewed LCAP plan, District School Safety Plan, and Wellness Policy - 4/25/16

Discussions with DELAC:

Throughout the school year DELAC meetings were held and the following topics were presented and discussed.

- English Classes will be offered to parents, 9/8/15
- LCAP Update was presented to parents, 10/6/15
- Achieve 3000 software parent presentation that included login information for parents and student progress, 10/6/15
- CELDT and Reclassification review - 11/9/15, 1/12/16
- Review of Safety Plan, LCAP Plan, LCAP Parent Survey results shared, 3/15/16
- Review of LCAP Goals and upcoming CAASPP Assessments, 4/5/16
- Review of LCAP plan 4/26/16

Draft Goals presented and input solicited:

- School board meeting - March 2016
- District meeting - April 2016

(maintained facilities) as a top priority.

All stakeholder groups appreciated the availability of the counselor to address the socio-emotional needs of our students and the increase of the number of students serviced. Stakeholder groups saw the need to continue to focus on school safety using Restorative Justice techniques. A second component to school safety involved the discussion to increase adult supervision for students on the playground.

*NOTE - Year 3, Goal 3 action 3.5 and 3.4 are out of numerical order, however, their Actions/Services, Scope of Service, Pupils to be served and budgeted expenditures are correct.

Goal #4 - Improve district parent engagement strategies.

Family participation, including those from specific subgroups and the return rate of parent surveys increased this school year. As a result, we will continue with the following actions, changes and additions.

Positive parenting classes will be offered again in both English and Spanish. Parent nights by grade level, transportation, daycare and translating will also be available at all school events to encourage active family participation. Latino Family Literacy Project and English classes will again be offered for our Spanish speaking parents and families. Communication will continue to go home in a variety of ways including newsletters, flyers, website, mass phone calls, mail and emails. A parent survey will also continue to be administered to get essential feedback.

In the 2015-16 LCAP, Action 4.4 - use of the van, emphasized increasing the number of passengers. However, due to our district's small size, for the 2016-17 LCAP, a more effective measure of its use would be to determine the number of instances the van is used, rather than the number of passengers. The use of the district van will continue to be encouraged to increase parent availability and participation at school events.

Goal #5 - District instructional materials, facilities, and teaching assignment will promote excellence.

Survey results from staff and parents showed a top priority as supporting the basics which included having quality teachers, maintaining facilities and having the availability of additional materials

- School Site Council - April 2016
- DELAC - April 2016

and technology. From this information, almost all actions will continue.

Common Core curriculum for ELA and NGSS will be pursued to pilot in the 2016-17 LCAP. In addition, supplementary supplies, subscriptions and technology software will be purchased to supplement curriculum as needed. Teacher credentialing will continue to be analyzed for an efficient master schedule and beginning teachers will continue to get support through BTSA and BESD. Twenty-first (21st) century furniture will be purchased to maximize instructional space. An annual survey will continue to be administered to staff to prioritize needs and provide crucial feedback. Through the parent survey, only 20% of parents showed interest in a district funded preschool program, so the action to pursue a preschool program, at this time, will be eliminated. Sixty-three (63%) of parents showed interest in a parent learning center, so this action will continue to analyze facilities for availability. However, it will be moved to the new Goal #3 in the 2016-17 LCAP: District will improve parent engagement strategies, as Action #3.9.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils

using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil

engagement, and school climate)?

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

GOAL:	Goal #1: District will increase student achievement.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: N/A
Identified Need:	After analyzing state test scores, 33% of students met or exceeded the ELA standard and 20% of students met or exceeded the mathematics standard as a districtwide average. Local benchmark data indicated that in all grade levels more than half of the students were reading below grade level. The district's reclassification rate is 11.7% and the attendance rate is 97%. From this data, increasing student achievement and providing all the necessary tools in order for students to be successful continues to be an identified need of the district.	
Goal Applies to:	Schools: LEA Wide	
	Grades: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:

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. 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.
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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

<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>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted 28,000.</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>LEA Wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Books and Supplies; Unrestricted 100,000.</p>
<p>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.</p>	<p>LEA Wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries; Unrestricted 25,000. Profesional Services; Unrestricted 850. Supplies; 5,000.</p>

<p>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.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated; Unrestricted 37,500. Classified; Unrestricted 88,000. Materials and Supplies; Unrestricted 5,000.</p>
<p>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.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries; Unrestricted 154,700.</p>
<p>1.6 Adopt/pilot and/or purchase Common Core curriculum in ELA/ELD and NGSS.</p>	<p>LEA Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Books and Supplies; Unrestricted 50,000.</p>

1.7 Create a master schedule that accommodates fluctuated class sizes in grades 7th and 8th.	Briggs School Grades: 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated salaries; Unrestricted 25,000.
1.8 Improve and maximize available instructional space with 21st Century furniture.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies; Unrestricted 135,000.
1.9 Provide BTSA program costs and Support Provider stipend as needed to support classroom quality instruction.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salaries; Restricted 7,300. Professional Services; Unrestricted/Restricted 21,000.

<p>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.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted 15,000.</p>
<p>1.11 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.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted 300. Communication; Unrestricted 200.</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. <u>STAR Reading Assessment</u> K-5 - 60% of students will read at grade level 6-8 - 40% of students will read at grade level 2. <u>CAASPP</u> Increase CAASPP results by 5% from 15-16. Grades 3-8 - 43% of students will meet or exceed the standard in ELA Grades 3-8 - 30% of students will meet or exceed the standard in Math 3. 21% of EL students will be reclassified as English Proficient as determined by CELDT, teacher reports and local assessments. This is an increase of 5% from 16-17. 4. Maintain attendance rate of 97%, or greater. Maintain cases to SARB at 0. 5. Continue to maintain a suspension, expulsion, drop-out rate lower than Ventura County average. 6. Monitor implementation of the 2016-17 K-5 adopted mathematics curriculum through local benchmarks and CAASPP results. 7. Adopt new materials for ELA/ELD to enhance course offerings under Common Core. 8. All facilities will be noted in good repair as determined by the Facilities Tool. 9. Two or fewer teachers in grades K-8 will be assigned to classrooms that require special board approval. 10. High school drop-out rate, graduation rate, A-G, AP, EAP, API rates - Not applicable. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1.1 Continuous Professional Development learning for educators on: Common Core Standards, NGSS, project-based learning strategies, integrating technology and best instructional practices.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted 28,000.</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>LEA Wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Books and Supplies; Unrestricted 100,000.</p>
<p>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.</p>	<p>LEA Wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries; Unrestricted 25,000. Professional Services; Unrestricted 850. Supplies; 5,000.</p>

<p>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.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated; Unrestricted 37,500. Classified; Unrestricted 88,000. Materials and Supplies; Unrestricted 5,000.</p>
<p>1.5 Continue Teacher(s) on Special Assignment Two .60 FTE teachers on special assignment and one 1.0 FTE teacher on special assignment to support academic intervention K-8.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries; Unrestricted 175,000.</p>
<p>1.6 Adopt/Purchase CCSS in ELA/ELD and NGSS.</p>	<p>LEA Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Books and Supplies; Unrestricted 100,000.</p>

