

Introduction:

LEA: Biggs Unified School District Contact (Name, Title, Email, Phone Number): Doug Kaelin, Superintendent, dkaelin@biggs.org, (530) 868-5870 LCAP Year: 2015/2016

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>The process used to engage school staff, parents, students, community, and other stakeholders in the development of the district’s LCAP included: (1) Meetings with the LCAP Planning/District Advisory Team comprised of site administrators, teacher representative from each school site, psychologist/foster youth liaison, Title III/EL Coordinator, business managers, maintenance and operations director, DLAC parent advisor, general parents, BUTA president, CSEA president. (2) Meeting with parent advisory groups, School Site Council, district English Language Advisory Committee (DELAC), (3)</p>	<p>The DAC make-up ensured that the final plan represented a cross-section of needs and backgrounds. Over the span of the 2014-15 meetings, on average the following stakeholders were represented:</p> <ul style="list-style-type: none"> * Parents from all school sites including Spanish speaking * Students from all school sites * Teachers * Classified Staff * Community Members

Student Body (4) meeting with faculty and staff (5) County agencies: Foster youth services (Meagan Meloy, Program Coordinator and County EL Coordinator (Holly Ahmadi) (6) LCAP updates and request to input on the district Website.

The administrative team established a formal process that included several meetings with stakeholders. Each of the meetings produced a set of requests and suggestions around programs and supports. This allowed the team to start a 'draft' document for 2015-2016 and share that with the stakeholder groups, allowing edits to occur at each session.

* Administration

Communication with all stakeholder groups was essential in providing a wide spectrum of viewpoints from the BUSD community and is reflected in the final LCAP document.

Revised Priorities

After reviewing and analyzing the LCAP document with all stakeholders, the five overarching existing goals have been maintained and are as follows:

1. Ensure that all students have access to qualified teachers, standards based instructional materials and quality programs that address the needs of all learners.
2. Raise post high school preparations including college and career readiness for all students
3. Create a safe, supportive and welcoming school climate to enhance the academic, social and emotional environment for student success
4. Design programs and activities to address diverse student academic needs
5. Create a celebratory school environment that engages staff, students, parents and the community

However, as a result of reviewing past and current progress, the following changes will be made for the 15-16 plan:

1. Streamline actions and services listed in the LCAP by combining duplicated actions and services in specific LCAP goals.
2. Target professional development sessions for teachers that will improve instructional practices and raise student achievement.

Update to the community:

Rough Draft was presented to the Board on May 6, 2015 for input and discussion regarding priorities and goals.

The completed draft was presented to the Public and Board for their input on June 10, 2015 at which time the district will request the public to provide additional input as needed. Written comments are due to the District Office by June 15, 2015 at 4:00 p.m. Any possible changes required may be incorporated at that time. Prior to that, the feedback from each group was gathered and compiled into a draft document which was then shared for feedback and edits.

The final document will be sent for Board approval on June 29, 2015 7:00 p.m. along with the District Budget.

Stakeholder and Community Engagement: Gathering Input Process:

At the beginning of our planning phase, the superintendent presented an overview of the LCAP process and LCFF at a public Board meeting, and at the beginning of each of the stakeholder meetings. Informative (i.e., quantitative and qualitative data/metrics) related to the state priorities was made available to stakeholders and used by the LCAP/DAC to inform the LCAP goal setting process. Stakeholders have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP.

BUSD held the following meetings:

9/3/14 Board Presentation
 9/9/14 Administration Planning Session
 10/9/14 ELAC and DELAC meetings
 10/15/14 Site Council
 11/13/14 DAC/LCAP advisory committee
 1/14/15 Board Update
 2/11/15 Student Meeting
 4/9/15 Foster Youth Meeting
 4/22/15 DAC/LCAP advisory meeting
 5/14/15 CSEA LCAP meeting
 5/21/15 BUTA LCAP meeting
 6/3/15 Administration Planning Session

- All stakeholder were invited to the parent meeting

The following documents were reviewed during the process:

1. School Single Plan for Student Achievement (SPSA)

- 2. Adequate Yearly Progress(AYP) Reports for all schools
- 3. WASC Self Study documents
- 4. Biggs Unified School District Safety Plan
- 5. District LEAP
- 6. Healthy Kids Survey
- 7. Current LCAP
- 8. My College Options

Annual Update:

In the fall of 2014, the Superintendent began the in depth analysis of the current LCAP document. Several meetings were held to gather input from all stakeholders after reviewing data. Throughout the year, information was provided at Board Meetings, Student council meetings, site council meetings, ELAC and DELAC meetings and CSEA and BUTA meetings to collect input from all stakeholders. Information received from those meetings drove the streamlining of the current LCAP document for the subsequent three years.

Annual Update:

Although the five goals remained the same, action steps have been revised based on stakeholder input and the following adjustments have been made for the proposed 2015-2016 LCAP:

- *Goal 1: Actions and services were evaluated and slight adjustments have been made for the new three year plan.
- *Goal 2: Actions and services were evaluated and slight adjustments were made for the new three year plan.
- *Goal 3: Actions and services were evaluated and slight adjustments have been made for the new three year plan.
- *Goal 4: Actions and services were evaluated and slight adjustments have been made for the new three year plan.
- *Goal 5: Actions and services were evaluated and slight adjustments have been made for the new three year plan.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	LCAP Focus Goal 1: Ensure that all students have access to qualified teachers, standards based instructional materials and quality programs that address the needs of all learners *Goal 1.1: Physical Infrastructure *Goal 1.2: Common Core Implementation *Goal 1.3: Technology In Teaching and Learning: *Goal 1.4: Literacy Skills in grades 2	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	All BUSD students will be instructed by highly-qualified teachers using standards aligned instructional materials, and access to current technology and all facilities in good repair. Currently, not all BUSD students have access to technology at any given time.
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Goal Applies to:	Schools: CDS, BHS, BES, RES, All	Applicable Pupil Subgroups: All students including low income, English Learner, foster youth and students with disabilities
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LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	*Maintain Compliance with Williams Act requirements: <ul style="list-style-type: none"> • 100% of all teachers are highly qualified (Priority 1) • 100% of all students have instructional materials (Priority 1) • All facilities have a good or excellent rating on Williams report (Priority 1) • At least 45% of all BUSD students will have access to computer technology at any given time (Priority 7) • Provide professional development for CCSS implementation and analyzing data (Priority 2) • Increase implementation of adopted State standards for all students, including ELD standards and new science. (Priority 2)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete needs assessment for facilities	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)	As needed 4000-4999: Books And Supplies Base \$10,000 5000-5999: Services And Other Operating Expenditures Base \$10,000 6000-6999: Capital Outlay S&C \$100,000
Purchase technology to update computer labs for CAASPP tests and 21st century learning, maintaining fully functioning labs at all sites	LEA-WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Continue to improve labs at sites 6000-6999: Capital Outlay Base \$46,000 4000-4999: Books And Supplies Base \$30,000

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
Professional development and release time for faculty and staff that include implementation of CCSS, creating formative and summative assessments, and developing common units of study with performance tasks.	LEA-WIDE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>1000-1999: Certificated Personnel Salaries Base \$10,000</p> <p>3000-3999: Employee Benefits Base \$1,350</p>
Review credentials and assignments	LEA-WIDE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	No additional costs incurred
Professional development and training in technology in 21st century classrooms and developing technology courses at each grade level to ensure student development of measureable skills for 21st century learning. Provide a high school technology course to provide equity in technical skills for EL, Foster Youth and Low Income Students.	LEA-WIDE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>4000-4999: Books And Supplies Base \$10,000</p> <p>5000-5999: Services And Other Operating Expenditures Base \$13,650</p> <p>1000-1999: Certificated Personnel Salaries S&C \$22,500</p> <p>3000-3999: Employee Benefits S&C \$3,038</p> <p>1000-1999: Certificated Personnel Salaries Base \$5,000</p> <p>3000-3999: Employee Benefits Base \$675</p>
Planned CCSS book adoption	LEA-WIDE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth 	<p>4000-4999: Books And Supplies Base \$75,000</p> <p>4000-4999: Books And Supplies S&C \$4,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Professional development for teachers to align ELD standards with curriculum and purchase supplemental materials for ELD instruction. ELD student data will be monitored and tracked for academic progress for EL students.	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)	4000-4999: Books And Supplies S&C \$10,000 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 5000-5999: Services And Other Operating Expenditures S&C \$10,000 1000-1999: Certificated Personnel Salaries S&C \$5,000 3000-3999: Employee Benefits S&C \$675
Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Professional development for paraprofessionals and teachers. Literacy support through reading and writing interventions provided to Foster Youth, Low Income and EL 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)	4000-4999: Books And Supplies Lottery \$10,000 1000-1999: Certificated Personnel Salaries S&C \$2,000 2000-2999: Classified Personnel Salaries S&C \$2,500 3000-3999: Employee Benefits S&C \$270 3000-3999: Employee Benefits S&C \$270 2000-2999: Classified Personnel Salaries Title I \$5,000 3000-3999: Employee Benefits Title I \$1,115
Maintain Library Services at the current staff levels	RES, BES, BHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries S&C \$27,026 3000-3999: Employee Benefits S&C \$11,899 4000-4999: Books And Supplies S&C \$600

LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes:	<p>*Maintain Compliance with Williams Act requirements:</p> <ul style="list-style-type: none"> • 100% of all teachers are highly qualified (Priority 1) • 100% of all students have instructional materials (Priority 1) • All facilities have a good or excellent rating (Priority 1) • At least 47% of all BUSD students will have access to computer technology at any given time (Priority 7) • Provide professional development for CCSS implementation and analyzing data (Priority 2) • Increase implantation of adopted State standards for all students, including ELD standards and new science. (Priority 2)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete needs assessment for facilities	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)	As needed 4000-4999: Books And Supplies Base \$10,000 5000-5999: Services And Other Operating Expenditures Base \$10,000 6000-6999: Capital Outlay S&C \$100,000
Purchase technology to update computer labs for CAASPP tests and 21st century learning, maintaining fully functioning labs at all sites	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)	Continue to improve labs at sites 6000-6999: Capital Outlay Base \$46,000 4000-4999: Books And Supplies Base \$30,000
Professional development and release time for faculty and staff that include implementation of CCSS, creating formative and summative assessments, and developing common units of study with performance tasks.	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)	1000-1999: Certificated Personnel Salaries Base \$10,000 3000-3999: Employee Benefits Base \$1,350

Review credentials and assignments	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)	No additional costs incurred
Professional development and training in technology in 21st century classrooms and developing technology courses at each grade level to ensure student development of measureable skills for 21st century learning. Provide a high school technology course to provide equity in technical skills for EL, Foster Youth and Low Income 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)	4000-4999: Books And Supplies Base \$10,000 5000-5999: Services And Other Operating Expenditures Base \$13,650 1000-1999: Certificated Personnel Salaries S&C \$22,500 3000-3999: Employee Benefits S&C \$3,038 1000-1999: Certificated Personnel Salaries Base \$5,000 3000-3999: Employee Benefits Base \$675
Planned CCSS book adoption	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)	4000-4999: Books And Supplies Base \$75,000 4000-4999: Books And Supplies S&C \$4,000
Professional development for teachers to align ELD standards with curriculum and purchase supplemental materials for ELD instruction. ELD student data will be monitored and tracked for academic progress for EL students.	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)	4000-4999: Books And Supplies S&C \$10,000 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 5000-5999: Services And Other Operating Expenditures S&C \$10,000 1000-1999: Certificated Personnel Salaries S&C \$5,000 3000-3999: Employee Benefits S&C \$675

<p>Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Professional development for paraprofessionals and teachers. Literacy support through reading and writing interventions provided to Foster Youth, Low Income and EL students.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Lottery \$10,000 1000-1999: Certificated Personnel Salaries S&C \$2,000 2000-2999: Classified Personnel Salaries S&C \$2,500 3000-3999: Employee Benefits S&C \$270 3000-3999: Employee Benefits S&C \$270 2000-2999: Classified Personnel Salaries Title I \$5,000 3000-3999: Employee Benefits Title I \$1,115</p>
<p>Maintain Library Services at the current staff levels</p>	<p>RES, BES, BHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries S&C \$27,026 3000-3999: Employee Benefits S&C \$11,899 4000-4999: Books And Supplies S&C \$600</p>

LCAP Year 3: 2017/2018

<p>Expected Annual Measurable Outcomes:</p>	<p>*Maintain Compliance with Williams Act requirements:</p> <ul style="list-style-type: none"> • 100% of all teachers are highly qualified (Priority 1) • 100% of all students have instructional materials (Priority 1) • All facilities have a good or excellent rating (Priority 1) • At least 50% of all BUSD students will have access to computer technology at any given time (Priority 7) • Provide professional development for CCSS implementation and analyzing data (Priority 2) • Increase implantation of adopted State standards for all students, including ELD standards and new science. (Priority 2)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Complete needs assessment for facilities</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>As needed 4000-4999: Books And Supplies Base \$10,000 5000-5999: Services And Other Operating Expenditures Base \$10,000 6000-6999: Capital Outlay S&C \$100,000</p>

<p>Purchase technology to update computer labs for CAASPP tests and 21st century learning, maintaining fully functioning labs at all sites</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue to improve labs at sites 6000-6999: Capital Outlay Base \$46,000 4000-4999: Books And Supplies Base \$30,000</p>
<p>Professional development and release time for faculty and staff that include implementation of CCSS, creating formative and summative assessments, and developing common units of study with performance tasks.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Base \$10,000 3000-3999: Employee Benefits Base \$1,350</p>
<p>Review credentials and assignments</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional costs incurred</p>
<p>Professional development and training in technology in 21st century classrooms and developing technology courses at each grade level to ensure student development of measureable skills for 21st century learning. Provide a high school technology course to provide equity in technical skills for EL, Foster Youth and Low Income Students.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base \$10,000 5000-5999: Services And Other Operating Expenditures Base \$13,650 1000-1999: Certificated Personnel Salaries S&C \$22,500 3000-3999: Employee Benefits S&C \$3,038 1000-1999: Certificated Personnel Salaries Base \$5,000 3000-3999: Employee Benefits Base \$675</p>

<p>Planned CCSS book adoption</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base \$75,000 4000-4999: Books And Supplies S&C \$4,000</p>
<p>Professional development for teachers to align ELD standards with curriculum and purchase supplemental materials for ELD instruction. ELD student data will be monitored and tracked for academic progress for EL students.</p>	<p>LEA-WIDE</p>	<p><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)</p>	<p>4000-4999: Books And Supplies S&C \$10,000 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 5000-5999: Services And Other Operating Expenditures S&C \$10,000 1000-1999: Certificated Personnel Salaries S&C \$5,000 3000-3999: Employee Benefits S&C \$675</p>
<p>Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Professional development for paraprofessionals and teachers. Literacy support through reading and writing interventions provided to Foster Youth, Low Income and EL students.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Lottery \$10,000 1000-1999: Certificated Personnel Salaries S&C \$2,000 2000-2999: Classified Personnel Salaries S&C \$2,500 3000-3999: Employee Benefits S&C \$270 3000-3999: Employee Benefits S&C \$270 2000-2999: Classified Personnel Salaries Title I \$5,000 3000-3999: Employee Benefits Title I \$1,115</p>
<p>Maintain Library Services at the current staff levels</p>	<p>RES, BES, BHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries S&C \$27,026 3000-3999: Employee Benefits S&C \$11,899 4000-4999: Books And Supplies S&C \$600</p>

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

GOAL 2:	LCAP Focus Goal 2: Raise post high school preparation, including college and career readiness for all students *Goal 2.1 : Define higher education expectations *Goal 2.2: Equity and Access in Academic Options for all. *Goal 2.3: Increase the number of students entering High School at grade level in ELA and Math.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Not 100% of BUSD graduates are college eligible, therefor we will provide all BUSD students the support and guidance to succeed in a broad range of challenging courses preparing them to successfully enter higher education and/or a viable career.
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Goal Applies to:	Schools: BHS, BES, RES, CDS
Applicable Pupil Subgroups:	All students including low income, English Learner, foster youth and students with disabilities

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	*Provide academic interventions and supports for students K-12 to increase percentage of students passing CAHSEE, taking SAT/ACT exams by 5% over baseline (Priority 4) *Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 5%. (Priority 4) *Master Schedule designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities. (Priority 7) *Increase the percent of EL students being reclassified by 3% of total number of EL students in base year. (Priority 4) *Maintain access to a broad course of study as described in Ed code 51220 and per Board Policy for all students by subgroup. (Priority 7) *Increase the percentage of 12th grade concentrators who met the proficient or advanced level on the CAHSEE ELA and Math by 2% above baseline. (Priority 4)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase higher level course offerings and access to rigorous courses in high school and increase access for EL, Foster Youth and, Low Income and Special Education students in a-g courses as well as CTE courses and teacher trainings.	BHS, BES	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries S&C \$13,000 3000-3999: Employee Benefits S&C \$2,000 4000-4999: Books And Supplies S&C \$5,500 5000-5999: Services And Other Operating Expenditures S&C \$5,000
Raise post high school preparation, including college and career readiness for all students by FAFSA, college visits, essay and application writing workshops, a-g	BHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1000-1999: Certificated Personnel Salaries Base \$2,500 2000-2999: Classified Personnel Salaries Base \$1,500

<p>requirements, advisement and test prep for PSAT/SAT and admissions process to increase number of career and college ready students including EL, foster youth and low income students.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3000-3999: Employee Benefits Base \$1,000 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$1,500</p>
<p>Teachers and paraprofessionals trained to differentiate instruction for remediation purposes for all students including foster youth, EL students, low income students and students with disabilities. Provide intervention courses for all students' K-12th grades. Maintain and increase teacher and aide support for EL students, foster youth and low income students.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$45,128 2000-2999: Classified Personnel Salaries S&C \$59,206 3000-3999: Employee Benefits S&C \$28,692 5000-5999: Services And Other Operating Expenditures S&C \$10,830 4000-4999: Books And Supplies S&C \$9,729</p>
<p>Professional development with regard to ELD standards and SADIE strategies and provide ELD support class which will increase reclassification rates of EL students.</p>	<p>LEA-WIDE</p>	<p><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)</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$2,000 3000-3999: Employee Benefits S&C \$270 5000-5999: Services And Other Operating Expenditures S&C \$2,000</p>

LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes:	<p>*Provide academic interventions and supports for students K-12 to increase percentage of students passing CAHSEE, taking SAT/ACT exams by 5% over baseline, (Priority 4)</p> <p>*Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 5%.</p> <p>*Master Schedule designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities. (Priority 7)</p> <p>*Increase the percent of EL students being reclassified by additional 3% of total number of EL students in base year (Priority 4)</p> <p>*Maintain access to a broad course of study as described in Ed code 51220 and per Board Policy for all students by subgroup. (Priority 7)</p> <p>*Increase the percentage of 12th grade concentrators who meet the proficient or advanced level on the CAHSEE ELA and Math by 2% above baseline. (Priority 4)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase higher level course offerings and access to rigorous courses in high school and increase access for EL, Foster Youth and, Low Income and Special Education students in a-g courses as well as CTE courses and teacher trainings.	BHS, BES	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries S&C \$13,000 3000-3999: Employee Benefits S&C \$2,000 4000-4999: Books And Supplies S&C \$5,500 5000-5999: Services And Other Operating Expenditures S&C \$5,000
Raise post high school preparation, including college and career readiness for all students by FAFSA, college visits, essay and application writing workshops, a-g requirements, advisement and test prep for PSAT/SAT and admissions process to increase number of career and college ready students including EL, foster youth and low income students.	BHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$2,500 2000-2999: Classified Personnel Salaries Base \$1,500 3000-3999: Employee Benefits Base \$1,000 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$1,500
Teachers and paraprofessionals trained to differentiate instruction for remediation purposes for all students including foster youth, EL students, low income students and students with disabilities. Provide intervention courses for all students' K-12th grades. Maintain and increase teacher and aide support for EL students, foster youth and low income 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	1000-1999: Certificated Personnel Salaries S&C \$45,128 2000-2999: Classified Personnel Salaries S&C \$59,206 3000-3999: Employee Benefits S&C \$28,692 5000-5999: Services And Other Operating Expenditures S&C \$10,830 4000-4999: Books And Supplies S&C \$9,729

