

Introduction:

The Briggs School District is located in the agricultural community of Santa Paula. 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 Las Padres National Forest. The locations offers diversified experiences from the city, beaches, mountains and ranches. The Briggs School District currently has two schools. Olivelihoods School (K-4) and Briggs School (5-8). Five hundred sixty-six students are enrolled in the district. The demographics are as follows: Hispanic/Latino 93.5%, White 6.42%, Other < 1%. Our English learner student percentage is 48%, Special Education is 7%, Low Income students 71%, Foster Care/Homeless < 1% of our district population. Our district is located in a rural area surrounded by agricultural fields. There are no sidewalks and students must either enter our schools via bus or parent drop off.

LEA: **BRIGGS ELEMENTARY SCHOOL DISTRICT** Contact: **Deborah Cuevas, Superintendent, dcuevas@briggssed.org, 805-525-7540** LCAP Year: **2015**

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Announcement regarding the LCAP and the need for stakeholder engagement were made at Back to School Nights, Title 1 Parent Meetings, Student of the Month assemblies, monthly parent newsletters, notices mailed home and Parent Connect messages.</p> <p>A survey was sent out consisting of eleven questions all tied to the LCAP goals. Surveys were mailed to all stakeholders and a stamped, self-addressed envelope was included. Once the survey results were completed we met with stakeholders at the various meetings to review.</p> <p>Our parent advisory group consisted of our DELAC committee members representing Low income, English learner and Reclassified students participated in LCAP 2 discussion on 11/14/14.</p> <p>An LCAP parent informational meeting was held on 11/13/14. Subgroup population statistics were outlined and the impact on learning was conveyed. Specifically, we examined the relationship between the scores of students who were LI (low</p>	<p>Reviewed input from all stakeholders. From these discussions five major focus areas were reviewed for the district in the LCAP over the next three years and it was decided to maintain the same goals. They are:</p> <ol style="list-style-type: none"> 1. Increase student achievement in English Language Arts (Listening, Speaking, Reading and Writing) and Math. 2. District will promote a respectful, responsible, engaging and inclusive environment for all students, staff, and parents. 3. The district will promote student maintenance of a healthy lifestyle including physical activity, healthy eating and emotional well-being. 4. Improve district parent engagement strategies.

<p>income) and EL (English Learners) in terms of the overlap in achievement gap. Almost all of the achievement gap for English Learners was also contained in the achievement gap for low income students.</p> <p>Superintendent provided the Board of Trustees with an explanation on stakeholder engagement opportunities on 10/8/14, LCAP in Action updates, and survey results on the following dates: 10/8/14, 12/10/14, 1/14/15, 3/11/15. Met with Local bargaining unit on 1/21/15. Community members were invited to stakeholder engagement meetings.</p> <p>Public Hearing date: 5/13/15 Board Approval date: 6/10/15 Written responses to parent advisory group: 06/04/15</p>	<p>5. District instructional materials, facilities and teaching assignment will promote excellence.</p> <p>Surveys indicated a need for additional support for English learners and more parental involvement opportunities. Library enhancement for both sites was also an area of need. Digital citizenship for parents and students was determined a high priority need to address cyber-bullying issues and game sites that students use. A need to increase awareness of a healthy lifestyle was included.</p> <p>Based on the May revise an increase in services in the following areas were included: Increase in TOSA from 1 to 2 .60 FTE's for fluency and comprehension support at both sites; Increase in BTSA Support Provider amount due to an increase of vacancies in the district; Increase in Common Core materials amount; Increase in After School support services; Increase in improving and increasing available space and maintenance support; Increase in Technology services.</p>
<p>Annual Update:</p> <p>Parent Advisory group - met on the following dates: 1/15/15, 2/23/15, 4/20/15 and SSC met on 1/21/15, 2/23/15, 4/20/15 to review survey results, written comments from parents, students and staff to help guide the process for updating. Discussion included updates on current LCAP and the need for alignment between the LCAP and the SPSA. The continued need for on-going parental engagement and consistency with committee attendance was a priority. Review of data to current actions helped identify further needs. Parents were encouraged by the progress of Latino Family Literacy classes at both sites and wanted to see the second level for both elementary and middle school provided in the following year. There was also a concern about cyber-bullying and proper internet awareness for students.</p> <p>District staff met on 1/21/15 for LCAP in Action updates, 4/22/15 to review survey results and 5/6/15 for LCAP review.</p> <p>Superintendent provided the Board of Trustees with multiple LCAP presentations providing updates on LCAP in Action and survey results on 12/10/14, 1/14/15, 3/11/15, 4/22/15.</p>	<p>Annual Update:</p> <p>Reviewed input from all stakeholders. Surveys, discussions, and data analysis indicated the need to keep the five major goals as priorities with some changes in actions as follows:</p> <p>For Goal 1 - Changes in actions reflect a focus on increasing student literacy districtwide with an emphasis in K-3. Due to this focus change we are removing the Special Education consulting services action, changing the SCWriP Professional Development to an ELD focus, adding additional strategies and materials for ELD support, offering teachers staff development opportunities in Common Core State Standards, project-based learning strategies, integrating technology and best instructional practices. A Teacher on Special Assignment for both campus will be added at .60 FTE and extra duty support (Rtl, Summer Academy staff, tutoring) will be utilized for increasing student achievement. We will continue our goal of 1 to 1 technology devices.</p> <p>Goal 2 - Data provided through the survey results and the</p>

decrease of suspensions and discipline referrals due to restorative justice implementation demonstrate positive progress toward this goal. Survey results indicated a need for some new actions and services to help promote an inclusive environment. They include digital citizenship awareness, outside enrichment opportunities such as field trips and a continuation of character trait building through the messages in Project Wisdom.

Goal 3 - Counseling services have proven effective at providing immediate social-emotional support for the needs of students at Oliveland and Briggs. Parent, student and staff surveys indicate that an increase of counseling services from two days a week to three days a week in the district would continue to provide the needed support for Low/Income, Foster Youth and At-Risk students and families. Survey results indicated a need for supplemental Health Education materials and after school sports opportunities to promote a healthy lifestyle which was included as an action. In order to promote more effective physical activity and healthy lifestyle awareness, the PE teacher position will increase from a .50 FTE to a 1.0 FTE at Briggs School and will complete physical fitness testing for grades 5, 6 and 7. To increase the promotion of a healthy lifestyle we will enlist the services of a school nurse as a new action item.

Goal 4 - Level II training for Latino Family Literacy will be provided for two teachers and Level II classes for parents and students will be offered. Translating and childcare will be provided by the district for all parent engagement opportunities. Spanish and English classes maintain an average attendance rate of 87% and will continue next year as well. BESD will continue to provide additional transportation options a listed in new goal 4.3 in the 2015-16 LCAP. BESD will seek out and increase additional communication methods, such as mass email, text and website promotion to communicate with parents as listed in goal 4.8 in the 2015-16 LCAP. Parent nights will be offered and use of the van will continue.