<p>1.7 Create master schedule that accommodates fluctuated class sizes in grades 7th and 8th.</p>	<p>Briggs School Grades: 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated salaries; Unrestricted 25,000.</p>
<p>1.8 Improve and maximize available instructional space with 21st century furniture.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted 135,000.</p>
<p>1.9 Provide BTSA program costs and Support Provider stipend as needed to support classroom quality instruction.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries: Restricted 7,300. Professional Services; Unrestricted/Restricted 21,000.</p>

<p>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.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted 15,000.</p>
<p>1.11 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.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted 300. Communication; Unrestricted 200.</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. <u>STAR Reading Assessment</u> K-5 - 65% of students will read at grade level 6-8 - 45% of students will read at grade level 2. <u>CAASPP</u> Increase CAASPP results by 5% from 16-17. Grades 3-8 - 48% of students will meet or exceed the standard in ELA Grades 3-8 - 35% of students will meet or exceed the standard in Math 3. 26% of English learner students will be reclassified as English Proficient as determined by the CELDT, teacher reports and local assessments. This is an increase of 5% from 17-18. 4. Maintain attendance rate of 97%, or greater. Maintain cases to SARB at 0. 5. Continue to maintain a suspension, expulsion, drop-out rate lower than Ventura County average. 6. Monitor implementation of the 2016-17 K-5 adopted mathematics curriculum through local benchmarks and CAASPP results. 7. Monitor implementation of the 2017-18 ELA adopted ELA/ELD curriculum through local benchmarks and CAASPP results. 8. All facilities will be noted in good repair as determined by the Facilities Tool. 9. Two or fewer teachers in grades K-8 will be assigned to classrooms that require special board approval. 10. High school drop-out rate, graduation rate, A-G, AP, EAP, API rates - Not applicable. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</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>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted 28,000.</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>LEA Wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Books and Supplies; Unrestricted 100,000.</p>
<p>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.</p>	<p>LEA Wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries; Unrestricted 25,000. Professional Services; Unrestricted 850. Supplies; 5,000.</p>

<p>1.4 Provide systems of support for English learners, Socio-Economic disadvantaged, Foster/Homeless and special education students to support their academic success.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated; Unrestricted 37,500. Classified; Unrestricted 88,000. Materials and Supplies; Unrestricted 5,000.</p>
<p>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.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries; Unrestricted 175,000.</p>
<p>1.6 Adopt/purchase Common Core curriculum in ELA/ELD and NGSS.</p>	<p>LEA Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>140,000.</p>

1.7 Create a master schedule that accommodates fluctuated class sizes in grades 7 and 8.	Briggs School Grades: 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salaries; Unrestricted 25,000.
1.8 Improve and maintain available instructional space with 21st century furniture.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies; Unrestricted 100,000.
1.9 Provide BTSA program costs and Support Provider stipend as needed to support classroom quality instruction.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salaries; Restricted 5,000. Professional Services; Unrestricted/Restricted 15,000.

<p>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.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted 15,000.</p>
<p>1.11 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.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted 300. Communication; Unrestricted 200.</p>

GOAL:	Goal #2: District will promote student maintenance of a responsible, respectful, safe and healthy lifestyle.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 X6 _7 X8 Local: N/A
Identified Need:	After analyzing the district's suspension rate, the number of discipline referrals, school climate survey, and results from the Physical Fitness Test, identified needs are to have all students be active, positive participants in their learning environment and personal emotional and physical wellness.		
Goal Applies to:	Schools:	LEA Wide	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 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 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. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

2.1 Administer an annual online student survey (grades 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.	LEA Wide Grades: 4th, 7th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Goal 1.11
2.2 Increase after school experience and course access for students by providing additional hands-on supplemental materials.	LEA Wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies; Unrestricted 1500.
2.3 Monitor digital citizenship violations and provide guidance as needed.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	0

2.4 Provide out of school enrichment opportunities aligned to Common Core State Standards.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional Services; Unrestricted 7,500. Classified salaries; Unrestricted 650.
2.5 Maintain Project Wisdom subscription to promote positive school culture and character development that is relevant to student needs and lifestyle.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies; Unrestricted 1,000.
2.6 Administer the PFT (Physical Fitness Test) in grades 5th and 7th to measure student physical fitness.	Briggs School Grades: 5th, 7th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	0

2.7 Provide counseling services three days a week to increase social-emotional support for students.	LEA Wide Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Classified Salaries; Unrestricted 51,100.
2.8 Purchase Health Ed curriculum updates.	LEA Wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials and Supplies; Unrestricted 6,870.
2.9 Maintain P.E. teacher as 1.0 FTE.	Briggs School Grades: 7th, 8th	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries; Unrestricted 59,000.

<p>2.10 Provide after school sports, athletic activities, and events.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries; Unrestricted 6,500. Materials and Supplies; Unrestricted 1,000.</p>
<p>2.11 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.</p>	<p>LEA Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Professional Services; Unrestricted 43,200.</p>
<p>2.12 Increase student safety and security on school grounds and in the classroom.</p>	<p>LEA Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries; Restricted 25,400. Materials and Supplies; Unrestricted 7,700.</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Decrease suspension incidents from 3 to 2. 2. Decrease the number of discipline referrals from 50 to 40. 3. Maintain a 91% approval rating from parents, teachers, and students that indicates BESD has a positive school climate. 4. Maintain the number of digital citizenship violations below 3 incidents. 5. Maintain Mental Health service availability in schools by utilizing counseling and nurse services. 6. Increase percent of students in 5th and 7th grades meeting 5 of 6 standards on the Physical Fitness Testing. Fifth grade will improve by 5% from 15-16 percentage. Seventh grade will improve by 5 % from 15-16 percentage. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Administer an annual online student survey (grades 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.	LEA Wide Grades: 4th, 7th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Goal 1.11
2.2 Increase after school experience and course access for students by providing additional hands-on supplemental materials.	LEA Wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies; Unrestricted 1,500.

<p>2.3 Monitor digital citizenship violations and provide guidance as needed.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0</p>
<p>2.4 Provide out of school enrichment opportunities aligned to Common Core State Standards.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted 7,500. Classified salaries; Unrestricted 650.</p>
<p>2.5 Maintain Project Wisdom subscription to promote positive school culture and character development that is relevant to student needs and lifestyle.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies; Unrestricted 1,000.</p>

2.6 Administer the PFT Physical Fitness Test in grades 5th and 7th to measure student physical fitness.	Briggs School Grades: 5th, 7th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	0
2.7 Provide counseling services three days a week to increase social-emotional support for students.	LEA Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	Classified Salaries; Unrestricted 54,000.
2.8 Purchase Health Ed curriculum updates.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and supplies; Unrestricted 6,870.
2.9 Maintain P.E. teacher as 1.0 FTE.	Briggs School Grades: 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salaries; Unrestricted 59,000.