		_ Other Subgroups: (Specify)	
Professional development with regard to ELD standards and SADIE strategies and provide ELD support class which will increase reclassification rates of EL students.	LEA-WIDE	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries S&C \$2,000 3000-3999: Employee Benefits S&C \$270 5000-5999: Services And Other Operating Expenditures S&C \$2,000

LCAP Year 3: 2017/2018

Expected Annual Measurable Outcomes:	*Provide academic interventions and supports for students K-12 to increase percentage of students passing CAHSEE, taking SAT/ACT exams by 5% over baseline (Priority 4) *Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 5%. *Master Schedule designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities. (Priority 7) *Increase the percent of EL students being reclassified by additional 3% of total number of EL students in base year (Priority 4) *Maintain access to a broad course of study as described in Ed code 51220 and per Board Policy for all students by subgroup. (Priority 7) *Increase the percentage of 12th grade concentrators who me the proficient or advanced level on the CAHSEE ELA and Math by 2% above baseline. (Priority 4)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase higher level course offerings and access to rigorous courses in high school and increase access for EL, Foster Youth and, Low Income and Special Education students in a-g courses as well as CTE courses and teacher trainings.	BHS, BES	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries S&C \$13,000 3000-3999: Employee Benefits S&C \$2,000 4000-4999: Books And Supplies S&C \$5,500 5000-5999: Services And Other Operating Expenditures S&C \$5,000
Raise post high school preparation, including college and career readiness for all students by FAFSA, college visits, essay and application writing workshops, a-g requirements, advisement and test prep for PSAT/SAT and admissions process to increase number of career	BHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	1000-1999: Certificated Personnel Salaries Base \$2,500 2000-2999: Classified Personnel Salaries Base \$1,500 3000-3999: Employee Benefits Base \$1,000 4000-4999: Books And Supplies Base \$1,000

<p>and college ready students including EL, foster youth and low income students.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$1,500</p>
<p>Teachers and paraprofessionals trained to differentiate instruction for remediation purposes for all students including foster youth, EL students, low income students and students with disabilities. Provide intervention courses for all students' K-12th grades. Maintain and increase teacher and aide support for EL students, foster youth and low income students.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$45,128 2000-2999: Classified Personnel Salaries S&C \$59,206 3000-3999: Employee Benefits S&C \$28,692 5000-5999: Services And Other Operating Expenditures S&C \$10,830 4000-4999: Books And Supplies S&C \$9,729</p>
<p>Professional development with regard to ELD standards and SADIE strategies and provide ELD support class which will increase reclassification rates of EL students.</p>	<p>LEA-WIDE</p>	<p><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)</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$2,000 3000-3999: Employee Benefits S&C \$270 5000-5999: Services And Other Operating Expenditures S&C \$2,000</p>

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

GOAL 3:	LCAP Focus Goal 3: Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success. *Goal 3.1: Create a Supportive and Safe School Climate		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Based on the results of the Healthy Kids survey, not all BUSD students feel safe therefor BUSD will implement strategies to improve school climate so that all students, inclusive of all subgroups, will feel safe, supported, engaged and meaningfully challenged.		
Goal Applies to:	Schools:	BHS RES BES CDS	
	Applicable Pupil Subgroups:	All students including low income, English Learner, foster youth and students with disabilities	
LCAP Year 1: 2015/2016			
Expected Annual Measurable Outcomes:	*Improve process and time for re-enrollment by 3% *Find alternatives to suspensions and expulsions and reduce both by 3% of base year (Priority 6) *Professional Development and implementation of Nurtured Heart Approach as well as leadership training and peer mediation training for students which leads to the following: (Priority 3,6) Decrease classroom referrals by 3% each year (Priority 6) Improve District wide attendance by 3% each year (Priority 5) *Reduce District wide student chronic absenteeism by 1% each year of LCAP. (Priority 5) *Reduce District wide out of school suspensions by 1% each year of LCAP. (Priority 6)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for faculty and staff, and parents regarding positive behavior intervention via the Nurtured Heart Approach. Develop alternative discipline options in lieu of suspensions. Celebrate student success through monthly reward assemblies, attendance incentives, and recognize student success through websites and local media.	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)	Saturday School 1000-1999: Certificated Personnel Salaries Base \$5,000 2000-2999: Classified Personnel Salaries Base \$1,500 3000-3999: Employee Benefits Base \$700 4000-4999: Books And Supplies S&C \$6,000 5000-5999: Services And Other Operating Expenditures Base \$8,000

<p>Providing home to school transportation which will increase student attendance and provides a better learning atmosphere.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries S&C \$95,912 3000-3999: Employee Benefits S&C \$30,852 4000-4999: Books And Supplies S&C \$71,000 5000-5999: Services And Other Operating Expenditures S&C \$23,600</p>
<p>For EL, foster youth, and low income students provide after school activities to support families and students to understand educational process.</p>	<p>LEA-WIDE</p>	<p><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)</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$500 2000-2999: Classified Personnel Salaries S&C \$500 3000-3999: Employee Benefits S&C \$200 4000-4999: Books And Supplies S&C \$5,500 5000-5999: Services And Other Operating Expenditures S&C \$5,500 5000-5999: Services And Other Operating Expenditures Title I \$3,000</p>

LCAP Year 2: 2016/2017

<p>Expected Annual Measurable Outcomes:</p>	<p>*Improve process and time for re-enrollment by 5% *Find alternatives to suspensions and expulsions and reduce both by 5% each year (Priority 6) *Professional Development and implementation of Nurtured Heart Approach as well as leadership training and peer mediation training for students which leads to the following: (Priority 3,6) Decrease classroom referrals by 3% each year (Priority 6) Increase District attendance by 3% each year (Priority 5) *Reduce District wide student chronic absenteeism by 1% each year of LCAP. (Priority 5) *Reduce District wide out of school suspensions by 1% each year of LCAP. Priority 6)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional development for faculty and staff, and parents regarding positive behavior intervention via the Nurtured Heart Approach. Develop alternative discipline options in lieu of suspensions. Celebrate student success through monthly reward assemblies, attendance incentives, and recognize student success through websites and local media.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Saturday School 1000-1999: Certificated Personnel Salaries Base \$5,000 2000-2999: Classified Personnel Salaries Base \$1,500 3000-3999: Employee Benefits Base \$700 4000-4999: Books And Supplies S&C \$6,000 5000-5999: Services And Other Operating Expenditures Base \$8,000</p>

		_ Other Subgroups: (Specify)	
Providing home to school transportation which will increase student attendance and provides a better learning atmosphere.	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)	2000-2999: Classified Personnel Salaries S&C \$95,912 3000-3999: Employee Benefits S&C \$30,852 4000-4999: Books And Supplies S&C \$71,000 5000-5999: Services And Other Operating Expenditures S&C \$23,600
For EL, foster youth, and low income students provide after school activities to support families and students to understand educational process.	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)	1000-1999: Certificated Personnel Salaries S&C \$500 2000-2999: Classified Personnel Salaries S&C \$500 3000-3999: Employee Benefits S&C \$200 4000-4999: Books And Supplies S&C \$5,500 5000-5999: Services And Other Operating Expenditures S&C \$5,500 5000-5999: Services And Other Operating Expenditures Title I \$3,000

LCAP Year 3: 2017/2018

Expected Annual Measurable Outcomes:	<p>*Improve process and time for re-enrollment by 5%</p> <p>*Find alternatives to suspensions and expulsions and reduce both by 5% (Priority 6)</p> <p>*Professional Development and implementation of Nurtured Heart Approach as well as leadership training and peer mediation training for students which leads to the following: (Priority 3,6)</p> <p>Decrease classroom referrals by 3% each year (Priority 6)</p> <p>Increase District attendance by 3% each year each year (Priority 5)</p> <p>*Reduce District wide student chronic absenteeism by 1% each year of LCAP. (Priority 5)</p> <p>*Reduce District wide out of school suspensions by 1% each year of LCAP. Priority 6)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for faculty and staff, and parents regarding positive behavior intervention via the Nurtured Heart Approach. Develop alternative discipline options in lieu of suspensions. Celebrate student success through monthly reward assemblies,	LEA-WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Saturday School 1000-1999: Certificated Personnel Salaries Base \$5,000 2000-2999: Classified Personnel Salaries Base \$1,500 3000-3999: Employee Benefits Base \$700 4000-4999: Books And Supplies S&C \$6,000

<p>attendance incentives, and recognize student success through websites and local media.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$8,000</p>
<p>Providing home to school transportation which will increase student attendance and provides a better learning atmosphere.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries S&C \$95,912 3000-3999: Employee Benefits S&C \$30,852 4000-4999: Books And Supplies S&C \$71,000 5000-5999: Services And Other Operating Expenditures S&C \$23,600</p>
<p>For EL, foster youth, and low income students provide after school activities to support families and students to understand educational process.</p>	<p>LEA-WIDE</p>	<p><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)</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$500 2000-2999: Classified Personnel Salaries S&C \$500 3000-3999: Employee Benefits S&C \$200 4000-4999: Books And Supplies S&C \$5,500 5000-5999: Services And Other Operating Expenditures S&C \$5,500 5000-5999: Services And Other Operating Expenditures Title I \$3,000</p>