Goal 5 - The BESD will continue the course of action in procuring new Common Core materials. This includes piloting a new math curriculum in grades K-5 and identifying new materials for ELA

	<p>in grades K-8. Surveys indicated a need for an increase in Common Core supplementary materials to support access to the curriculum. A survey will be generated to determine interest in preschool and parent center. Measurable outcomes #3 and #4 will remain the same. In promoting support for new teachers with teaching assignments in BESD, costs for BTSA and Support Provider stipends will be paid for by the district. 21st Century furniture will be integrated into classrooms and CCSS supplementary materials will be purchased.</p>
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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 - Increase student achievement in English Language Arts (Listening, Speaking, Reading and Writing) and Math.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_x 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
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Identified Need :	After analyzing local benchmark data and the district's reclassification and attendance rate, the identified need is to increase student achievement.		
Goal Applies to:	Schools:	LEA Wide	
Goal Applies to:	Applicable Pupil Subgroups:	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 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. We will establish a baseline percentage for proficiency on state and local benchmark assessments. 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. Maintain attendance rate of 97% or greater. Maintain cases to SARB at 0. Maintain chronic absenteeism, middle school drop-out rate, and expulsion rate at 0. High school drop-out rate, graduation rate, A-G, AP, EAP, API rates – Not applicable. 		
	Actions/Services	Scope of Service	Budgeted 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.	LEA Wide	Professional Services; 20,000. Unrestricted
	1.2 Technology - staying current on timeline for 1 to 1 student to device ratio as proposed in the board approved Technology Plan.	LEA Wide	Books and Supplies; 150,000. Unrestricted
	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.	LEA Wide	Certificated Salaries; Unrestricted 50,000. Professional Services;

			15,000. Professional Services; Restricted 850. Classified Services; Restricted 1,020. Supplies; 5,000.
1.4 Pursue and research strategies and supplementary materials for ELD support.	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
1.5 Develop interim benchmark writing assessment to support deeper understanding of student writing achievement for English Learners.	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Professional Services; Unrestricted 5,000.
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.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Certificated Salaries; Unrestricted 97,500.

GOAL:	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__ 6__ <input checked="" type="checkbox"/> 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	After analyzing the district's suspension rate, number of discipline referrals and school climate survey, the identified need is to have all students be active, positive participants in their learning environment.
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Goal Applies to:	Schools: LEA Wide	Applicable Pupil Subgroups: All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Professional Services; Unrestricted 100.
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.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Professional Services; Unrestricted 600.
2.3 Increase after school experience and course access for students by providing additional hands-on supplemental materials.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies; Unrestricted 10,000.
2.4 Create and develop digital citizenship awareness.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
2.5 Provide out of school enrichment opportunities aligned to Common Core State Standards.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Professional Services; Unrestricted 4,400. Classified Salaries; Unrestricted 650.
2.6 Project Wisdom update		<input checked="" type="checkbox"/> ALL	Materials and

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) _____

Supplies;
 Unrestricted
 1,200.

GOAL: 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__ 8__ X
 COE only: 9__ 10__
 Local : Specify _____

Identified Need : After analyzing the results from the Physical Fitness Test and school climate survey, the identified need is to support student wellness.

Goal Applies to: Schools: LEA Wide

Applicable Pupil Subgroups: All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- Increase Mental Health service availability in schools
- Increase student awareness of a healthy lifestyle.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue to administer the PFT Physical Fitness Test in grades 5 th and 7 th to measure student physical fitness.	Briggs School	<u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
3.2 Continue to review and maintain board approved wellness policy on an annual basis.	LEA Wide	<u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
3.3 Provide counseling services three times a week to increase social-emotional support.	LEA Wide	<u> </u> ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>At Risk</u>	Classified salaries; Unrestricted 64,400.
3.4 Purchase Health Ed supplemental curriculum.	LEA Wide	<u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Materials and Supplies; Unrestricted 8,500.

		__Other Subgroups:(Specify)_____	
3.5 Increase P.E. Teacher from .50 to 1.0 FTE	Briggs School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salaries; Unrestricted 34,000.
3.6 Provide after school sports, athletic activities, events.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Classified salaries and benefits; Unrestricted 6,800. Materials and Supplies; Unrestricted 3,000. Professional Services; Unrestricted 3,000.
3.7 Provide School Nurse one day a week for 35 weeks.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Services; Unrestricted 21,600.

GOAL:	Goal #4 – Improve district parent engagement strategies.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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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

Applicable Pupil Subgroups:

All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.

LCAP Year 1: 2015-16

Expected 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%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
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.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Certificated Salaries; Restricted 920. Materials and Supplies; Restricted 750.
4.3 Provide transportation, translating and childcare for school events as available.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Classified salaries; Restricted 450. Classified salaries; Unrestricted 2,500. Professional Services; Unrestricted/Restricted

			2,400.
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.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies; Unrestricted 250.
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.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Certificated Salaries; Unrestricted 3,000. Professional Services; Unrestricted 400. Materials and Supplies; Unrestricted 3,000.
4.6 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English Learner parents	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies; Unrestricted 1,600.
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)	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
4.8 Increase number and type of communication to parents.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies; Unrestricted 250.

GOAL:	Goal #5 - District instructional materials, facilities and teaching assignments will promote excellence.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need :	After analyzing current curriculum, Common Core State Standards, staffing assignments, facilities and a school climate survey, the identified need is to provide all necessary tools for students to be successful.		
Goal Applies to:	Schools:	LEA Wide	
	Applicable Pupil Subgroups:	All pupils including English Learners, Low Income students, Hispanic/Latino, students' with disabilities and Foster Youth.	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Adopt/pilot and purchase Common Core curriculum and supplemental materials grades K-8.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials and Supplies; Unrestricted 85,000.
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.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0.
5.3 Increase and improve available instructional space including 21 st Century furniture and maintenance to support expanding enrollment and 21 st Century learning	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials and Supplies; Unrestricted 190,000.
5.4 Generate a parent survey to determine interest in a district funded preschool program	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0.
5.5 Generate a parent survey to determine interested in a	LEA Wide	<input type="checkbox"/> ALL	0.