2.10 Provide after school sports, athletic activities, and events.	LEA Wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Classified Salaries; Unrestricted 6,500. Materials and Supplies; Unrestricted 1,000.
2.11 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.	LEA Wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Professional Services; Unrestricted 43,200.
2.12 Increase student safety and security on school grounds and in the classroom.	LEA Wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Classified Salaries; Restricted 25,400. Materials and Supplies; Unrestricted 7,700.
LCAP Year 3			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Decrease suspension incidents to 1. 2. Decrease the number of discipline referrals from 40 to 30. 3. Maintain a 91% approval rating from parents, teachers, and students that indicates BESD has a positive school climate. 4. Maintain the number of digital citizenship violations below 3 incidents. 5. Maintain Mental Health service availability in schools by utilizing counseling and nurse services. 6. Increase percent of students in 5th and 7th grades meeting 5 of 6 standards on the Physical Fitness Testing. Fifth grade will improve by 5% from 16-17 percentage. Seventh grade will improve by 5% from 16-17 percentage. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Administer an annual online student survey (grades 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.	LEA Wide Grades: 4th, 7th	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials and Supplies; Unrestricted 1,500.
2.2 Increase after school experience and course access for students by providing additional hands-on supplemental materials.	LEA Wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials and Supplies; Unrestricted 1,500.

2.3 Monitor digital citizenship violations and provide guidance as needed.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	0
2.4 Provide out of school enrichment opportunities aligned to Common Core State Standards.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional Services; Unrestricted 7,500. Classified Salaries; Unrestricted 650.
2.5 Maintain Project Wisdom subscription to promote positive school culture and character development that is relevant to student needs and lifestyle.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies; Unrestricted 1,000.

2.6 Administer the PFT (Physical Fitness Test) in grades 5 and 7 to measure student physical fitness.	Briggs School Grades: 5th, 7th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	0
2.7 Provide counseling services three days a week to increase social-emotional support for students.	LEA Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	Classified Salaries; Unrestricted 54,000.
2.8 Purchase Health Ed. curriculum updates.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies; Unrestricted 6,870.
2.9 Maintain P.E. teacher as 1.0 FTE.	Briggs School Grades: 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salaries; Unrestricted 59,000.

2.10 Provide after school sports, athletic activities, and events.	LEA Wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Classified Salaries; Unrestricted 6,500. Materials and Supplies; Unrestricted 1,000.
2.11 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.	LEA Wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Professional Services; Unrestricted 43,200.
2.12 Increase student safety and security on school grounds and in the classroom.	LEA Wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Classified Salaries; Restricted 25,400. Materials and Supplies; Unrestricted 7,700.

GOAL:	Goal #3: District will improve parent engagement strategies.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local: N/A
Identified Need:	After analyzing participation at district/school parent meetings and committees and the return rate of parent surveys, the identified need is to increase family/household participation at district/school parent meetings and have parents that reflect subgroup populations participate consistently on required committees.		
Goal Applies to:	Schools:	LEA Wide Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 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%. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	LEA Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional Services; Unrestricted 1,200.

<p>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.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries; Restricted Federal 1,500 Materials and Supplies; Restricted Federal 800.</p>
<p>3.3 Transportation cost, translating cost and childcare for meetings as available to promote access to all school events for parents.</p>	<p>LEA Wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Salaries; Unrestricted 2,000. Professional Services; Unrestricted 3,750. Transfer of Direct Services; Restricted Federal 1,200.</p>

<p>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.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Capital Outlay; Unrestricted 32,000.</p>
<p>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.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries; Unrestricted 3,100. Materials and Supplies; Unrestricted 4,000.</p>
<p>3.6 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English Learner parents.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>0</p>

<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>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Communication; Unrestricted 1,200. Professional Services; Unrestricted 850.</p>
<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.</p> <p>A paper survey will also be provided upon request. Support will be provided to parents who require assistance with completing the survey.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See Goal 1.11</p>
<p>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.</p>	<p>LEA Wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>0</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p>1. Increase family/household participation at district/school parent meetings by 5%; from 24% to 29%.</p> <p>2. Increase parental involvement in committees that reflect student subgroup populations by 5%; from 12% to 17%.</p> <p>3. Increase return rate for parent surveys by 5%, from 36% to 41%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services; Unrestricted 1,200.</p>
<p>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.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries; Restricted Federal 1,500. Materials and Supplies; Restricted Federal 800.</p>

<p>3.3 Transportation cost, translating cost and childcare for meetings as available to promote access to all school events for parents.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries; Unrestricted 2,000. Professional Services; Unrestricted 3,750. Transfer of Direct Services; Restricted Federal 1,200.</p>
<p>3.4 Increase number of student/parent van use from 50 to 75 instances per site.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Materials and Supplies; Unrestricted 3,000.</p>
<p>3.5 Latino Family Literacy Project will be utilized to improve the home to school relationship and support increased student literacy for families who are low income.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries; Unrestricted 3,100. Materials and Supplies; Unrestricted 4,000.</p>

<p>3.6 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English learner parents.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>0</p>
<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>LEA Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Communication; Unrestricted 1,200. Professional Services; Unrestricted 850.</p>
<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.</p> <p>A paper survey will also be provided upon request. Volunteer support will be provided to parents who require assistance with completing the survey.</p>	<p>LEA Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>See Goal 1.11</p>

<p>3.9 Generate a needs assessment from parents and community for parent learning center.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>0</p>	
<p>LCAP Year 3</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Increase family/household participation at district/school parent meetings by 5%; from 29% to 34%. 2. Increase parental involvement in committees that reflect student subgroup populations by 5%; from 17% to 22%. 3. Increase return rate for parent surveys by 5%, from 41% to 46%.</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>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.</p>	<p>LEA Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Professional Services; Unrestricted 1,200.</p>	

<p>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.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries; Restricted Federal 1,500. Materials and Supplies; Restricted Federal 800.</p>
<p>3.3 Transportation cost, translating cost and childcare for meetings as available to promote access to all school events for parents.</p>	<p>LEA Wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Salaries; Unrestricted 2,000. Professional Services; Unrestricted 3,750. Transfer of Direct Services; Restricted Federal 1,200.</p>

<p>3.5 Latino Family Literacy Project 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.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries; Unrestricted 3,100. Materials and Supplies; Unrestricted 4,000.</p>
<p>3.4 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 75 to 100 instances per site.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Materials and Supplies; Unrestricted 3,000.</p>
<p>3.6 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English learner parents.</p>	<p>LEA Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input checked="" type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>0</p>

<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>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Communication; Unrestricted 1,200. Professional Services; Unrestricted 850.</p>
<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.</p> <p>A paper survey will also be provided upon request. Support will be provided to parents who require assistance with completing the survey.</p>	<p>LEA Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See Goal 1.11</p>
<p>3.9 Generate an implementation plan for parent learning center based on needs assessment completed in Year 2.</p>	<p>LEA Wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Professional Services; Unrestricted 1,000.</p>