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

GOAL 4:	LCAP Focus Goal 4: Design programs and activities to address diverse student academic needs *Goal 4.1: Support programs based on student performance data	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	BUSD will increase data based decision making to improve drop-out, graduation and college admissions rates and create remediation and intervention opportunities for students.
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Goal Applies to:	Schools: BES, RES, BHS, CDS
Applicable Pupil Subgroups:	All students including low income, English Learner, foster youth and students with disabilities

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	2015-16 school year: *Two formative and two summative tests conducted per grade (Priority 5) *Tutoring services to include before/after school services (Priority 5) *Reduction or D/F grades by 3% of base line number (Priority 4,5) *Increase Graduation rates by 3% of base line number (Priority 5) *Raise CAHSEE pass rate by 3% of base line number (Priority 4,5) *As measured by the California Physical Fitness Test, the number of 5th, 7th, and 9th grade students meeting 4 out of goals on the PFT will increase by 1% each year (Priority 4, 8)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher release time to develop formative and summative assessments and data review.	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)	Development of assessment 4000-4999: Books And Supplies Base \$3,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 1000-1999: Certificated Personnel Salaries Base \$15,000 3000-3999: Employee Benefits Base \$2,025
Remediation and intervention courses offered as well as summer school, before/after school tutoring for all students including EL, foster youth, and low income pupils.	LEA-WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	2000-2999: Classified Personnel Salaries S&C \$2,000 3000-3999: Employee Benefits S&C \$460 4000-4999: Books And Supplies S&C \$5,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures S&C \$5,000
Maintain CDS to support students who are not successful in traditional setting	CDS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries S&C \$59,375 2000-2999: Classified Personnel Salaries S&C \$12,562 3000-3999: Employee Benefits S&C \$22,890 4000-4999: Books And Supplies S&C \$150 5000-5999: Services And Other Operating Expenditures S&C \$1,300

LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes:	2015-16 school year: *Two formative and two summative tests conducted per grade (Priority 5) *Tutoring services to include before/after school services (Priority 5) *Reduction of D/F grades by 5% of base line number (Priority 4,5) *Increase Graduation rates by 5% of base line number (Priority 3) *Raise CAHSEE pass rate by 5% of base line number (Priority 4,5) *As measured by the California Physical Fitness Test, the number of 5th, 7th, and 9th grade students meeting 4 out of goals on the PFT will increase by 1% each year (Priority 4, 8)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher release time to develop formative and summative assessments and data review.	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)	Development of assessment 4000-4999: Books And Supplies Base \$3,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 1000-1999: Certificated Personnel Salaries Base \$15,000 3000-3999: Employee Benefits Base \$2,025
Remediation and intervention courses offered as well as summer school, before/after school tutoring for all students including EL, foster youth, and low income pupils.	LEA-WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	2000-2999: Classified Personnel Salaries S&C \$2,000 3000-3999: Employee Benefits S&C \$460 4000-4999: Books And Supplies S&C \$5,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures S&C \$5,000
Maintain CDS to support students who are not successful in traditional setting	CDS	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries S&C \$59,375 2000-2999: Classified Personnel Salaries S&C \$12,562 3000-3999: Employee Benefits S&C \$22,890 4000-4999: Books And Supplies S&C \$150 5000-5999: Services And Other Operating Expenditures S&C \$1,300

LCAP Year 3: 2017/2018

Expected Annual Measurable Outcomes:	2015-16 school year: *Two formative and two summative tests conducted per grade (Priority 5) *Tutoring services to include before/after school services (Priority 5) *Reduction of D/F grades by 7% of base line number(Priority 4,5) *Increase Graduation rates by 7% of base line number(Priority 3) *Raise CAHSEE pass rate by 7% of base line number (Priority 4,5) *As measured by the California Physical Fitness Test, the number of 5th, 7th, and 9th grade students meeting 4 out of goals on the PFT will increase by 1% each year (Priority 4, 8)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher release time to develop formative and summative assessments and data review.	LEA-WIDE	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Development of assessment 4000-4999: Books And Supplies Base \$3,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 1000-1999: Certificated Personnel Salaries Base \$15,000 3000-3999: Employee Benefits Base \$2,025
Remediation and intervention courses offered as well as summer school, before/after school tutoring for all	LEA-WIDE	X All OR: _ Low Income pupils	2000-2999: Classified Personnel Salaries S&C \$2,000 3000-3999: Employee Benefits S&C \$460

<p>students including EL, foster youth, and low income pupils.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies S&C \$5,000 5000-5999: Services And Other Operating Expenditures S&C \$5,000</p>
<p>Maintain CDS to support students who are not successful in traditional setting</p>	<p>CDS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$59,375 2000-2999: Classified Personnel Salaries S&C \$12,562 3000-3999: Employee Benefits S&C \$22,890 4000-4999: Books And Supplies S&C \$150 5000-5999: Services And Other Operating Expenditures S&C \$1,300</p>

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

GOAL 5:	LCAP Focus Goal 5: Create a celebratory school environment that engages staff, students, parents and the community *Goal 5.1: Parent Support and Partnership:	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Based on the results of the Healthy Kids Survey, BUSD will increase parental involvement so parents may help their student to be successful academically, socially, and emotionally.
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Goal Applies to:	Schools:	All District Sites BHS RES BES CDS
	Applicable Pupil Subgroups:	All students including low income, English Learner, foster youth and students with disabilities

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	*Increase parent participation at school functions by 5% each year (Priority 3) *Create a college going culture as evidenced through community and parent attendance at college nights, college fairs and events which attendance will increase each year by 5 % over previous year (Priority 3) *Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program, (Priority 3,6) *Engage 100% of students and parents in annual post-secondary planning process. (Priority 3,5)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent trainings with regards to the following: college course requirements, scholarship and FAFSA Parent Portal through Illuminate Academic Programs to support student learning Wolverine Committed Program Nurtured Heart Approach	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)	4000-4999: Books And Supplies Base \$4,500 5000-5999: Services And Other Operating Expenditures Base \$3,000 4000-4999: Books And Supplies S&C \$4,000 5000-5999: Services And Other Operating Expenditures S&C \$3,155
Establish baseline for parent involvement in the following: Back to school Night and Open House	LEA-WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	4000-4999: Books And Supplies Base \$1,000

SSC Site ELAC and DELAC		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Celebrate student success through local media, newsletters, website, and monthly reward assemblies and activities.	LEA-WIDE	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$1,000

LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes:	*Increase parent participation at school functions by 5% over previous year (Priority 3) *Create a college going culture as evidenced through community and parent attendance at college nights, college fairs and events which attendance will increase each year by 5 % over previous year (Priority 3) *Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program,(Priority 3) *Engage 100% of students and parents in annual post-secondary planning process. (Priority 3,5)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent trainings with regards to the following: college course requirements, scholarship and FAFSA Parent Portal through Illuminate Academic Programs to support student learning Wolverine Committed Program Nurtured Heart Approach	LEA-WIDE	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$4,500 5000-5999: Services And Other Operating Expenditures Base \$3,000 4000-4999: Books And Supplies S&C \$4,000 5000-5999: Services And Other Operating Expenditures S&C \$3,155
Establish baseline for parent involvement in the following: Back to school Night and Open House SSC Site ELAC and DELAC	LEA-WIDE	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	4000-4999: Books And Supplies Base \$1,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Celebrate student success through local media, newsletters, website, and monthly reward assemblies and activities.	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)	4000-4999: Books And Supplies Base \$1,000
LCAP Year 3: 2017/2018			
Expected Annual Measurable Outcomes:	*Increase parent participation at school functions by 5% over previous year (Priority 3) *Create a college going culture as evidenced through community and parent attendance at college nights, college fairs and events which attendance will increase each year by 5 % over previous year (Priority 3) *Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program,(Priority 3) *Engage 100% of students and parents in annual post-secondary planning process. (Priority 3,5)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent trainings with regards to the following: college course requirements, scholarship and FAFSA Parent Portal through Illuminate Academic Programs to support student learning Wolverine Committed Program Nurtured Heart Approach	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)	4000-4999: Books And Supplies Base \$4,500 5000-5999: Services And Other Operating Expenditures Base \$3,000 4000-4999: Books And Supplies S&C \$4,000 5000-5999: Services And Other Operating Expenditures S&C \$3,155
Establish baseline for parent involvement in the following: Back to school Night and Open House SSC Site ELAC and DELAC	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	4000-4999: Books And Supplies Base \$1,000

		_ Other Subgroups: (Specify)	
Celebrate student success through local media, newsletters, website, and monthly reward assemblies and activities.	LEA-WIDE	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$1,000