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Maintain the following baseline percentage on the STAR reading assessment; <ul style="list-style-type: none"> K-5 – 55% of students will read at grade level 6-8 – 40% will read at grade level. 2. We will maintain the baseline percentages for proficiency on the state and local benchmark assessments that were created during the 2015 – 2016 school year. 3. Through participation in SEI, summer academy and ELD classes, 20% 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.
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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</p>	<p><u> </u>X<u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Professional Services; Unrestricted 20,000.</p>
<p>1.2 Continue Technology - staying current on timeline for 1 to 1 student to device ratio as proposed in the board approved Technology Plan.</p>	<p>LEA Wide</p>	<p><u> </u>X<u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Books and Supplies; Unrestricted 50,000.</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 through RTI, Summer Academy, After School tutoring and any other support as needed.</p>	<p>LEA Wide</p>	<p><u> </u>ALL OR: <u> </u>X<u> </u>Low Income pupils <u> </u>X<u> </u>English Learners <u> </u>X<u> </u>Foster Youth <u> </u>X<u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries; Unrestricted 50,000. Professional Services; 15,000. Professional Services; Restricted 850. Classified Services; Restricted 1,020.</p>

			Supplies; 5,000.
1.4 Purchase supplementary materials for ELD support.	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies; Unrestricted 10,000.
1.5 Implement SCWriP interim assessments for ELs to measure progress and reclassify as necessary through the use of EL-specific writing assessments.	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
1.6 Continue Teacher on Special Assignment for K – 3 and 5-8 at .60 FTE.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Certificated Salaries; Unrestricted 97,500.

GOAL:	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__ 6_ <input checked="" type="checkbox"/> 7__ 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	After analyzing the district’s suspension rate, number of discipline referrals and school climate survey, the identified need is to have all students be active, positive participants in their learning environment.
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Goal Applies to:	Schools: LEA Wide	Applicable Pupil Subgroups: All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.
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LCAP Year 2: 2016-17

Expected Annual Measurable	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.
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Outcomes:		4. Decrease the number of violations to digital citizenship by 5%.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide Spanish Language learning opportunities for staff to increase the ability to communicate between staff, community and parents.	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Professional Services; Unrestricted 100.
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.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Professional Services; Unrestricted 600.
2.3 Increase after school experience and course access for students by providing additional hands-on supplemental materials for after school.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies; Restricted 5,000.
2.4 Purchase digital citizenship awareness supplies and materials.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies; Unrestricted 3,000.
2.5 Provide out of school enrichment opportunities aligned to Common Core State Standards	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Professional Services; Unrestricted 4,400. Classified Salaries; Unrestricted 650.
2.6 Maintain Project Wisdom.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
GOAL:	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__ 8_X

Identified Need :	After analyzing the results from the Physical Fitness Test and school climate survey, the identified need is to support student wellness.	
Goal Applies to:	Schools: LEA Wide	Applicable Pupil Subgroups: All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Maintain Mental Health service availability in schools 2. Maintain student awareness of a healthy lifestyle.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Administer the PFT Physical Fitness Test in grades 5 th and 7 th to measure student physical fitness and add 6 th grade	Briggs School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
3.2 Review and maintain board approved wellness policy on an annual basis.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
3.3 Provide counseling services three days a week to increase social-emotional support for students.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>At Risk</u>	Classified Salaries; Unrestricted 64,400.
3.4 Purchase Health Ed curriculum updates.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies; Unrestricted 8,500.
3.5 Maintain P.E. teacher as 1.0 FTE.	Briggs School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Certificated Salaries; Unrestricted 72,000.

3.6 Provide after school sports, athletic activities, events.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Classified Salaries; Unrestricted 6,800. Materials and Supplies; Unrestricted 1,500. Professional Services; Unrestricted 1,500.
3.7 Provide School Nurse 1 day a week for 35 weeks.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Professional Services; Unrestricted 21,600.

GOAL:	Goal #4 - Improve district parent engagement strategies	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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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 Applicable Pupil Subgroups:	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.

LCAP Year 2: 2016-17

Expected 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%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Positive Parenting – two (2) sessions will be offered to all parents to increase engagement in the home environment and build a positive relationship between home and school.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
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.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Certificated Salaries; Restricted 960. Materials and Supplies; Restricted 750.
4.3 Transportation cost, translating cost and childcare for meetings as available.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Classified salaries; Restricted 450. Classified Salaries; Unrestricted 2,500. Professional Services; Unrestricted/Restricted 2,400.
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 150 students/parents of this year.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies; Unrestricted 350.
4.5 Latino Family Literacy program will be utilized to improve	LEA Wide	<input type="checkbox"/> ALL	Certificated

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.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Salaries; Unrestricted 3,000. Professional Services; Unrestricted 400. Materials and Supplies; Unrestricted 600.
4.6 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English Learner parents	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials and Supplies; Unrestricted 1,600.
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)	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	See goal 2.1
4.8 Increase the number of communication to parents by using a variety of methods.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials and Supplies; Unrestricted 250.

GOAL:	Goal #5 - District instructional materials, facilities and teaching assignments will promote excellence.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	After analyzing current curriculum, Common Core State Standards, staffing assignments, facilities and a school climate survey, the identified need is to provide all necessary tools for students to be successful.		
Goal Applies to:	Schools:	LEA Wide	
	Applicable Pupil Subgroups:	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.	

LCAP Year 2: 2016-17			
Expected Annual	1. Adopt new materials for K-5 mathematics to enhance course offerings under Common Core.		

Measurable Outcomes:	2. Pilot 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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Adopt/pilot and purchase Common core curriculum and supplemental materials grades K-8.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies; Unrestricted 60,000.
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.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
5.3 Increase and improve available instructional space including 21 st Century furniture and maintenance to support expanding enrollment and 21 st Century learning	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies; Unrestricted 90,000.
5.4 Analyze facilities availability for a district funded preschool program to support early childhood education for families of English learner students and other at risk subgroups.	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
5.5 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.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
5.6 Provide BTSA program costs and Support Provider	LEA Wide	<input checked="" type="checkbox"/> ALL	Certificated

	Service		Expenditures
1.1 Maintain Professional Development learning for educators on: Common Core State Standards, NGSS, project-based learning strategies, integrating technology and best instructional practices.	LEA Wide	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Professional Services; Unrestricted; 20,000.
1.2 Maintain Technology infrastructure structure - staying current on timeline for 1 to 1 student to device ratio as proposed in the board approved Technology Plan.	LEA Wide	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Books and Supplies; Unrestricted; 50,000.
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.	LEA Wide	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Certificated Salaries; 50,000. Professional Services; 15,000. Professional Services; Restricted 850. Classified Salaries; Restricted 1,020. Supplies; 5,000.
1.4 Purchase supplementary materials for ELD support.	LEA Wide	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Materials and Supplies; Unrestricted 5,000.
1.5 Monitor interim assessments for ELs to measure	LEA Wide	<input type="checkbox"/> _ALL	0.

progress and reclassify as necessary through the use of EL-specific writing assessments.		OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.6 Continue Teacher on Special Assignment (.60 FTE) for K – 3 and 5-8.	LEA Wide	OR: <u>X</u> Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries; Unrestricted 97,500.