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	Goal #1 - Increase student achievement in English Language Arts (Listening, Speaking, Reading and Writing) and Math.		Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	LEA Wide	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	1. Maintain the following baseline percentage on the STAR reading assessment; K-5 – 50% of students will read at grade level 6-8 – 35% will read at grade level.	Actual Annual Measurable Outcomes:	1. STAR READING ASSESSMENTS The baseline percentage to maintain through the STAR reading assessment in grades K-5 was 50% of students reading at grade level and in grades 6-8 was 35% of students reading at grade level. The

2. We will establish a baseline percentage for proficiency on state and local benchmark assessments.
3. Through participation in SEI, summer academy and ELD classes, 15% of EL students will be reclassified as English proficient as determined by CELDT, teacher reports, and local assessments.
4. Maintain attendance rate of 97% or greater. Maintain cases to SARB at 0.
5. Maintain chronic absenteeism, middle school drop-out rate, and expulsion rate at 0.
6. High school drop-out rate, graduation rate, A-G, AP, EAP, API rates – Not applicable.

actual percentage of students reading at grade level is as follows:

Kindergarten = 36%

First = 29%

Second = 46%

Third = 49%

Fourth = 39%

Fifth = 25%

Sixth = 20%

Seventh = 22%

Eighth = 22%

From this data the following conclusion was made:

None of the grade levels met the baseline percentage for reading at grade level.

2. CAASPP TESTING RESULTS

After analyzing the 2014-15 CAASPP results, the following baseline percentage was created:

35% of students will meet or exceed the standard in ELA

25% in of students will meet or exceed the standard in Math

3. RECLASSIFICATION RATE

The reclassification rate for the 2015-2016 school year was 11.7%. This did not meet the 15% goal.

Out of a total of two hundred and ninety (290) English learner students in grades K-8, one hundred and eleven (111) students in grades 3-8 met the first requirement of the reclassification guidelines

			<p>established by the district. Out of the seventy-five (75) students who met the first requirement at Briggs, only nine (9) met the remaining requirements for reclassification. Out of the thirty-six (36) students who met the first requirement at Oliveland, twenty-five (25) students met the remainder of the requirements for reclassification.</p> <p>4. ATTENDANCE</p> <p>An attendance report generated for Briggs School District demonstrates that we have maintained an attendance rate of 97% at the time of this analysis. One student was reported to SARB from Oliveland and no students were reported from Briggs.</p> <p>5. CHRONIC ABSENTEEISM, DROP-OUT RATE AND EXPULSION RATE</p> <p>Chronic absenteeism, middle school drop-out rate, and expulsion rate remains at 0.</p> <p>6. HIGH SCHOOL DROP OUT RATE</p> <p>High school drop-out rate, graduation rate, A-G, AP, EAP, API rates - Not applicable.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 Continuous Professional Development learning for educators on: Common Core State Standards, NGSS, project-based learning strategies, integrating technology and best instructional practices.		Professional Services; 20,000. Unrestricted	1.1 All teachers participated in a variety of professional development learning opportunities in the areas of CCSS, NGSS, project-based learning, technology, and best instructional practices.		Certificated Salaries and Benefits: Unrestricted 5,290 Travel and Conference; Unrestricted 10,600 Professional Services; Unrestricted 10,825
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

<p>1.2 Technology - staying current on timeline for 1 to 1 student to device ratio as proposed in the board approved Technology Plan.</p>		<p>Books and Supplies; 150,000. Unrestricted</p>	<p>1.2 One hundred and ninety-two (192) laptops were purchased districtwide, eight (8) document cameras were replaced for classroom use, nine (9) classroom projectors were purchased for classroom use, two (2) laptop charging carts, and ten (10) headphone sets.</p>	<p>Materials and Supplies; Unrestricted 4,780 Noncapitalized Equipment; Unrestricted 150,300.</p>
<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>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 through RTI, Summer Academy, After School tutoring and any other support as needed.</p>		<p>Certificated Salaries; Unrestricted 50,000. Professional Services;</p>	<p>Extra Duty 1.3 Nine (9) teachers provided extra support to increase student achievement though after school tutoring. Results indicate that 147 students participated in extra tutoring sessions in six week intervals over the course of the year. Subjects included science, math, writing, reading, and phonics instruction. Results indicate a 74% improvement rate in fluency and STAR reading</p>	<p>Certificated Salaries; Unrestricted 58,000 Professional Services; Unrestricted</p>

15,000.	assessments which include comprehension.	475
Professional Services; Restricted	Two (2) teachers provided extra support to increase student achievement through intervention (RTI) during the school day; one teacher was at Briggs and one teacher was at Oliveland. Results indicate that at Oliveland, the RTI teacher provided intervention teaching to 116 students through pull-out sessions, as well as provided assistance in three push-in sessions with a first grade classroom. On assessments given which included phonics skills, fluency, basic math facts, place value and fractions there was a 79% improvement rate from pre to post assessment. At Briggs the RTI teacher provided support for 5th and 6th grade students in groups of 2-9 for 35-45 minute sessions. Approximately 33 students have been serviced through RTI this year with a current reading success rate increase of 76.44%.	Transfer of Direct Services; Restricted Federal
850.		3,400
Classified Services; Restricted		Classified Salaries; Restricted Federal
1,020.		870
Supplies;		Materials and Supplies; Unrestricted/Restricted Federal
5,000.	Three (3) teachers provided extra support to increase student achievement through Summer Academy. Results indicate 31 students attended and maintained an 88% attendance rate. There were three classes, one first/second grade class, one seventh grade class and one eighth grade class. A classified aide provided additional support and rotated between the three classrooms as necessary. In the first/second grade class, 76% of students showed improvement on assessments in phonics, fluency and reading comprehension. In the seventh grade class, 59% showed improvement on assessments in reading comprehension. In the eighth grade class, 64% showed improvement on assessments in reading comprehension and math facts.	4,725
	PROFESSIONAL SERVICES	
	Bus transportation was provided for extended summer session. Snacks and supplies/materials were purchased for after school tutoring, extended	