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>LCAP Focus Goal 1: Ensure that all students have access to qualified teachers, standards based instructional materials and quality programs that address the needs of all learners</p> <p>Goal 1.1: Physical Infrastructure</p> <p>Improved physical education/sports facilities Fix, repair and update facilities improvement plan by identifying area and creating a list of priorities.</p> <p>Updated computer labs or computer carts for SBAC tests and CCSS implementation. Updated teacher computer work stations</p> <p>Goal 1.2: Common Core Implementation</p> <p>All teachers are credentialed for their Assignment</p> <p>Professional Development plan established</p> <p>Standards based benchmarks- summative and formative assessments developed for all grades</p> <p>Subject specific PD provided to align to CCSS</p> <p>Vertical and horizontal alignment of curriculum</p> <p>Goal 1.3: Technology In Teaching and Learning:</p> <p>Student technology skills and teacher training established through lesson design and technology embedded assessments</p> <p>Goal 1.4: CCSS aligned Materials</p> <p>Adopt common core state standards aligned curriculum Provide supplemental materials for ELD instruction especially for LTELs</p> <p>Goal 1.5: Literacy Skills in grades 2</p> <p>Steps to ensure that grade 2 students will be reading at grade level ELD support provided at every level</p> <p>Small class sizes in elementary to reach the mandated 24:1 Provide rich reading and support materials in the Library</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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Goal Applies to:	Schools: CDS, BHS, BES, RES, All			
	Applicable Pupil Subgroups:	All students including low income, English Learner, foster youth and students with disabilities		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Maintain 100% of Highly Qualified Teachers in the Biggs Unified School District 2. Train 30% of ELA and math teachers in CCSS and SBAC 3 .Align the ELA and ELD standards; also align Special Education IEP goals to differentiate instruction under CCSS standards Train 30% of aides 4 .Assign 50% of all PD time for support for vertical and horizontal alignment of math and ELA 5 .Identify and plan the development criteria for technology skills Identify a matrix for measurement per grade. Provide training for teachers in developing and conducting lessons that measure student achievement of the skills- 50% trained. 6 .Provide CCSS aligned fillers for the first year 7 .Identify text book adoption process and timeline 8 .Fund Library Services – identify the resources needed and fund appropriately 9. .Identify and conduct diagnostic tests for all students to provide literacy skills support 10.30% increase in the number of 2nd grade students reading at grade level 11 .ELD students will receive daily support for a minimum of 30 minutes 12. At-Risk students to receive tutoring support and read increase grade level by 20% 13. Maintain class Size at 24:1 	<table border="1"> <tr> <td data-bbox="1060 272 1222 1482">Actual Annual Measurable Outcomes:</td> <td data-bbox="1222 272 1992 1482"> <ol style="list-style-type: none"> 1. BUSD has maintained 100% of highly qualified teachers in the Biggs Unified School District. 2. BUSD allocated ten staff development days focusing on CAASPP testing and common core implementation strategies. 3. Training for instructional staff with regards to ELD standards aligning with ELA common core standards has not taken place yet. All special education IEP goals have been aligned to CCSS standards. Monthly paraprofessional trainings occurred for all paraprofessionals. 4. 50% of professional development time was not allocated for math and ELA vertical and horizontal alignment. 5. BUSD identified that students in grade k-8th lacked basic computer skills. Keyboarding without Tears was purchased and implemented for grades transitional kindergarten through fifth grade. Scheduling changes were made to accommodate computer lab time for all grade levels at the elementary level. 6. CCSS informational fliers were provided to all parents. 7. BUSD has identified and timeline in the adoption process for the implementation of Common Core materials. 8. BUSD continues to maintain library school services at each school site. 9. Lexile testing is administered at the High School level and BPST, fluency and comprehension tests are administered at the elementary sites to identify literacy levels. 10. The data has not been compiled utilizing the most recent testing session. 11. ELD students received for a minimum of fifty minutes a day across grade levels. </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. BUSD has maintained 100% of highly qualified teachers in the Biggs Unified School District. 2. BUSD allocated ten staff development days focusing on CAASPP testing and common core implementation strategies. 3. Training for instructional staff with regards to ELD standards aligning with ELA common core standards has not taken place yet. All special education IEP goals have been aligned to CCSS standards. Monthly paraprofessional trainings occurred for all paraprofessionals. 4. 50% of professional development time was not allocated for math and ELA vertical and horizontal alignment. 5. BUSD identified that students in grade k-8th lacked basic computer skills. Keyboarding without Tears was purchased and implemented for grades transitional kindergarten through fifth grade. Scheduling changes were made to accommodate computer lab time for all grade levels at the elementary level. 6. CCSS informational fliers were provided to all parents. 7. BUSD has identified and timeline in the adoption process for the implementation of Common Core materials. 8. BUSD continues to maintain library school services at each school site. 9. Lexile testing is administered at the High School level and BPST, fluency and comprehension tests are administered at the elementary sites to identify literacy levels. 10. The data has not been compiled utilizing the most recent testing session. 11. ELD students received for a minimum of fifty minutes a day across grade levels.
Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. BUSD has maintained 100% of highly qualified teachers in the Biggs Unified School District. 2. BUSD allocated ten staff development days focusing on CAASPP testing and common core implementation strategies. 3. Training for instructional staff with regards to ELD standards aligning with ELA common core standards has not taken place yet. All special education IEP goals have been aligned to CCSS standards. Monthly paraprofessional trainings occurred for all paraprofessionals. 4. 50% of professional development time was not allocated for math and ELA vertical and horizontal alignment. 5. BUSD identified that students in grade k-8th lacked basic computer skills. Keyboarding without Tears was purchased and implemented for grades transitional kindergarten through fifth grade. Scheduling changes were made to accommodate computer lab time for all grade levels at the elementary level. 6. CCSS informational fliers were provided to all parents. 7. BUSD has identified and timeline in the adoption process for the implementation of Common Core materials. 8. BUSD continues to maintain library school services at each school site. 9. Lexile testing is administered at the High School level and BPST, fluency and comprehension tests are administered at the elementary sites to identify literacy levels. 10. The data has not been compiled utilizing the most recent testing session. 11. ELD students received for a minimum of fifty minutes a day across grade levels. 			

		<p>12. Supplementary Educational Support Services were provided for at -risk students but baseline data was not collected.</p> <p>13. Average class size attendance transitional kindergarten through third was below 24:1.</p>
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LCAP Year: 2014/2015

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
Complete needs assessment	As needed	BUSD completed an evaluation of our technology needs and implemented a plan to address needs.	No cost involved 0				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA	
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Scope of Service	LEA						
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Updated computer labs or carts for SBAC tests and 21st century learning	Continue to improve labs at sites	BUSD purchased computers to complete one updated computer lab at the high school and two computer labs at the elementary site for the purpose of CAASPP administration.	4000-4999: Books And Supplies Base \$25,519				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA	
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<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					

<p>Create fully functioning labs at each site</p>	<p>4000-4999: Books And Supplies C-Core \$50,000</p>	<p>BUSD purchased computers to complete one updated computer lab at the high school and two computer labs at the elementary site for the purpose of CAASPP administration</p>	<p>4000-4999: Books And Supplies C-Core \$53,687</p>								
<table border="1"> <tr> <td data-bbox="100 297 243 365">Scope of Service</td> <td data-bbox="243 297 569 365">LEA</td> </tr> <tr> <td colspan="2" data-bbox="100 394 569 673"> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	LEA	<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1031 297 1182 365">Scope of Service</td> <td data-bbox="1182 297 1514 365">LEA</td> </tr> <tr> <td colspan="2" data-bbox="1031 394 1514 673"> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	LEA	<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		
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<p>Develop workshops that include grade level and course level alignment</p>	<p>Professional Development time for sub pay and teacher extra pay for common core aligned formative and summative assessment development, PD, and ELD alignment</p>	<p>BUSD provided release time for teachers to engage in professional development.</p>	<p>5000-5999: Services And Other Operating Expenditures C-Core \$12,146</p>								
<table border="1"> <tr> <td data-bbox="100 886 243 954">Scope of Service</td> <td data-bbox="243 886 569 954">LEA</td> </tr> <tr> <td colspan="2" data-bbox="100 984 569 1263"> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	LEA	<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1031 886 1182 954">Scope of Service</td> <td data-bbox="1182 886 1514 954">LEA</td> </tr> <tr> <td colspan="2" data-bbox="1031 984 1514 1263"> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	LEA	<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		
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<p>Develop common units of studies and Performance Task in SBAC</p>	<p>No Cost 0</p>	<p>This goal has not been met.</p>	<p>No cost involved for 14/15 0</p>								
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Train teachers to align ELA and math to CCSS standards and ELD standards for instruction and content	1000-1999: Certificated Personnel Salaries Base \$20,000 3000-3999: Employee Benefits Base 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures C-Core \$10,000	Training for instructional staff with regards to ELD standards aligning with ELA common core standards has not taken place yet.	1000-1999: Certificated Personnel Salaries Base \$0 3000-3999: Employee Benefits Base \$0 5000-5999: Services And Other Operating Expenditures Base \$0 5000-5999: Services And Other Operating Expenditures C-Core \$132
Scope of Service LEA		Scope of Service LEA	
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Release time to develop and conduct formative and summative assessments	1000-1999: Certificated Personnel Salaries C-Core \$10,000 3000-3999: Employee Benefits C-Core 0 5000-5999: Services And Other Operating Expenditures C-Core 0	Release time for the purpose of designing formative and summative assessments that are aligned with CCSS was not provided this year.	No cost for 14/15 1000-1999: Certificated Personnel Salaries C-Core 0 3000-3999: Employee Benefits C-Core 0 5000-5999: Services And Other Operating Expenditures C-Core 0
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<p>Training in technology in 21st century classrooms</p>	<p>Use BCOE for the trainings for teacher in use of technology in instruction and assessment</p> <p>5000-5999: Services And Other Operating Expenditures Base \$35,000</p>	<p>A Staff development day was allocated to have training on smart projectors and the use of technology at all sites.</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$0</p>
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<p>Offering a course or creating units for each grade level</p>	<p>New unit of study in ELA core aligned to CCSS 1000-1999: Certificated Personnel Salaries S&C \$5,000</p> <p>3000-3999: Employee Benefits S&C</p>	<p>BUSD is currently engaged in creating new units aligned to CCSS.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$0</p> <p>3000-3999: Employee Benefits S&C \$0</p>
<p>Scope of Service LEA</p>		<p>Scope of Service LEA</p>	
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<p>Develop a technology course at each grade level to ensure student development of measurable skills for 21st century school</p>	<p>1000-1999: Certificated Personnel Salaries Base \$15,000</p> <p>5000-5999: Services And Other Operating Expenditures S&C</p>	<p>BUSD identified that students in grade K-8th lacked basic computer skills. Keyboarding without Tears was purchased and implemented for grades transitional kindergarten through fifth grade. Scheduling changes were made to accommodate computer lab time for all grade levels at the elementary level and technology courses are part of the high school master schedule.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$11,443</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$4,728</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA	
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<p>Planned CCSS book adoption</p>	<p>Adoption timeline Supplemental materials:</p> <p>4000-4999: Books And Supplies C-Core \$10,000</p>	<p>BUSD has identified a timeline in the adoption process for the implementation of Common Core materials. Supplemental materials were purchased.</p>	<p>4000-4999: Books And Supplies C-Core \$40,737</p>				
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<p>Supplemental materials provided for ELD instruction for LTELs</p>	<p>4000-4999: Books And Supplies Base</p>	<p>ELD instructor was hired and developed CCSS aligned lessons using current district materials and programs.</p>	<p>4000-4999: Books And Supplies Base \$0</p>				
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<p>Data base to track academic progress for EL students</p>	<p>Professional Development and Release time</p> <p>1000-1999: Certificated Personnel Salaries S&C \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures S&C</p>	<p>CELDT scores and academic grades have been tracked to monitor ELD students' progress.</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$2,639</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$4,998</p>				
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<p>Teacher and Aide training in Direct Instruction</p>	<p>Training for Aides 2000-2999: Classified Personnel Salaries Title I \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Paraprofessional and Teacher trainings were provided along with Direct Instruction Coach to answer questions at any time regarding the program.</p>	<p>2000-2999: Classified Personnel Salaries Title I \$870</p> <p>5000-5999: Services And Other Operating Expenditures Title I \$1,536</p>
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<p>Material for Literacy</p>	<p>Supplemental DI Materials 4000-4999: Books And Supplies Lottery \$10,000</p>	<p>Direct Instruction Materials including Reading Mastery, Read to Achieve, class sets of novels, were purchased at the elementary sites. Expository texts were purchased for the High School.</p>	<p>4000-4999: Books And Supplies Lottery \$11,501</p>
<p>Scope of Service RES BES</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service RES BES</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain Library Services at the current staff levels</p>	<p>Library Clerks and Materials 2000-2999: Classified Personnel Salaries S&C \$38,890</p> <p>3000-3999: Employee Benefits S&C</p> <p>4000-4999: Books And Supplies S&C</p>	<p>BUSD continues to maintain library school services at each school site.</p>	<p>2000-2999: Classified Personnel Salaries S&C \$23,343</p> <p>3000-3999: Employee Benefits S&C \$10,953</p> <p>4000-4999: Books And Supplies S&C \$0</p>