GOAL:	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__ 6 <u>X</u> 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	After analyzing the district's suspension rate, number of discipline referrals and school climate survey, the identified need is to have all students be active, positive participants in their learning environment.
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Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups:	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	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. Decrease the number of violations to digital citizenship by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide Spanish Language learning opportunities for staff to increase the ability to communicate between staff, community and parents.	LEA Wide	__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Services; Unrestricted 100.
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.	LEA Wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Professional Services; Unrestricted 600.

		<u> </u> Other Subgroups:(Specify)_____	
2.3 Increase after school experience and course access for students by providing additional hands-on supplemental materials for after school, including audio visual and technology.	LEA Wide	<u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Materials and Supplies; Restricted 5,000.
2.4 Maintain digital citizenship awareness.	LEA Wide	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	0.
2.5 Provide out of school enrichment opportunities aligned to Common Core State Standards	LEA Wide	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Professional Services; Unrestricted 4,400. Classified Salaries; Unrestricted 1,200.
2.6 Update Project Wisdom.	LEA Wide	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Materials and Supplies; Unrestricted 1,200.

GOAL:	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__ 8_X__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	After analyzing the results from the Physical Fitness Test and school climate survey, the identified need is to support student wellness.		
Goal Applies to:	Schools:	LEA Wide	
	Applicable Pupil Subgroups:	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities	

and Foster Youth.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

1. Maintain Mental Health service availability in schools
2. Maintain student awareness of a healthy lifestyle.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue to administer the PFT Physical Fitness Test in grades 5 th and 7 th to measure student physical fitness.	Briggs School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
3.2 Review and maintain board approved wellness policy on an annual basis.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0.
3.3 Counseling services three times a week to increase social-emotional support.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>At Risk</u>	Classified salaries; Unrestricted 64,400.
3.4 Maintain Health Ed curriculum subscription.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Materials and Supplies; Unrestricted 8,500.
3.5 Maintain 1.0 P.E. Teacher.	Briggs School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Certificated Salaries; Unrestricted 75,600.
3.6 Continue to provide after school sports, athletic activities, events.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Classified salaries and benefits; Unrestricted 6,800. Materials and Supplies;

			Unrestricted 1,500. Professional Services; Unrestricted 1,500.
3.7 Provide School Nurse 2x week for 35 weeks	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Services; Unrestricted 43,200.
GOAL:	Goal #4 - Improve district parent engagement strategies	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
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	Applicable Pupil Subgroups: All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.	
LCAP Year 3: 2017-18			
Expected 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%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Positive Parenting – three (3) sessions will be offered to all parents to increase engagement in the home environment and build a positive relationship between home and school.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0.
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.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Certificated Salaries; Restricted 920. Materials and Supplies;

		<input type="checkbox"/> Other Subgroups:(Specify)_____	Restricted 750.
4.3 Transportation cost, translating cost and childcare for meetings as available.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Classified salaries; Restricted 450. Classified salaries; Unrestricted 2,500. Professional Services; Unrestricted/Restricted 2,400.
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 200 students/parents of this year.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials and Supplies; Unrestricted 400.
4.5 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. Maintain Level 1 and 2 will at both the elementary and middle school level.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salaries; Unrestricted 3,000. Professional Services; Unrestricted 400. Materials and Supplies; Unrestricted 600.
4.6 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English Learner parents	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Materials and Supplies; Unrestricted 1,600.

			__Other Subgroups:(Specify)_____	
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	LEA Wide		<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 2.1
4.8 Increase the number of communication to Parents by using a variety of methods.	LEA Wide		<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials and Supplies; Unrestricted 250.
GOAL:	Goal #5 - District instructional materials, facilities and teaching assignments will promote excellence.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	After analyzing current curriculum, Common Core State Standards, staffing assignments, facilities and a school climate survey, the identified need is to provide all necessary tools for students to be successful.			
Goal Applies to:	Schools: LEA Wide	Applicable Pupil Subgroups:	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.	
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Monitor implementation of the 2016 – 2017 K – 5 adopted mathematics curriculum through local benchmarks. 2. Adopt 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. 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	5.1 Adopt/pilot and purchase Common core curriculum and supplemental materials grades K-8.	LEA Wide	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials and Supplies; Unrestricted 85,000.
	5.2 Hire subject specific credentialed teachers for grades 7-8	LEA Wide	<u>X</u> _ALL	0.

as required when needed. Master scheduling in grades K-6 will reflect assigning of teachers according to credentialed area as multiple subject teachers.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.3 Increase and improve available instructional space including 21 st Century furniture and maintenance to support expanding enrollment and 21 st Century learning.	LEA Wide	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials and Supplies; Unrestricted 90,000.
5.4 Generate an implementation plan for preschool based on outcome of study from Year 2.	LEA Wide	__ALL OR: <u>X</u> _Low Income pupils <u>X</u> _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0.
5.5 Generate an implementation plan for parent learning center based on outcome of study from Year 2.	LEA Wide	__ALL OR: <u>X</u> _Low Income pupils <u>X</u> _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0.
5.6 BTSA program costs and Support Provider stipend as needed.	LEA Wide	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salaries; Restricted 7,000. Professional Services; Restricted 15,500
5.7 Purchase Common Core State Standards aligned supplementary materials; hard-copy/online subscriptions, books and supplies, technology software.	LEA Wide	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional services; Unrestricted 10,000. Materials and Supplies; Unrestricted 10,000.

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 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__ 2_X 3_X 4_X 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	LEA Wide	Applicable Pupil Subgroups: All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth
Expected Annual Measurable Outcomes:	<p>We will establish a baseline percentage for proficiency on state and local benchmark assessments.</p> <p>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 state test results.</p> <p>Identify/adopt new materials for mathematics to enhance course offerings under Common Core.</p> <p>Identify/adopt new materials for mathematics to enhance course offerings under Common Core (this appeared twice in the original LCAP).</p> <p>Maintain attendance rate of 97% or greater. Reduce cases to SARB to 0.</p>		<p>STATE AND LOCAL BENCHMARK ASSESSMENTS:</p> <p>English Language Arts: The baseline percentage for our local benchmark, the STAR reading assessment, is as follows: K-5 – 50% of students will read at grade level 6-8 – 35% will read at grade level.</p> <p>Math: Due to ongoing review of K-5 math common core curriculum and on-going first year training in 6-8 we were not able to effectively establish a local benchmark in mathematics. Due to lack of sufficient data from state assessments the following will occur: After CAASPP results are returned from 2014-2015, the LEA will establish a baseline percentage for proficiency in English Language Arts and Mathematics for the 2015-2016 school year.</p> <p>RECLASSIFICATION: Reclassification rate for the 2014-2015 school year was 8.39%. We did reach the 15% goal for students meeting the CELDT requirement as one component of the district</p>