				summer session and Rti as needed.	
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>1.4 Pursue and research strategies and supplementary materials for ELD support.</p>	<p>0.</p>	<p>Dedicated ELD time at the K-4 site was met with fidelity by all grades as determined by administrative and teacher observation. Ongoing review of current practices determined that there was sufficient materials and support needed to meet the needs of the EL student population and growth in Reading, Writing, Listening and Speaking at the K-4 level. This was due to reading materials already purchased through Title I and Title III funds that could be used during ELD. Also, teacher feedback showed a desire to tie ELD back to what was being taught during ELA and they felt they had sufficient materials to do this. In conclusion, no supplementary materials needed to be purchased at the K-4 site.</p> <p>At the 5-8 site, there are 95 long term English learners. Analysis of ELL redesignation rates at Briggs reveal that only 9% of students classified as ELL students fit the criteria for redesignation. This data reveals the need to be more prescriptive when delivering support to ELL students. Currently, Briggs embeds support for its ELL population by providing SDAIE strategies throughout the day in all academic areas. The data supports the need to provide dedicated ELD time daily and further need to pursue strategies and supplementary materials for ELD.</p>	<p>0.</p>
<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>	<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.5 Develop interim benchmark writing assessment to support deeper understanding of student writing achievement for English Learners.		Professional Services; Unrestricted 5,000.	1.5 Interim benchmark writing assessment for English learners was not pursued this year due to time constraints and an increase of on-going professional development workshops for new and piloting CCSS programs being initiated by the district. Teacher training in previous years on methods used to support student writing were implemented throughout the school year. As a result no funds were expended.		0.
Scope of service:	LEA Wide Grades: All		Scope of service:	No service was provided. Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>1.6 Teacher on Special Assignment for K – 3 (.60 FTE) and Teacher on Special Assignment for 5 – 8 (.60 FTE) targeted for fluency and comprehension improvement.</p>		<p>Certificated Salaries; Unrestricted 97,500.</p>	<p>1.6 Two (2) teachers on special assignment (TOSA) were hired for each site. TOSAs met with at-risk students struggling in reading comprehension, fluency, and phonics.</p> <p>Briggs School - TOSA administered the CELDT test, and reviewed results with teachers, supported teachers in the classroom to implement small reading groups and provided coaching strategies consistently with teachers who requested support.</p> <p>Olivelihoods - TOSA administered the CELDT test and reviewed results with teachers, provided intervention through pull-out and small group instruction for a total of 60 students. In addition, she consulted with teachers to offer reading strategies, offered input to special education team as to observations and data as requested on specific students and provided push-in support through small group instruction in kindergarten and first grade.</p>	<p>Certificated Salaries; Unrestricted/Restricted Federal 99,200.</p>	
<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>		

What changes in actions, services, and expenditures	<p>After reviewing student achievement data, meeting with stakeholders and reviewing progress the following changes will be incorporated into future goals, actions and services:</p> <ol style="list-style-type: none"> 1. Actions 1.4 and 1.5 from 15-16 changed into Action 1.4- Systems of support for English learners, Socioeconomic disadvantaged, Foster youth and homeless youth. In doing so, we eliminated developing a writing benchmark assessment due to shifting our focus on improving the reading level of our English learners as a priority. 2. Action 1.6 from 15-16 changed by increasing a 1.0 FTE Teacher on Special Assignment to address reading improvement. <p>In the 2016-17 LCAP, actions in Goal #1 will increase as the previous actions from the 2015-16 LCAP Goal #5 will now be embedded in this goal of increasing student achievement. New actions will include and can be found in Goal #1; 1.6 - purchasing Common Core curriculum, 1.7- creating master schedule efficiency, 1.8 - purchasing 21st century furniture, 1.9 - providing BTSA support, 1.10 - purchasing Common Core supplementary materials and subscriptions, and 1.11 - administering a staff survey.</p>
--	--

Original Goal from prior year LCAP:	Goal #2 - District will promote a respectful, responsible, engaging and inclusive environment for all students, staff and parents.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 X 6 _7 X 8 Local:
Goal Applies to:	Schools:	LEA Wide Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Maintain a suspension rate of less than 5% 2. Decrease the number of discipline referrals by 5%. 3. Maintain an 80% approval of a positive school climate from students, staff and Parents. 4. Create baseline data on the number of violations to digital citizenship. 	<p>Actual Annual Measurable Outcomes:</p>	<p>1. SUSPENSION RATE</p> <p>District suspension rate was 5 incidents which is less than 1%.</p> <p>2. DISCIPLINE REFERRALS</p> <p>A total of 75 discipline referrals were issued districtwide this year versus 105 last year. This is a decrease of 29%.</p> <p>3. POSITIVE SCHOOL CLIMATE</p> <p>Survey results indicate that a positive school climate exists based on results of responses from parents, students and teachers. Teachers responded at 95.83% agreement, students at 85.71% and parents at 90.52%.</p> <p>4. DIGITAL CITIZENSHIP</p> <p>There was a district total of one digital citizenship violation.</p>
---	---	---	---

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
2.1 Spanish classes – LEA will offer Spanish Language instruction for interested staff outside the regular school day to increase the ability to communicate between staff, community and parents.		Professional Services; Unrestricted 100.	2.1 Spanish classes - LEA did offer participation in Spanish language instruction for interested staff outside of the regular school day to increase the ability to communicate between staff, community and parents. The classes were offered outside of the district, after work hours and required a registration fee of \$10.00 per teacher at district cost. Teachers did not access this offering, indicating time as a factor. However, 15 licenses of Rosetta Stone Spanish were made available to teachers as an alternative to evening classes from an alternate funding source. All 15 licenses were utilized by teachers at varying levels.	
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

2.2 Administer an annual survey to measure effective social emotional supports provided and their effect on the climate and culture of the district. Survey will be mailed to all households with a return, stamped envelope.		Professional Services; Unrestricted 600.	2.2 A comprehensive, anonymous survey was provided to all parents, staff and students in grades 4 and 7. The surveys were available either online through Survey Monkey and/or hard copy. All parents in the district received their survey in the mail with a return, self-addressed; stamped envelope. Instructions informed the parents on how to complete the survey either online or complete the paper version. Results indicated effective social emotional supports were provided and their effect on climate and culture were positive. Responses from students, parents, teachers and classified staff averaged a 91% positive rating.		Communication s; Unrestricted 420
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: 4th, 7th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

2.3 Increase after school experience and course access for students by providing additional hands-on supplemental materials.		Materials and Supplies; Unrestricted 10,000.	2.3 School supplies were purchased to increase after school experience and course access. Supplies included; robotic parts, STEM supplies for Science projects and art supplies. Approximately 85% of after school students utilized the school supplies to increase their after school experience. Existing materials were used and the district did not incur additional expenditures.	Materials and Supplies; Unrestricted 900
Scope of service:	LEA Wide Grades: All		Scope of service: LEA Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
2.4 Create and develop digital citizenship awareness.		0.	2.4 Digital citizenship awareness was not developed to the level that was initially expected. Students at Briggs School did receive notification and review of updated Student Acceptable Use Policy and the principal met with all students to discuss the norms of appropriate and responsible technology use. Data analysis reveals that incidences of digital misuse remain very low with one incident logged this year district wide.	0.

Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.5 Provide out of school enrichment opportunities aligned to Common Core State Standards.		Professional Services; Unrestricted 4,400. Classified Salaries; Unrestricted 650.	2.5 The amount of money for students to participate in enrichment opportunities at no cost for the 2015-2016 exceeded the amount budgeted, as more field trips were used than anticipated, transportation included, and entrance fees paid. In 2016-17 budget has increased to continue enrichment opportunities at no cost to students.	Professional Services; Unrestricted 1,150 Transfer of Direct Services; Unrestricted 6,250 Classified Salaries; Unrestricted 650	
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
2.6 Project Wisdom update		Materials and Supplies; Unrestricted 1,200.	2.6 Project Wisdom update was purchased for both sites. Principals made weekly announcements to promote positive school culture and tied the announcements to events that were relevant to the students and their social-emotional needs during that week.	Materials and Supplies; Unrestricted 1,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

What changes in actions, services, and expenditures	<p>After reviewing survey results from parents, staff and students, meeting with stakeholders and reviewing school climate and culture the following changes will be incorporated into future goals, actions and services;</p> <ol style="list-style-type: none"> 1. Action 2.12 - Increasing student safety and security was added as an action based on survey results showing a priority to supporting the basics of having safe and maintained facilities. 2. The one action that will be eliminated is Spanish classes for teachers; Action 2.1 from 15-16 LCAP. No teachers utilized extra classes as Rosetta Stone for Spanish was purchased using Title I funds through School Site Council and fifteen (15) staff members are using this program. <p>In the 2016-17 LCAP, the actions in Goal #2 will increase due to the actions from the 2015-16 LCAP Goal #3 being embedded in this goal. New actions will include: 2.6 - administering the PFT, 2.7 - continuing counseling for three days a week, 2.8 - purchasing Health Education curriculum, 2.9 - continuing a full-time PE teacher, 2.10 - providing after school sports and events, 2.11 - increasing a nurse to two days a week, and 2.12 - increasing student safety and security.</p>
--	--

Original Goal from prior year LCAP:	Goal #3 - The district will promote student maintenance of a healthy lifestyle including physical activity, healthy eating and emotional well-being.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	After analyzing the results from the Physical Fitness Test and school climate survey, the identified need is to support student wellness.	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increase Mental Health service availability in schools 2. Increase student awareness of a healthy lifestyle. 	<p>Actual Annual Measurable Outcomes:</p>	<p>1. MENTAL HEALTH SERVICE</p> <p>School nurse provided one (1) day a week service to both sites. Support included but was not limited to; vision near and distance screenings, staff training where required on blood disorders, CPR, BloodBorne pathogens, first aide and EPI pen use. Care plans were developed for 5 students and support was provided for CPS referrals and concerns.</p> <p>Counselor services were provided to students for social-emotional support. Forty-eight (48) students were seen by the counselor this year; an increase of 52.8% from last year. Services included immediate intervention as social-emotional family health crisis' occurred. Counselor group sessions included topics on: anger management, friendship building, stress management, healthy family relationships, self-esteem building, social skills, anxiety and suicide prevention support.</p> <p>2. HEALTHY LIFESTYLE</p> <p>Great Body Shop curriculum was purchased and utilized in grades K-8.</p>
---	--	---	---

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
3.1 Continue to administer the PFT Physical Fitness Test in grades 5th and 7th to measure student physical fitness.		0.	PFT PHYSICAL FITNESS TEST 3.1 PFT Physical Fitness test was administered at the 5th and 7th grades to measure physical fitness. Results indicate that 60.8% of 5th grade students met 5 out of 6 standards on the Physical Fitness Test. 63.3% of 7th grade students met 5 out of 6 standards.		0.
Scope of service:	Briggs School Grades: 5th, 7th		Scope of service:	Briggs School Grades: 5th, 7th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.2 Continue to review and maintain board approved wellness policy on an annual basis.		0.	3.2 The Wellness policy was reviewed by School Site Council on 2/23/15, 4/20/15, and 4/25/16. The Board of Trustees reviewed and made changes to the policy at the June 2015 school board meeting and will review at the May 2016 board meeting.		0.

Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.3 Provide counseling services three times a week to increase social-emotional support.		Classified salaries; Unrestricted 64,400.	3.3 All services were provided, however, the counseling services budgeted was less than anticipated.	Classified Salaries; Unrestricted 51,100	
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (At Risk)			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(At-Risk)		

3.4 Purchase Health Ed supplemental curriculum.		Materials and Supplies; Unrestricted 8,500.	Great Body Shop curriculum was purchased and implemented throughout the year.	Materials and Supplies; Unrestricted 6,870
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
3.5 Increase P.E. Teacher from .50 to 1.0 FTE		Certificated Salaries; Unrestricted 34,000.	3.5 The physical education teacher position was increased from .50 to 1.0 FTE.	Certificated Salaries; Unrestricted 29,500
Scope of service:	Briggs School Grades: 5th, 6th, 7th, 8th		Scope of service:	Briggs School Grades: 5th, 6th, 7th, 8th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

3.6 Provide after school sports, athletic activities, events.		Classified salaries and benefits; Unrestricted 6,800. Materials and Supplies; Unrestricted 3,000. Professional Services; Unrestricted 3,000.	3.6 Two after school events took place in the 2015-2016 school year for the after school program using bus transportation. More events after school were scheduled but varying parent pickup times hindered some scheduled events. Therefore, the amount allocated was not spent. 2016-2017 events will be scheduled when bus services are available to accommodate parent pick-up times. 2016-2017 budget reflects a decrease in cost.	Classified Salaries and Benefits; Unrestricted 1,604 Materials and Supplies; Unrestricted 30 Transfer of Direct Services; Unrestricted 0
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

3.7 Provide School Nurse one day a week for 35 weeks.		Professional Services; Unrestricted 21,600.	3.7 A school nurse was hired one (1) day a week service to both sites. Support included but was not limited to: vision near and distance screenings, staff training where required on bleeding disorders, CPR, BloodBorne pathogens, first aid, and Epi pen use. Care plans were developed for 5 students and staff training for students with 504's, IEP's, Epi pens, diabetes and blood disorders. Support was given for CPS referrals and concerns as needed.		Professional Services; Unrestricted 21,600.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
What changes in actions, servivces, and expenditures		After reviewing student, parent and staff survey results, stakeholder engagement and PFT data, the following changes will be incorporated into future goals, actions and services: 1. Action 3.1 - In year two of the 15-16 LCAP to include 6th grade in the PFT testing; consensus determined focus to remain on increasing scores at the 5th and 7th grades as required by CDE. 2. Action 3.2 from the 15-16 LCAP - Review of Wellness Policy was eliminated due to annual review through School Site Council and Board of Trustees. Stakeholders felt there was a redundancy. 3. Action 3.7 from the 15-16 LCAP - School nurse services will increase from 1 day a week to 2 days a week. In the 2016-17 LCAP, the actions from the 15-16 Goal #3 are now embedded and can be found in the revised 16-17 Goal #2: District will promote student maintenance of a responsible, respectful, <u>safe</u> and healthy lifestyle. The actions can be found starting with action #2.6 through #2.12.			