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<p>Maintain low class size limits less than 24 to 1 to comply with state mandate K-3</p>	<p>Excess FTE in K-3 = 1.625 1000-1999: Certificated Personnel Salaries S&C \$78,707</p> <p>3000-3999: Employee Benefits S&C</p>	<p>BUSD class size limits comply with state mandates of 24:1. The average class size for grades K-3 for 14/15 was 21.86. The excess was .62 FTE</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$36,549</p> <p>3000-3999: Employee Benefits S&C \$7,515</p>				
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<p>For English Learners: Train teachers to align ELD standards to ELA and math CCSS standards and ELD standards for instruction and content and CCSS in instruction and content</p> <p>For English Learners; Access to a HS technology course to provide equity in technical skills development</p> <p>Foster Youth:</p>	<p>Professional Development time for sub pay and teacher extra pay for common core aligned formative and summative assessment development, PD, and ELD alignment 1000-1999: Certificated Personnel Salaries Base \$10,000</p> <p>2000-2999: Classified Personnel Salaries S&C</p> <p>3000-3999: Employee Benefits S&C</p>	<p>Training for instructional staff with regards to ELD standards aligning with ELA common core standards has not taken place yet. Master schedule was developed to allow all subgroups full access to technology based courses.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$0</p> <p>2000-2999: Classified Personnel Salaries S&C \$0</p> <p>3000-3999: Employee Benefits S&C \$0</p> <p>4000-4999: Books And Supplies S&C \$0</p> <p>1000-1999: Certificated Personnel Salaries S&C \$0</p>				

<p>Access to a HS technology course to provide equity in technical skills development</p> <p>Low Income students: Access to a HS technology course to provide equity in technical skills development</p>	<p>4000-4999: Books And Supplies S&C</p> <p>Training and materials for high school ELA/ ELD alignment 1000-1999: Certificated Personnel Salaries S&C \$15,000</p> <p>5000-5999: Services And Other Operating Expenditures S&C</p>		<p>5000-5999: Services And Other Operating Expenditures S&C \$0</p>
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<p>For English Learners: Provide supplemental materials to support ELD instruction for LTELs</p>	<p>Training and materials for high school ELA/ ELD alignment 5000-5999: Services And Other Operating Expenditures S&C \$5,000</p>	<p>Supplemental materials were provided to support ELD instruction for LTELs.</p>	<p>4000-4999: Books And Supplies S&C \$1,689</p>
<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>For English Learners provide daily academic literacy development ; For Foster Youth and Low Income Students: provide literacy support through reading and writing interventions; Provide material for Literacy</p>	<p>Tutoring SES Services 2000-2999: Classified Personnel Salaries Title I \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures Title I</p> <p>Supplemental Materials 4000-4999: Books And Supplies Lottery \$10,000</p> <p>Additional Teachers 1.625 FTE 1000-1999: Certificated Personnel Salaries S&C \$78,707</p> <p>3000-3999: Employee Benefits S&C</p> <p>Library Clerks and Materials 2000-2999: Classified Personnel Salaries S&C \$38,890</p> <p>4000-4999: Books And Supplies S&C</p> <p>4000-4999: Books And Supplies S&C</p>	<p>Academic literacy materials were provided for all subgroups.</p>	<p>2000-2999: Classified Personnel Salaries Title I \$870</p> <p>5000-5999: Services And Other Operating Expenditures Title I \$5,923</p> <p>4000-4999: Books And Supplies Lottery \$4,000</p> <p>1000-1999: Certificated Personnel Salaries S&C \$36,549</p> <p>3000-3999: Employee Benefits S&C \$7,515</p> <p>2000-2999: Classified Personnel Salaries S&C \$23,343</p> <p>3000-3999: Employee Benefits S&C \$10,953</p> <p>4000-4999: Books And Supplies S&C \$0</p>
<p>Scope of Service</p> <p>BES RES</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>BES RES</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<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>The District will continue to recruit, hire and maintain highly qualified staff for all students, including the identified sub groups. It will also maintain a competitive salary schedule with comparable districts. The District will continue to maintain small classes. The District will train teacher to analyze data and use the results to drive instruction and assist in targeting the needs of all students groups. We will continue to pursue resources and strategies to more effectively involve parents in their children's education.</p> <p>The actions and services have been adjusted but the core of the goal will remain as:</p> <p>Goal 1: Ensure that all students have access to qualified teachers, standards based instructional materials and quality programs that address the needs of all learners</p>		

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.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>LCAP Focus Goal 2: Raise post high school preparation, including college and career readiness for all students</p> <p>Goal 2. : Define higher education expectations</p> <p>Increased AP course offerings in high school and increase access for EL, Foster Youth and , Low Income and Special Education students in a-g courses and AP courses</p> <p>Parent and student education around options related to college and career goals</p> <p>Goal 2.2: Equity and Access in Academic Options for all,</p> <p>To provide remediation and intervention courses in elementary and secondary schools to decrease retention at grades and increase graduation rates through remediation, accommodations and SDAIE strategies</p> <p>Increased number of special education students accessing general education classes with accommodations</p> <p>Goal 2.3: Foster Youth</p> <p>All FY allowed to graduate with partial credits based on board policy and Ed code</p> <p>All FY have access to all courses upon enrollment</p> <p>Closed foster youth achievement gap by accessing remediation and support services</p> <p>Goal 2.4: EL student success:</p> <p>Increased EL student success and access to standards aligned courses along with teachers who are trained in SDAIE.</p> <p>Reduced LTEL numbers by establishing clear reclassification guidelines</p> <p>Increase EL CAHSEE pass rate through targeted support and intervention</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: BHS, BES, RES</p> <p>Applicable Pupil Subgroups: All students including low income, English Learner, foster youth and students with disabilities</p>		
<p>Expected Annual</p>	<p>1 .Increase students enrolled in AP courses by 5% every year</p>	<p>Actual Annual</p>	<p>1. BHS did not increase students enrolled in AP courses however enrollment numbers in honor classes did increase.</p>