		<p>reclassification criteria, however, the local benchmark used in lieu of current state scores disqualified many possible RFEP candidates because they did not meet the minimum grade level proficiency in ELA.</p> <p>COMMON CORE MATERIALS: A Math Committee was created and three potential Common Core Math Curriculums are being evaluated by staff as possible pilot programs.</p> <p>ATTENDANCE: The BESD did maintain an attendance rate of 97% for the 2014-2015 school year (based on P2). The BESD had 0 referrals to the School Attendance and Review Board.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Continuous Professional Development - ELA - South Coast Writing Project (SCWriP) teacher training to ensure writing across the course curriculum.	5800: Professional/Consulting Services And Operating Expenditures Base 8,400.	1.1 Contracted with UCSB to provide "Best Practices in Teaching and Writing" training/support using South Coast Writing Project (SCWriP) for K-8 teachers. All teachers participated in 7 sessions of on-going staff development to improve writing skills when working with all students. Workshops were two hours per session. Sessions: Teachers as Writers and Writing across the Day, Writing to Learn, Visual Thinking Strategies, Writing with Mentor texts, Looking at Student Work, Inquiry and Research, Looking Back and Looking Ahead. Each teacher was paid their hourly rate beyond their contracted time.	Professional/Consulting Services And Operating Expenditures Unrestricted 8,400.
Scope of service:	LEA Wide	Scope of service:	LEA Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1.2 Special Education training to help teachers implement modifications and accommodations within the general education setting for both ELA and Math	Contract with consultant to provide Special	1.2 Special Education consultant provided three On-site training sessions divided by grade spans (K-2, 3-5, 6-8). Teachers were trained on implementing modifications and	Professional/Consulting Services;

		Education instruction for general education teachers; Unrestricted Expenditures Base 3,000.	accommodations within the general education setting for both ELA and Math. Surveys indicated 66% of teachers did not feel the strategies presented were applicable for the needs of our students in the district. Less time was needed than what was originally budgeted.	Unrestricted; 450. Certificated Salaries; Unrestricted 1,900.
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.2 Adopt Common Core materials grades K-8		Allotted teacher time to participate in a scope and sequence for the Math curriculum K-8 for representative grade spans; Unrestricted Salaries and Benefits Certificated Personnel Salaries; Unrestricted 2,800.00 Purchase Common Core Math Curriculum Grades K-8; Unrestricted Books And Supplies 50,000	1.3 Ventura County Office of Education Math Support services representatives hosted a K-5 Math adoption committee workshop at Ventura County Office of Education in the Library and Learning Resource Display Center on 10/20/14. The Briggs Math curriculum committee teachers participated in K-5 preview of CCSS Math textbooks through the lens of the Progressions and Math Practices and using the Toolkit to help narrow the choice of programs and look for specifics to serve our students. Six teachers representing each grade level (K-5) participated in trainings (10/20/14, 11/20/14, 2/02/15) and narrowed the focus to three publishers. Each publisher was then asked to provide materials for review and discussion at Briggs School District. K- 5 teachers will decide on a pilot for the 2015-2016 school year. BESD adopted 6- 8 Math curriculum.	Certificated Personnel Salaries; Restricted/ Unrestricted 2500. Professional/Consulting Services And Operating Expenditures Unrestricted 450.00 Pearson Education Math Adoption: Books And Supplies; Unrestricted 26,000.
Scope of service:	LEA Wide		Scope of service:	LEA Wide

<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>1.4 Technology - staying current on timeline for 1 to 1 student to device ratio as proposed in the board approved Technology Plan</p>	<p>Devices and infrastructure; Unrestricted Non Capitalized equipment: \$25,000</p>	<p>1.5 Purchased laptops (75) for student use to remain on current timeline for 1 to 1 ratio as proposed in board approved Technology Plan. We had an increase in expenditures due to new server replacement and establishing contracted on-going services with the Ventura County Office of Education Technology services department.</p>	<p>Professional Services; Restricted/ Unrestricted; 12,600. Books And Supplies; Unrestricted; 55,000.</p>
<p>Scope of service:</p>	<p>LEA Wide</p>	<p>Scope of service:</p>	<p>LEA Wide</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>1.5 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>Childcare Services; Restricted Federal Salaries and Benefits; Other 183. Team Trainers; Restricted Federal, Salaries and Benefits Other 1,574. Food supplies; Other 750.</p>	<p>1.5 Only kindergarten teacher provided parent nights in the 2014-2015 school year because she had past experience and training. Due to an increase of on-going staff development opportunities throughout the year, the district was unable to train the other grades for these nights.</p> <p>No training was necessary for kindergarten parent night.</p> <p>Childcare services were provided for a portion of each session so parents could become active participants in the activities presented by the teacher which included; ways to read, write and ask questions with their child. During the second hour the students and parents participated in the activities that were previously taught and parents were given the opportunity to practice their new skills under the direction of the teacher.</p> <p>Teacher provided 6 hours of Parent Night services. No books and supplies were provided. Translating services were utilized. Surveys indicated that 94% of parents felt more confident in</p>	<p>Classified Personnel Salaries; Restricted 120. Certificated Personnel Salaries; Unrestricted; 250. Translator Classified Personnel Salaries; Restricted 50.</p>

		working with their child at home after attending these sessions. Fewer parent nights were held than originally budgeted for.	
Scope of service:	LEA Wide	Scope of service:	Olivelihoods
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.6 Hire SEI, ELD, Rtl, and Summer Academy staff to support rapid increase of achievement and course access.	<p>Hire teachers; Restricted Federal, Salaries and Benefits; 48,555.00 Snacks; Federal Restricted 500.</p> <p>Student Transportation; Unrestricted 1531. Materials; Federal Restricted 3,000.</p>	<p>1.6 Summer Academy was held for 12 days. 4 Highly Qualified teachers were hired. Fewer teachers applied than were originally budgeted for. No snacks were purchased. Bus services were provided for summer academy students. Fewer students required bus transportation. Teacher Created Materials - Building Fluency Through Reader's Theatre was purchased. No other materials were expended. A classified aide was hired to support At-Risk students in the summer academy session. Students maintained an 88% attendance rate during Summer Academy. Of the various assessments, there was an improvement from pretest to posttest 97% of the time.</p> <p>SEI/ELD hires were not necessary in 2014-2015. Response to Intervention position was not filled until 2/09/15. Teacher worked at both sites providing Tier II Intervention with students identified through the Student Study Team process.</p> <p>K-4 - 13 students received RTI services. 100% showed improvement on the targeted skills from pretest to posttest. 30% of students showed enough improvement to be exited out for the second session.</p> <p>6-8 - 22% of the students enrolled in RTI showed an improvement of 25% as measured through reading comprehension assessments.</p>	<p>Certificated Salaries Unrestricted; 18,150. Transfers Of Direct Costs (transportation); Restricted; 800. Books And Supplies; Restricted/ Unrestricted 2,000. Classified Personnel Salaries; Restricted 900.</p>