Original Goal from prior year LCAP:	Goal #4 – Improve district parent engagement strategies.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	LEA Wide Grades: All	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	Actual Annual Measurable Outcomes:
1. Increase family/household participation at district/school parent meetings by 5%. 2. Increase parental involvement in committees that reflect student subgroup populations by 5%. 3. Increase return rate for parent surveys by 5%.			<p>1. FAMILY/HOUSEHOLD PARTICIPATION AT DISTRICT PARENT MEETINGS</p> <p>Parent meetings as defined as Parent Information Nights (Title 1, CAASPP, Parent grade level nights, and Parent Faculty Organization) increased their annual participation rate from 10% to 19%; an increase of 9%.</p> <p>2. PARENTAL INVOLVEMENT IN SUBGROUP POPULATIONS</p> <p>Parental involvement in committees that reflect student subgroup populations increased by 7% from a baseline of 1%. BESD does provide childcare, translation and transportation as needed for each of our events and meetings.</p> <p>3. PARENT SURVEY RETURN RATE</p> <p>Parent return rate for LCAP surveys - One hundred forty-seven (147) responses out of four hundred eighty (480) households. District increased their return rate from 17.6% to 31%, an upward trend in participation by 13.4%.</p>

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
4.1 Positive Parenting – 1 session will be offered to all parents to increase engagement in the home environment and build a positive relationship between home and school.		0.	4.1 Three (3) positive parenting sessions were offered to parents to increase engagement in the home environment and build a positive relationship between home and school. Childcare was provided. Approximately sixty-seven (67) parents attended the meetings. There was an actual cost associated for the classes that was not anticipated. Topics included; Laying the Foundation for Change: Understanding our Children, Strong-Willed vs Compliant Children, Love and Affection, Working in Groups, Influence vs. Control, and Influencing and Motivating Children.	
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>4.2 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.</p>		<p>Certificated Salaries; Restricted 920. Materials and Supplies; Restricted 750.</p>	<p>4.2 Parent night events were held to increase parental involvement in schools and grade level teams worked with parent groups on a variety of topics. Kindergarten held two events; one on 10/15/2015 and one on 2/25/2016, and teachers worked with parents on higher level questioning and thinking and writing instruction at the kindergarten level. Third grade held one event on 2/9/2016 and teachers worked with parents on how to increase addition, subtraction, multiplication and division fact fluency through the use of games. A sixth grade class held one event on 2/2/16 and worked with parents to create an opportunity to connect with their child's creative abilities and build short-term and long term goals with their children. The environment allowed for parents to collaborate and interact with their children in designing a positive and successful academic path. Summary writing and communication skills were the focus of the culminating activity. Two more family night activities are scheduled for May 10 and May 26.</p>	<p>Certificated Salaries; Restricted Federal 920 Materials and Supplies; Restricted Federal 1,250</p>	
<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>4.3 Provide transportation, translating and childcare for school events as available.</p>		<p>Classified salaries; Restricted 450. Classified salaries; Unrestricted 2,500. Professional Services; Unrestricted/Restricted 2,400.</p>	<p>Bus transportation was provided for families to attend our Fall and Spring Open House evening events for Oliveland's School. One hundred twenty-three (123) participants (parents, grandparents, students, siblings) at each event utilized the bus service. Translating and childcare service was provided at Fall and Spring Conferences and the following parent meetings: Title I Parent Involvement, DELAC, School Site Council, Positive Parenting Classes, Grade Level Parent Nights and Latino Family Literacy.</p>	<p>Classified Salaries; Unrestricted/Restricted Federal 4,150 Professional Services; Unrestricted 3,750 Transfer of Direct Services; Restricted Federal 1,200</p>	
<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>	
<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>4.4 Use of passenger van for families lacking transportation to school/community functions, and extra support services provided by the district as available. Increase use to 100 students/parents of this year.</p>		<p>Materials and Supplies; Unrestricted 250.</p>	<p>4.4 A total of eighty-seven (87) students have been transported in the van for school to home services after tutoring, weekend competitions, school day fieldtrips in small groups, and student access for parents unable to pick up their sick children during the school day due to lack of transportation. Although we did not meet our goal of transporting 100 students we increased our number of uses and will change our action to reflect the number of uses versus number of students as a more effective measurement.</p>	<p>Materials and Supplies; Unrestricted 350</p>
<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>
<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>4.5 Latino Family Literacy program will be utilized to improve the home to school relationship and support increased student literacy for families. Level 2 will be offered this year at both the elementary and middle school level.</p>	<p>Certificated Salaries; Unrestricted 3,000.</p> <p>Professional Services; Unrestricted 400.</p> <p>Materials and Supplies; Unrestricted 3,000.</p>	<p>4.5 Twenty (20) families participated in either the elementary or middle school Latino Family Literacy Project. Twelve (12) sessions were held for the parents and childcare was provided. 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. At the elementary level pre test data indicated that 20% of parents read with their children daily and post data indicated 80% of participating parents read between 10-20 minutes daily with their children. At the middle school level the goal of the program was designed to build college awareness through a unique cultural and family perspective. All student participants, grades 7-8, will be the first to attend college and for most, to graduate high school. Pre test data indicated that 10% of parents knew basic information on how to help their child plan for college. Post test data indicated that 100% of parents acknowledged planning for college begins now, continues in high school with completion of A-G requirements, and with ongoing searches of possible careers and majors offered at colleges for their children. A total of 12 meetings which included class sessions, one college fieldtrip, and one dinner celebration was provided. Childcare at each of the 12 meetings was provided and family participation to visit the college was encouraged. For 99% of the students and parents, the family campus tour was the first opportunity to visit a university.</p>	<p>Certificated Salaries; Unrestricted 3,025</p> <p>Materials and Supplies; Unrestricted 3,725</p>	
<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>	<p>Scope of service:</p>	<p>LEA Wide Grades: All</p>	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.6 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English Learner parents.		Materials and Supplies; Unrestricted 1,600.	4.6 English classes were provided to interested parents. The classes were held two times a week, two hours per session for 35 weeks. Headphones and required software was purchased. Childcare was provided for approximately 25 parents - expenditures for this action were combined with Action 4.3.		Materials and Supplies, Unrestricted 0.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.7 Spanish Classes for teachers - LEA will offer Spanish Language Instruction for interested staff outside the regular school day to increase the ability to communicate between staff, community and parents. (See goal 2.1)		0.	4.7 See goal 2.1		0.

Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.8 Increase number and type of communication to parents.		Materials and Supplies; Unrestricted 250.	4.8 Survey Monkey, an on-line survey program, was included as a method to increase the return rate of parent surveys. Ease of use, volunteer support and accessibility resulted in a higher turnout rate than previous years by 13.4%. Information regarding the survey, necessary input, ease of use, and accesibility were discussed at DELAC, School Site Council and PFO meetings.		Materials and Supplies; Unrestricted 800 Professional Services; Unrestricted 130
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<p>After reviewing family/household participation, subgroup parental involvement, the number of school events and return rate of parent surveys in the 2015-16 school year, the following changes will be incorporated into future goals, actions and services:</p> <ol style="list-style-type: none"> 1. Action 4.1 - Positive Parenting workshop opportunities increased by two sessions in the 15-16 school year. Due to its success, sessions will continue in 16-17. There was a cost associated with this increase. 2. Action 4.4 - Purchasing a new van. Scheduling conflicts often hindered the use of the van at specific sites and other transportation solutions needed to be identified, often unsuccessfully. In order to eliminate such conflicts, a second van will be purchased and added to this action on the 2016-17 LCAP. 3. Action 4.7 - Spanish classes for teachers will be eliminated as previously mentioned in changes for Goal 2. 4. Goal #5, Action 5.5 from the 2015-16 LCAP, will now be included in this goal to improve parent engagement. The parent survey showed great interest in the district providing a parent learning center. This new action will be to analyze current facilities for availability and can be found in Goal #3, Action 3.9 in the 16-17 LCAP. <p>In the 2016-17 LCAP, this goal and actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.8 will be found as the new Goal #3: District will improve parent engagement strategies.</p>
--	--