<p>Measurable Outcomes:</p> <ol style="list-style-type: none"> 2. Increase the number of students taking the Sat/ACT tests by 5% 3. Increase 4 year college admissions by 5% 4. Provide free AP/SAT/PSAT tutoring: 5. Students taking the AP exams will increase by 5% 6. Increase attendance by 30% at events such as college nights, admissions counseling, essay writing and applications and FAFSA 7. Decrease failing grades by 15% 8. Increase CAHSEE pass rates for graduating cohort by 15% 9. Offer 1 at the high school and middle school to support ELD and SP Ed student access to an elective 10. Increase student attendance by 15% through teacher referrals and SSTs 11. Increase graduation rates by 10% 12. Shorten the time for enrollment by 25% 13. Foster student data will indicate that they are narrowing the achievement gap by 5% 14. Teacher trainings in ELD standards and SDAIE techniques-40% trained at elementary level. 30% trained at secondary level. 15. Increase reclassification by 15% 16. Bilingual counselor and office staff: 17. Add 10% Bilingual Staff 	<p>Measurable Outcomes:</p> <ol style="list-style-type: none"> 2. BHS increased the number of students taking the SAT/ACT tests by 4%. 3. The percentage of graduating seniors that qualified for CSUC admissions increased by 6 percent, however the actual number of students that applied increased by three percent. 4. Students were provided free resources to prepare for the college admissions tests. 5. BHS did not meet this goal. 6. BHS did not meet this goal of increasing attendance at these events. 7. The number of students within BUSD that received failing grades decreased 16%. 8. 98% percent of the graduating cohort received passing scores on the CAHSEE. 9. Master schedule designed to increase course access to ELD and special education students. 10. BUSD school district maintained a 94% attendance rate which is not an increase of 15%. 11. BHS did not meet this goal due to the number of students who transferred into the district that were credit deficient. 12. BUSD did meet this goal for shortening the time for student enrollment. 13. Baseline data was not collected. 14. 100% of the elementary and high school faculty were trained in SADIE techniques. 15. Reclassification goal was met and over 50% of ELD students were reclassified. 16. A bilingual office staff or counselor was not hired. 17. This goal was not met.
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LCAP Year: 2014/2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Offer more AP courses and training for teachers	For 1 new course 1000-1999: Certificated Personnel Salaries Base \$15,000 3000-3999: Employee Benefits Base	BHS did not increase AP course offerings however enrollment numbers in honor classes did increase.	1000-1999: Certificated Personnel Salaries Base \$0 3000-3999: Employee Benefits Base \$0
Scope of Service BHS		Scope of Service BHS	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide free AP test prep for all students	No cost 0	Students were provided free resources to prepare for the college admissions tests.	No cost 0
Scope of Service BHS		Scope of Service BHS	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Develop CTE courses and teacher training	Training 5000-5999: Services And Other Operating Expenditures Base \$2,000	CTE courses were developed and teacher training was provided	5000-5999: Services And Other Operating Expenditures Base \$2,342				
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<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Provide college tours, visits and resources	Materials and Travel 4000-4999: Books And Supplies Base \$2,500 5000-5999: Services And Other Operating Expenditures Base	College tours, visits and resources were provided to high school students.	4000-4999: Books And Supplies Base \$1,803 5000-5999: Services And Other Operating Expenditures Base \$1,130				
<table border="1"> <tr> <td data-bbox="100 776 237 849">Scope of Service</td> <td data-bbox="247 776 562 849">BHS</td> </tr> </table>	Scope of Service	BHS		<table border="1"> <tr> <td data-bbox="1035 776 1182 849">Scope of Service</td> <td data-bbox="1192 776 1507 849">BHS</td> </tr> </table>	Scope of Service	BHS	
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Provide AP/SAT/PSAT tutoring for the students	Provided tutoring for students 1000-1999: Certificated Personnel Salaries Base \$5,000 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Students were provided free resources to prepare for the college admissions tests.	1000-1999: Certificated Personnel Salaries Base \$0 2000-2999: Classified Personnel Salaries Base \$0 3000-3999: Employee Benefits Base \$0 4000-4999: Books And Supplies Base \$804				

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<p>College Fair</p> <p>Essay writing workshops</p> <p>Application packets</p> <p>FAFSA, College visits</p> <p>Increase EAP test takers</p> <p>Hold college nights</p> <p>Counselor training on a-g, college access, Admissions process</p>	<p>Training and supplies 4000-4999: Books And Supplies Base \$2,500</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Supplies for parent/student evening meetings 4000-4999: Books And Supplies Base \$2,000</p>	<p>BUSD offered senior activities that focused on a-g college access, application packets, FAFSA, and a counselor with training on a-g course requirements.</p>	<p>4000-4999: Books And Supplies Base \$356</p> <p>5000-5999: Services And Other Operating Expenditures Base \$800</p> <p>4000-4999: Books And Supplies Base \$509</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>BHS</td> </tr> </table>	Scope of Service	BHS		<table border="1"> <tr> <td>Scope of Service</td> <td>BHS</td> </tr> </table>	Scope of Service	BHS	
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<p>All Foster Youth, EL and SED students must have access to rigorous courses</p>	<p>Teacher and Aide Support 1000-1999: Certificated Personnel Salaries Base \$5,000</p> <p>2000-2999: Classified Personnel Salaries S&C</p> <p>3000-3999: Employee Benefits</p>	<p>Master schedule was adjusted to allow access to rigorous courses for all students.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$2,911</p> <p>2000-2999: Classified Personnel Salaries S&C \$0</p> <p>3000-3999: Employee Benefits Base \$378</p>				

Scope of Service	BHS RES BES CDS		Scope of Service	BHS RES BES CDS	
_ 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)			_ 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)		
Teachers trained to differentiate instruction; Push-in model in Special Education		1000-1999: Certificated Personnel Salaries Title I 2000-2999: Classified Personnel Salaries Title I 3000-3999: Employee Benefits Title I Training 1000-1999: Certificated Personnel Salaries Base \$5,000 3000-3999: Employee Benefits Base SP ED 5000-5999: Services And Other Operating Expenditures \$5,000	Push in and pull out model was utilized in special education at all sites.		1000-1999: Certificated Personnel Salaries Title I \$2,175 2000-2999: Classified Personnel Salaries Title I \$0 3000-3999: Employee Benefits Title I \$283 1000-1999: Certificated Personnel Salaries Base \$0 3000-3999: Employee Benefits Base \$0 5000-5999: Services And Other Operating Expenditures Base \$0
Scope of Service	BHS RES BES CDS		Scope of Service	BHS RES BES CDS	
_ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>		
Elementary & secondary schools- Subject specific tutorials		Tutoring and Materials 1000-1999: Certificated Personnel Salaries Base \$20,000	Subject specific tutorials were not provided within the academic day.		1000-1999: Certificated Personnel Salaries Base \$0

	4000-4999: Books And Supplies S&C		4000-4999: Books And Supplies S&C \$0
Scope of Service	BHS RES BES CDS	Scope of Service	BHS RES BES CDS
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide CAHSEE Remediation and D/F grade remediation	Credit remediation 1000-1999: Certificated Personnel Salaries Base \$5,000 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Students who did not pass the CAHSEE or earned a d or f in previous courses were provided remediation opportunities.	Independent Study Teacher 1000-1999: Certificated Personnel Salaries Base \$5,235 2000-2999: Classified Personnel Salaries Base \$0 3000-3999: Employee Benefits Base \$1,757
Scope of Service	BHS RES BES CDS	Scope of Service	BHS RES BES CDS
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Summer School	Summer School classes BHS 1000-1999: Certificated Personnel Salaries Base \$3,000 3000-3999: Employee Benefits Summer School BES/RES 1000-1999: Certificated Personnel Salaries Base \$2,500	Summer School courses were provided for 9th through 12th grade students in ELA.	1000-1999: Certificated Personnel Salaries Base \$2,685 3000-3999: Employee Benefits Base \$349 1000-1999: Certificated Personnel Salaries Base \$0

	3000-3999: Employee Benefits		3000-3999: Employee Benefits Base \$0
Scope of Service BHS RES BES CDS		Scope of Service BHS RES BES CDS	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Develop a plan for equity across sites for remediation and acceleration and access to activities like clubs, sports	Training and release time to develop plan 1000-1999: Certificated Personnel Salaries Base \$5,000 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	Remediation and acceleration courses were offered at all sites and a variety of clubs and sports programs are available for students to participate in.	Same as above for Independent Study Teacher 1000-1999: Certificated Personnel Salaries Base \$5,235 3000-3999: Employee Benefits Base \$1,757 5000-5999: Services And Other Operating Expenditures Base \$1,212
Scope of Service BHS RES BES CDS		Scope of Service BHS RES BES CDS	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Develop protocols and training Make transition to school a smooth process Reduce student drop-out rates and increase graduation rates	Training and tutoring 1000-1999: Certificated Personnel Salaries S&C \$4,000 2000-2999: Classified Personnel Salaries S&C 3000-3999: Employee Benefits S&C	BUSD has developed a protocol that helps students transitioning from one learning environment to another with support protocols in place to help them be academically successful.	1000-1999: Certificated Personnel Salaries S&C \$2,638 2000-2999: Classified Personnel Salaries S&C \$829 3000-3999: Employee Benefits S&C \$624

	5000-5999: Services And Other Operating Expenditures		5000-5999: Services And Other Operating Expenditures
Scope of Service LEA		Scope of Service LEA	
X All		X 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)	
Increase reclassification- Reduce LTELs Train staff to assess progress through academic language skills and ELD framework Train teachers in EL strategies	EL district coordinator or site staff \$15,000 per site x 4 1000-1999: Certificated Personnel Salaries S&C \$60,000 3000-3999: Employee Benefits S&C	Reclassification goal was met and over 50% of ELD students were reclassified 100% of the elementary and high school faculty were trained in SADIE techniques.	1000-1999: Certificated Personnel Salaries S&C \$33,491 3000-3999: Employee Benefits S&C \$4,354
Scope of Service BHS BES CDS RES		Scope of Service BHS BES CDS RES	
_ All		_ All	
OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain and increase teacher and aide support to EI, Low income students	Teachers, Aides, Materials and Training 1000-1999: Certificated Personnel Salaries S&C \$92,000 2000-2999: Classified Personnel Salaries S&C	BUSD maintained and increased teacher and aide support to ELD and low income students.	Same as above for Teacher/EL Pull out 1000-1999: Certificated Personnel Salaries S&C \$33,491 2000-2999: Classified Personnel Salaries S&C \$50,214 3000-3999: Employee Benefits S&C \$13,393