Scope of service:		LEA Wide	Scope of service:		LEA Wide	
__ALL			__ALL			
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
1.7 Provide teacher training for ELD support and instruction in the general education classroom.		Contracting with Ventura County Office of Education to provide teacher training and support for ELD; Unrestricted Professional Development; 6,750.	1.8 Contracted with Ventura County Office of Education to provide teacher training and support for ELD. Five, two hour sessions were provided to K-8 teachers. Teachers were paid extra duty. 88% of survey results indicated teachers felt the training was effective.			Professional/ Consulting Services; Unrestricted 6,450. Certificated Salaries Unrestricted; 1,750.
Scope of service:		LEA Wide	Scope of service:		LEA Wide	
__ALL			__ALL			
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
1.9 Work with SCWriP to create interim assessments for ELs to measure progress and reclassify as necessary through the use of EL-specific writing assessments		Consulting services to create assessments for English learners; Restricted Federal: Other: 1,500.	1.8 We did not sign a contract with SCWriP to create interim assessments for English Learners during the 2014-2015 school year due to extensive staff development training already in place.			0.
Scope of service:		LEA Wide	Scope of service:		LEA Wide	
__ALL			__ALL			
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners			

<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based on the data collected in establishing our baseline percentage of proficiency, our LEA focus is to increase our students' literacy district wide. The focus group will be our K-3 student population to increase their foundational skills in reading, writing and speaking. Professional development changes based on survey data indicate a focus on Common Core State Standards, project based learning strategies, integrating technology and best instructional practices. For this reason, the special education consultant services have been removed and the SCWriP professional development has changed its focus from K-8 writing to ELD benchmark assessment development. SEI and ELD new hires were not necessary for the 2014-2015 school year. New actions and services will include a focus on K-3 literacy. This includes adding actions 1.3, 1.4, 1.5 and 1.6 in the 2015-16 LCAP. The Briggs Math curriculum committee teachers participated in K-5 preview of CCSS Math textbooks through the lens of the Progressions and Math Practices and using the Toolkit to help narrow the choice of programs and look for specifics to serve our students. K- 5 teachers will decide on a pilot for the 2015-2016 school year. BESD adopted 6- 8 Math curriculum. The technology increase in expenditures was due to requiring a new server and establishing contracted on-going services with the Ventura County Office of Education Technology services department. Reclassification rate for the 2014-2015 school year was 8.39%. We did reach the 15% goal for students meeting the CELDT requirement as one component of the district reclassification criteria, however, the local benchmark used in lieu of current state scores disqualified many possible RFEP candidates because they did not meet the minimum grade level proficiency in ELA.	
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__ 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups:	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.	
Expected Annual Measurable Outcomes:	1. Achieve a suspension rate of less than 5% 2. Decrease the number of discipline referrals of academically underperforming students by 5%. 3. Achieve 80% or greater of respondents to survey reporting overall positive school climate, connection, and staff.	Actual Annual Measurable Outcomes:	1. The BESD maintained a suspension rate of 1.43% for the 2014-2015 school year. 2. The BESD maintained a decrease in the number of discipline referrals by 42%. 3. 81% of respondents to survey agree or strongly agree that there is a positive school climate, connection and staff.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 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.	Hire Spanish Teacher; Unrestricted, Professional Services; 3000.	2.1 A Spanish teacher was not hired within BESD. An outside resource (VUSD Adult ED) was utilized to provide beginning conversational Spanish classes at a cost of 10.00 for teacher registration only. Three teachers, one classified employee and one administrator registered for the services. Weekly night classes were provided at two hours per session. Surveys indicate high approval rating of beginning Spanish class.	Professional Services Expenditures; Unrestricted 50.
Scope of service:	LEA Wide	Scope of service:	LEA Wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.2 Administer the Healthy Kids, Staff and Parent Survey on an annual basis to measure effective social emotional supports provided and their effect on the climate and culture of the district.	Annual CHKS survey administration; Unrestricted, professional services; 450.	2.2 CHKS was not used in the 2014-2015 school year. An alternate survey was issued to parents, students and personnel with 11 questions that were tied to the goals of the LCAP presented the following results for social emotional support and their effect on climate and culture of the district: 81% agree or strongly agree that schools maintain a positive climate. The survey was mailed to each head of household with a return, stamped envelope with a return rate of 17.6%. Cost	Professional/ Consulting Services Expenditures; 0. Postage; Professional Consulting Services Expenditures; Unrestricted

			of postage replaced the CHKS costs.	510.
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.3 Increase after school experience and course access for students by bringing in additional hands on programs for after school, including audio visual and technology		Professional Development training for audio visual curriculum/ programs for all staff; Unrestricted 3,000. Purchase of student computers; Unrestricted 3,000. Teacher Created Materials supplies K-8, Unrestricted 2,000.	2.3 NASA audio visual staff development training was held on 1/30/14 with eight ASES employees. ASES Site Leads received professional development training from Ventura County Office of Education (11/3/14, 12/1/14, 1/12/15, 2/2/15). There were no student computers purchased for the ASES program in the 2014-2015 school year. ASES did not purchase Teacher Created Materials but used money towards materials to build robots as part of a robotics class. Robotics class was provided for students in the After School program. There were eight sessions with four instructors providing guidance. Robotics grant was for materials only, however, excess materials had to be purchased. Costs associated with the program were for salary only and were not anticipated due to approval of the grant at the beginning of the 2014-15 school year. The difference in actual expenditures was due to this program change.	Classified Personnel Salaries; Unrestricted/ Restricted 7,100. Certificated Salaries Restricted; 2,000. Books And Supplies; Unrestricted 0. Books And Supplies; Restricted 2,000.
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Data provided through the survey results and the decrease of suspensions and discipline referrals due to restorative justice implementation demonstrate positive progress toward this goal. Survey results indicated a need for some new actions and services to help promote an inclusive environment. They include digital citizenship awareness, outside enrichment opportunities such as field trips and a continuation of character trait building through the messages in Project Wisdom. An outside resource (VUSD Adult Ed) was utilized to provide Spanish classes for the teachers in BESD who were interested in participating. Costs to BESD were for registration only. Costs associated with Robotics program were for salary only and were not anticipated due to approval of the grant at the beginning of the 2014-15 school year. The difference in actual expenditures was due to this program change.		