Original Goal from prior year LCAP:	Goal #5 - District instructional materials, facilities and teaching assignments will promote excellence.	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local:				
Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>LEA Wide</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table>	Schools:	LEA Wide	Grades:	All	
Schools:	LEA Wide					
Grades:	All					
Applicable Pupil Subgroups:	All					

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Identify/pilot new materials for K-5 mathematics to enhance course offerings under Common Core. 2. Identify possible new materials for ELA to enhance course offerings under Common Core. 3. All facilities will be noted in good repair as determined by the Facilities Tool. 4. Two or fewer teachers in grades K-8 will be assigned to classrooms that require special board approval. 	<p>Actual Annual Measurable Outcomes:</p>	<p>1. PILOT MATHEMATICS</p> <p>K-5 piloted Envision and Investigations, both by Pearson, during the 2015-16 school year. The staff met on 1/20/16 and 4/6/16 to discuss and analyze available piloted mathematics curriculum. After much discussion the K-5 chose Envision as their preferred CCSS adoption.</p> <p>2. ENGLISH LANGUAGE ARTS CCSS</p> <p>Administration went to the ELA/ELD Curriculum Fair at the Ventura County Office of Education on December 4, 2015 and identified the National Geographic and Houghton Mifflin/Harcourt ELA/ELD Curriculum as potential pilot candidates for the 2016-17 school year. Highlights of the two were whole group/small group lesson planning, ELD lesson plans tied to ELA lesson plans, technology integrations, useful assessments and phonics implementation.</p> <p>3. FACILITIES</p> <p>All facilities were noted in good repair as determined by the Facilities tool.</p> <p>4. TEACHER QUALIFICATIONS</p> <p>Two teachers were assigned to classrooms that required special board approval.</p>
---	---	---	---

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
5.1 Adopt/pilot and purchase Common Core curriculum and supplemental materials grades K-8.		Materials and Supplies; Unrestricted 85,000.	5.1 Grades K-5 piloted Envision mathematics and Investigations over the course of the 15-16 school year. Workshops were held for both programs to help teachers in understanding the full offerings of the programs. A decision was made to adopt Envision mathematics K-5. Purchase will be deferred to the 16-17 school year. Supplemental materials were purchased to enhance course offerings during this pilot year.		Approved Textbooks and Core Curricula Materials; Unrestricted 22,400
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.2 Hire subject specific credentialed teachers for grades 7-8 as required when needed. Master scheduling in grades K-6 will reflect assigning of teachers according to credentialed area as multiple subject teachers.		0.	5.2 No action was required.		0.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>5.3 Increase and improve available instructional space including 21st Century furniture and maintenance to support expanding enrollment and 21st Century learning.</p>		<p>Materials and Supplies; Unrestricted</p> <p>190,000.</p>	<p>5.3 The District acquired furniture for a portion of its classrooms but discovered that the classrooms at Briggs had different needs/applications. As a result, the District is continuing to explore options and will acquire additional furniture in 2016-17.</p>	<p>Materials and Supplies; Unrestricted</p> <p>79,500</p> <p>Noncapitalized Equipment; Unrestricted</p> <p>3,800</p>
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

5.4 Generate a parent survey to determine interest in a district funded preschool program.		0.	5.4 A parent survey was generated to all parents to determine their interest in a district funded preschool program. Parent response rate was 31% with 80% of parents surveyed showing no interest in a preschool program.		0.
Scope of service:	LEA Wide Grades: Preschool		Scope of service:	LEA Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.5 Generate a parent survey to determine interested in a parent learning center on campus to support the success of students in historically at risk subgroups.		0.	5.5 A parent survey was generated to all parents to determine their interest in a parent learning center to support the success of students in historically at risk subgroups. Parent response rate was 31% with 63.64% of those parents surveyed showing interest in a parent learning center.		0.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>5.6 Provide BTSA/Support Provider support as needed.</p>		<p>Certificated Salaries; Restricted</p> <p>7,000.</p> <p>Professional Services; Restricted</p> <p>15,500.</p>	<p>5.6 Briggs School District provided BTSA support to six (6) teachers and six (6) support providers through the Ventura County Office of Education Credential Program that is approved and accredited by the California Commission on Teacher Credentialing (CTC).</p>	<p>Certificated Salaries; Restricted Federal</p> <p>7,300</p> <p>Professional Services; Unrestricted/Restricted State</p> <p>12,000</p>	
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
---	--	---

5.7 Purchase Common Core State Standards aligned supplementary materials; hard-copy/online subscriptions, books and supplies, technology software		Professional services; Unrestricted 30,000. Materials and Supplies; Unrestricted 30,000.	5.7 Workshops and training for 2015-2016 aligned to the materials were either free or little cost. The 2015-16 actual budget reflects the less than anticipated costs.		Materials and Supplies; Unrestricted 14,500 Professional Services; Unrestricted 10,520
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	After analyzing staff and parent survey results, stakeholder input and reviewing progress, the following changes will be incorporated into the goals, actions and services: 1. Action 5.4 - Determine interest in district funded preschool will no longer continue due to survey results indicating a lack of interest. The District will monitor annually to determine need. In the 2016-17 LCAP, Goal #5 and its actions (with the exception of the parent learning center) are now embedded in Goal #1: District will improve student achievement. The actions can now be found in Goal #1, Actions 1.6 through 1.11.				

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	783918
<p>BESD will receive approximately \$783,918 in revenue attributed to the basis and number of low income, foster youth, homeless youth and English learner pupils. The unduplicated pupil percentage (UPP) is 82.15%. Funds will be principally directed to address the needs of the students by providing: rapid increase of student achievement and course access through tutoring, systems of support, teachers on special assignment, increasing after school experiences, counseling services as needed, after school sports opportunities and events, providing transportation, translating and childcare for meetings, van use to transport small groups, family workshops to inform parents of college and career readiness and early reading skills, English classes for parents and analysis of availability for a parent learning center. These services are the most effective use of the funds to meet Briggs School District goals for unduplicated pupils in the state priority areas.</p>	

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

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

18.12	%
-------	---

The services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5CCR 15496(a)(7). Services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year by 18.12% as calculated pursuant to 5 CCR 15496(a). The qualitative description of increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils includes, rapid increase of student achievement and course access through tutoring, systems of support, teachers on special assignment, increasing after school experiences, counseling services as needed, after school sports opportunities and events, providing transportation, translating and childcare for meetings, van use to transport small groups, family workshops to inform parents of college and career readiness and early reading skills, English classes for parents and analysis of availability for a parent learning center.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

(f) “Expulsion rate” shall be calculated as follows:

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