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__ 8__ X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA Wide	Applicable Pupil Subgroups: All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.		
Expected Annual Measurable Outcomes:	1. Increase Mental Health service availability in schools. 2. Increase the percentage of students with a healthy body composition to 55%, study relationship of PE performance to PFT results.	Actual Annual Measurable Outcomes:	1. The BESD was able to offer mental health service to 28 students in the school district as compared to 2013-2014 which had 0 referrals due to lack of district counselor. 2. All students in grades 5 and 7 were administered the PFT and all data collected was submitted for review. Data will analyzed pending its release.	
LCAP Year:2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

3.1 Administer the PFT Physical Fitness Test in grades 5 and 7 to measure student physical fitness.		Inclusive of Physical Education teacher salary. Other 0. Unrestricted Other 0	3.1 Physical Fitness Test (PFT) was administered in grades 5 and 7 to measure student physical fitness. Results are still pending.	0.
Scope of service:	Briggs		Scope of service:	Briggs
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.2 District will review and maintain board approved wellness policy on an annual basis.		Inclusive of administration lary. Other 0.	3.2 School Site Council reviewed the Wellness policy and no changes were recommended to the current policy. The Board of Trustees will review the policy at the May school board meeting.	0.
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.3 District counseling services will be provided to increase social-emotional support for At-Risk students.		Hire one counselor; Unrestricted, Salaries and Benefits: 50,000.	3.3 Counseling service was provided for Low Income/English Learner/Foster Youth, and At-Risk students. At current writing 28 students have received services within the district. Student surveys indicate an overall positive rating of the services they have been provided by the counselor.	Classified Personnel Salaries; Unrestricted; 41,400.
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Counseling services have proven effective at providing immediate social-emotional support for the needs of students at Olivelihoods and Briggs. Initial cost projection for salaries was higher than actual. Twenty eight students have been provided counseling services compared to 0 last year. Parent and staff surveys indicate that an increase of counseling services from two days a week to three days a week in the district would continue to provide the needed support for Low\Income, Foster Youth and At-Risk students and families. Survey results indicated a need for Health Education and after school sports opportunities to promote a healthy lifestyle. In order to promote more effective physical activity and healthy lifestyle awareness, the PE teacher position will increase from a .50 FTE to a 1.0 FTE at Briggs School. An area the district was lacking in for the promotion of healthy lifestyle was the services of a school nurse. A new action in the 2015-16 LCAP will provide for nurse services in the district.</p>	
<p>Original GOAL from prior year LCAP:</p>	<p>Goal #4 - Improve district parent engagement strategies.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: LEA Wide</p>	<p>Applicable Pupil Subgroups: All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Create baseline data for parent attendance at district/school parent meetings. 2. Create baseline data for parental involvement in committees that reflect student subgroup populations. 3. Create a baseline return rate for parent surveys. 		<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 1. Parent meetings as defined as Parent Information Nights (Title 1, CAASPP), and Parent Faculty Organization yield a 10% attendance rate. 2. Baseline data for parent meetings as defined above yield low attendance rates for student subgroup populations. However, data shows when we create events specifically for those subgroups we average an 89% participation rate. BESD does provide childcare, food, translation and transportation as needed for each of our events. 3. Return rate for parent survey was 17.6%.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Positive Parenting classes will be offered to all parents to increase engagement in the home environment and build a positive relationship between home and school.	Hire consultant; Restricted Federal, Professional Services: 2,000. Childcare services; Unrestricted Salaries and Benefits: 549. Snacks, Unrestricted: Base; 400.	4.1 Outside services provided by Positive Parenting were available at no cost to the district. Extended classes were offered to the parents of BESD, however, the location was off campus and not accessible to the majority of parents who were interested. On 10/14/14, childcare services and dinner were provided. 60 parents attended this event. The class was offered in Spanish and English.	Professional/ Consulting Services; 0. Classified Personnel Salaries; Restricted 200. Books And Supplies; Restricted; 225.
Scope of service:	LEA Wide	Scope of service:	LEA Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.2 Parent nights by grade level as mentioned in goal 1.5	See Goal 1.5	4.2 See goal 1.5	See Goal 1.5
Scope of service:	LEA Wide	Scope of service:	LEA Wide

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
4.3 Hold parent/stakeholder meetings in the community. Specifically Limoneira and Trailer Park Clubhouses.		Inclusive of regular administrator salaries/benefits.	4.3 Stakeholder meetings held outside of BESD did not occur in the 2014-2015 school year. Due to conflicting dates, insurance issues and lack of available building spaces BESD was not able to hold stakeholder meetings in the community. LEA provided the parents alternative transportation opportunities. 50% of parents who attended March meeting utilized this alternative transportation method which utilized our school transportation system.		Transfers and Other Outgo (transportation); Unrestricted; 825.
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
4.4 Purchase of a passenger van for families lacking transportation to school/community functions, and extra support services provided by the district as available.		One passenger van that accommodates seven; Unrestricted equipment 35,000. Target for Year 1 is 100 passengers or more utilize the van service. Unrestricted; 1,100.	4.4 Purchased van to accommodate seven passengers plus a driver to provide transportation access and extra support services provided by the district as available. Purchase date was 11/24/14. Over 50 students have been transported weekly in the van for school to home services after tutoring. After School Program employees utilized the bus for a staff development training out of the county, saving the district on average \$900.00. We did not expend full budgeted amount due to late purchase in the school year and a decrease in target numbers transported.		Capital Outlay; Unrestricted 30,500. Books And Supplies; Unrestricted; 200.
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4.5 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.		Hire teachers; Unrestricted, Salaries and Benefits 3,541.00 Materials, shipping, training; Unrestricted, Materials 6,100. Childcare; Unrestricted, Salaries and Benefits 660.00 Snacks, Unrestricted, Salaries and Benefits: 400.00	4.5 Two highly qualified teachers were hired and trained. Training was a 1 day webinar. Two classified employees were hired for childcare. Parents focused on learning about improving literacy in their homes. Dinners were purchased for the children who attended the Latino Family Literacy program with their parents. Parents often opted to bring in their own food which decreased the overall food expenditures. The culminating activity for the middle school literacy class was to attend Cal State Channel Islands University. Approximately 25 parents and students attended the fieldtrip. The program maintained an 89% participation rate and 100% of the families reported increased improvement in home to school relationship and support for increased student literacy. Over budgeted for materials		Certificated Personnel Salaries; Unrestricted; 3,541. Books And Supplies; Unrestricted; 2,900. Professional Services and Other Operating Costs; Unrestricted; 400. Classified Personnel Salaries; Unrestricted 775.
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4.6 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English Learner parents		Hire 1 ESL Teacher; Unrestricted Salaries; 3,000.00 Childcare; Unrestricted, Salaries and Benefits 400.00	4.6 One ESL teacher was trained by Ventura Unified Adult Education department. Briggs Elementary School District purchased the required software program and headphones and this cost was not anticipated when prior year planning for the ESL sessions. Thirty parents enrolled in the course. Fourteen sessions at three hours per week. Childcare was provided for each three hour ESL class. Estimated costs for childcare were increased because of extra classes were offered in the 2014-2015 school year.		Certificated Personnel Salaries; 0. Classified Personnel Salaries; Unrestricted; 800. Materials and Supplies; Unrestricted;

				1,610.
Scope of service:	LEA Wide		Scope of service:	LEA Wide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.7 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. See Goal 2.1		Hire consultant; Unrestricted, Professional Services; 3,000.	4.7 No consultant was hired by BESD. All teachers were offered Spanish language instruction at VUSD Adult Education. A 10.00 registration fee was required and paid by BESD. See Goal 2.1 for cost.	
Scope of service:	LEA Wide		Scope of service:	LEA Wide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		After analyzing attendance at the different parent events and meetings throughout the year, the biggest success came from the Latino Family Literacy program at the K-4 and 5-8 level. Level II training for Latino Family Literacy will be provided for two teachers for the following year. Spanish and English classes maintain an average attendance rate of 87% and will continue next year as well. Goal is to expand use of the van to improve district parent engagement by promoting the van's availability. BESD will continue to provide additional transportation options as listed in the new goal 4.3 in the 2015-16 LCAP. In addition, BESD will seek out and increase additional communication methods, such as mass email, text and website promotion to communicate with parents as listed in goal 4.8 in the 2015-16 LCAP.		
Original GOAL from prior year LCAP:	Goal #5 - District instructional materials, facilities and teaching assignments will promote excellence.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA Wide	Applicable Pupil Subgroups: All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.		

<p>Expected Annual Measurable Outcomes:</p>	<p>1. All facilities will be noted in good repair as determined by the Facilities Tool. 2. District will pursue adoption of Common Core math curriculum. 3. Two or fewer teachers in grades K-8 will be assigned to classrooms that require special board approval.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1. All facilities had a rating of GOOD based on the Facilities Tool. 2. K-5 is currently previewing math curriculum to pilot. BESD adopted math curriculum for grades 6-8. 3. Three teachers in grades K-8 are assigned to classrooms that require special board approval.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>5.1 Purchase of ancillary and Common Core materials for ELA and Math as mentioned in Goal 1 and training for teachers in the newly adopted Common Core purchase as mentioned in Goal 1.</p>	<p>See Goal 1</p>	<p>See Goal 1.</p>	<p>See Goal 1.</p>
<p>Scope of service:</p>	<p>LEA Wide</p>	<p>Scope of service:</p>	<p>LEA Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>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.</p>	<p>Inclusive of certificated salaries and benefits.</p>	<p>5.2 Was not necessary for the 2014-2015 school year.</p>	<p>0.</p>
<p>Scope of service:</p>	<p>LEA Wide</p>	<p>Scope of service:</p>	<p>LEA Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p>		<p>OR:</p>	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5.3 Increase and improve available instructional space including furniture and maintenance to support expanding enrollment and 21 st Century learning		Purchase of temporary modular and furniture. Facilities and Technology Support Services; Capital Facilities Fund; Other 50,000	5.3 Leased modular classrooms for resource rooms to support and accommodate special education students in the classroom. 21 st furniture was also purchased for the two modular rooms. Estimated costs overstated.		Capital Outlay; Unrestricted 29,200. Books and Supplies; Restricted 5,900.
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5.4 Addition of district funded preschool program to support early childhood education for families of EL students and those who cannot afford private preschool. (While this action/service was listed, we did not plan to initiate action until 2015-2016)		No action taken on preschool during 2014-2015.	5.4 No action taken on preschool during 2014-2015.		0.
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5.5 Addition of parent learning center in the district to connect parents with resources for school that would not		No action taken on parent center	5.5 No action on parent center for 2014-2015.		

be available in the home. (While this action/service was listed, we did not plan to initiate action until 2015-2016)		for 2014-2015.		
Scope of service:	LEA Wide		Scope of service:	LEA Wide
_ALL			_ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The BESD will continue the course of action in procuring new Common Core materials. This includes piloting a new math curriculum in grades K-5 and identifying new materials for ELA in grades K-8. Surveys indicated a need for an increase in Common Core supplementary materials to support access to the curriculum. Measurable outcomes #3 and #4 will remain the same. In promoting support for new teachers with teaching assignments in BESD, costs for BTSA and Support Provider stipends will be paid for by the district. BESD administration acknowledges that the LEA continues to have 7 th and 8th teachers who hold multiple subject credentials and waivers approved by the board to teach single subjects rather than single subject/supplementary credentials. BESD recognizes the need for advanced expertise in content areas and Superintendent will consult with the Board of Trustees on possible remedies.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$ 732,451.00</u>
<p>Briggs Elementary School District has 82.52% unduplicated pupils in the LCFF subgroups. In school year 2015-2016 the supplemental/concentration funding will be \$732,451. Districtwide the funds will be used to hire Response to Intervention support staff to help fill the achievement gap of underperforming students, offer extended school year through summer academy to focus on targeted instruction for grades 1-3 and 7-8 in the area of fluency and comprehension skills, and to offer assistance to unduplicated subgroups that require extra support thru school tutoring. Spanish classes for teachers will again be offered to improve the home to school connection and an increase in after school experience and course access will provide necessary supplemental hands on experiences. The BESD will continue with their effective use of counseling services to address social and emotional support of students and families. Counseling time will increase by one day. On-going use of the van to support parent and student access to tutoring services and school events/meetings will continue to be provided. Latino Family Literacy Level II classes designed to increase family literacy will be offered this year along with providing transportation, childcare and translations. English as a Second Language classes for parents designed to improve the home to school connection will again be accessible with childcare services being provided. Two (.60 FTE) Teacher on Special Assignment will be hired to support students in fluency and comprehension skills.</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.

18.70	%
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By increasing time for certificated and qualified personnel to provide on-going, consistent intervention or acceleration of targeted subgroups and by improving access to technology, school resources, and parent outreach, students in subgroups will increase their academic achievement. By focusing expenditures on improving school connectedness for staff, parents and students, the district students will begin to close the achievement gap between other districts with lower populations of our targeted subgroups. Services for students within the subgroups will increase by at least 18.70%. The services specified for the subgroups meet or exceed the 18.70% threshold.

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).

01-13-15 [California Department of Education]