	<p>3000-3999: Employee Benefits S&C</p> <p>5000-5999: Services And Other Operating Expenditures S&C</p>		<p>5000-5999: Services And Other Operating Expenditures S&C \$1,919</p>
<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English Learners: Offer more AP courses Provide free AP test prep Provide access to more CTE courses; support with college visits, advisement and AP/SAT preparation, application packets and FAFSA,</p> <p>For Foster Youth: Offer more AP courses Provide free AP test prep Provide access to more CTE courses; support with college visits, advisement and AP/SAT preparation, application packets and FAFSA</p> <p>For Low Income Students: Offer more AP courses; Provide free AP test prep Provide access to more CTE courses; support with college visits, advisement and AP/SAT preparation, application packets and FAFSA Offer Community Day School and Independent Study</p>	<p>1 new course 1000-1999: Certificated Personnel Salaries S&C \$15,000</p> <p>3000-3999: Employee Benefits S&C</p> <p>Training 5000-5999: Services And Other Operating Expenditures S&C \$2,000</p> <p>Materials and Travel 4000-4999: Books And Supplies S&C \$2,500</p>	<p>No new AP courses were added in 14/15. Parent/Student meetings were held for help and instruction on FAFSA and AP/SAT preparation. CTE courses were offered.</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$0</p> <p>3000-3999: Employee Benefits S&C \$0</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$2,103</p> <p>4000-4999: Books And Supplies S&C \$266</p>

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Scope of Service	BHS						
<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>For EL Students, Foster Youth and Low Income Students in elementary and secondary schools, after school tutoring will be provided for students falling behind;</p> <p>Provide remediation for CAHSEE to prepare high school students, especially Foster Youth, English Languages and those who have not passed in the sophomore years through summer school and after school</p> <p>Remediation for D/F grade for college readiness after school through credit remediation program</p> <p>Access to Library Services Summer School additional services for literacy</p>	<p>Tutoring 1000-1999: Certificated Personnel Salaries Title I \$20,000</p> <p>SES Services 5000-5999: Services And Other Operating Expenditures Title I</p> <p>Remediation after school 1000-1999: Certificated Personnel Salaries S&C \$20,000</p> <p>5000-5999: Services And Other Operating Expenditures S&C</p> <p>Materials and Supplies 4000-4999: Books And Supplies S&C \$1,000</p> <p>5000-5999: Services And Other Operating Expenditures S&C</p> <p>Additional teacher BES</p> <p>1000-1999: Certificated Personnel Salaries S&C \$2,500</p> <p>3000-3999: Employee Benefits S&C</p>	<p>BUSD provided remediation for the CAHSEE and credit remediation. Library services were not offered during summer school nor after school tutoring.</p>	<p>1000-1999: Certificated Personnel Salaries Title I \$2,604</p> <p>5000-5999: Services And Other Operating Expenditures Title I \$5,923</p> <p>Same as Independent Study Teacher 1000-1999: Certificated Personnel Salaries S&C \$6,992</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$0</p> <p>4000-4999: Books And Supplies S&C \$1,094</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$0</p> <p>1000-1999: Certificated Personnel Salaries S&C \$0</p> <p>3000-3999: Employee Benefits S&C \$0</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>BHS RES BES CDS</td> </tr> </table>	Scope of Service	BHS RES BES CDS		<table border="1"> <tr> <td>Scope of Service</td> <td>BHS RES BES CDS</td> </tr> </table>	Scope of Service	BHS RES BES CDS	
Scope of Service	BHS RES BES CDS						
Scope of Service	BHS RES BES CDS						
<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>For Low Income Students: Maintain and increase teacher and aide support</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$92,000 2000-2999: Classified Personnel Salaries S&C 3000-3999: Employee Benefits S&C 5000-5999: Services And Other Operating Expenditures S&C</p>		<p>Same as above for teacher and aide support for EL and low income students. 1000-1999: Certificated Personnel Salaries S&C \$33,491 2000-2999: Classified Personnel Salaries S&C \$50,214 3000-3999: Employee Benefits S&C \$13,393 5000-5999: Services And Other Operating Expenditures S&C \$1,919</p>
<p>Scope of Service LEA</p>		<p>Scope of Service LEA</p>	
<p><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)</p>		<p><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)</p>	
<p>Develop and train counselors & registrars; Increase services to impact drop-out /graduation rates</p>	<p>Training and Tutoring 1000-1999: Certificated Personnel Salaries Base \$4,000 5000-5999: Services And Other Operating Expenditures S&C</p>	<p>Guidance counselor and registrars have been trained to expedite the amount of time it takes to enroll students in school, and further training has been provided in the SARB process to help prevent drop outs.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$0 5000-5999: Services And Other Operating Expenditures S&C \$0</p>
<p>Scope of Service LEA</p>		<p>Scope of Service LEA</p>	
<p><input checked="" type="checkbox"/> All OR:</p>		<p><input checked="" type="checkbox"/> All OR:</p>	

<ul style="list-style-type: none"> <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) 		<ul style="list-style-type: none"> <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>For English Learners: Increase reclassification rates and reduce the number of LTELs through introduction of specific ELD support courses, ELD district coordinator and training for teachers on the ELD framework</p> <p>Maintain and increase teacher and aide support to EL students</p>	<p>EL district coordinator or site staff \$15,000 per site x 4 1000-1999: Certificated Personnel Salaries Base \$60,000</p> <p>3000-3999: Employee Benefits S&C</p> <p>Tutors and Training (\$500 PER SITE x 4=)</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$2,000</p> <p>2000-2999: Classified Personnel Salaries Title I</p> <p>3000-3999: Employee Benefits Title I</p> <p>Continued Aide Support 2000-2999: Classified Personnel Salaries S&C \$26,708</p> <p>3000-3999: Employee Benefits S&C</p>	<p>BUSD did not hire an ELD coordinator, however a pull out ELD instructor was hired and ELD remediation courses were offered.</p>	<p>Same as above for maintain increase EL Low Income teacher and aide support 1000-1999: Certificated Personnel Salaries S&C \$33,491</p> <p>3000-3999: Employee Benefits S&C \$13,393</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$1,919</p> <p>2000-2999: Classified Personnel Salaries Title I \$3,925</p> <p>3000-3999: Employee Benefits Title I \$707</p> <p>2000-2999: Classified Personnel Salaries S&C \$50,215</p> <p>3000-3999: Employee Benefits S&C \$10,043</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA</td> </tr> </table> <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <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) 	Scope of Service	LEA		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA</td> </tr> </table> <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <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) 	Scope of Service	LEA	
Scope of Service	LEA						
Scope of Service	LEA						

<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>The results of the ADEPT assessment, along with other District assessments will be used as part of the determination of which students may be redesignated as English Proficient. Results will be shared with EL students and their parents at parent conferences to create learning goals for students. Data through CALPADS will be shared with all stakeholder. The core of goal two will remain with sub goals being streamlined.</p> <p>Goal 2: Raise post high school preparation, including college and career readiness for all students</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

<p>Original GOAL 3 from prior year LCAP:</p>	<p>LCAP Focus Goal 3: Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success.</p> <p>Goal 3.1: Create a Supportive and Safe School Climate</p> <p>Expelled student returning to schools must be able to transition quickly and effectively</p> <p>Reduced expulsions unless it meets the ED Code requirements and find alternatives to suspension though positive behavior intervention</p> <p>Trained administrators, teachers and students</p> <p>Increased extracurricular activities district wide</p> <p>Established and consistent SART & SARB processes</p>		<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: BHS RES BES CDS</p>			
	<p>Applicable Pupil Subgroups:</p>	<p>All students including low income, English Learner, foster youth and students with disabilities</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Improve process and time for re-enrollment by 10%</p> <p>2. Find alternatives to suspensions and expulsions and reduce both by 10%</p> <p>3. Leadership training and student assemblies around discipline, peer mediation and safety leading to: Decrease suspensions by 15% and expulsion by 20% Decrease classroom referrals by 25% Increase student participation in extra-curricular options before and after school by 10% Increase attendance by 15% each year</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>1. Re-enrollment district wide has improved by 10%.</p> <p>2. BUSD has implemented alternative disciplinary measures that have decreased suspensions and expulsions by more than 10%.</p> <p>3. BUSD has implemented the Nurtured Heart Approach and provided training to all faculty and staff and continued staff development which has reduced the number of discipline referrals district wide.</p>

LCAP Year: 2014/2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Design alternate discipline options and create reward structures	Saturday School 1000-1999: Certificated Personnel Salaries S&C \$5,000 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Saturday School was provided as well as positive behavioral incentives to reward student behavior.	1000-1999: Certificated Personnel Salaries S&C \$0 2000-2999: Classified Personnel Salaries S&C \$1,555 3000-3999: Employee Benefits S&C \$358
Scope of Service LEA <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Celebrate positive achievements; workshops/presentations for attendance incentives	Rewards assemblies, prizes 4000-4999: Books And Supplies Base \$500	BUSD celebrated positive achievements through monthly reward and attendance incentives.	4000-4999: Books And Supplies Base \$389
Scope of Service LEA <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Engage parents, teachers & aides on positive discipline	Training/Motivational Speaker 5000-5999: Services And Other Operating Expenditures Title I \$6,000	All faculty and staff were trained in the Nurtured Heart Approach and trainings were also provided for parents and guardians.	5000-5999: Services And Other Operating Expenditures Title I \$0 5000-5999: Services And Other Operating Expenditures Base \$1,799

	5000-5999: Services And Other Operating Expenditures Base		
Scope of Service LEA		Scope of Service LEA	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Character assemblies	Speakers, materials 4000-4999: Books And Supplies Base \$2,000 5000-5999: Services And Other Operating Expenditures	Assemblies that focus on character qualities were provided to the high school students throughout the year.	4000-4999: Books And Supplies Base \$769 5000-5999: Services And Other Operating Expenditures Base \$2,935
Scope of Service LEA		Scope of Service LEA	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Train teachers and paraprofessionals about graduation requirements Create PR plans for school	Professional Development 5000-5999: Services And Other Operating Expenditures Base \$3,000	Training on graduation requirements were provided to faculty and staff of BUSD.	5000-5999: Services And Other Operating Expenditures Base \$375
Scope of Service LEA		Scope of Service LEA	
X All OR: _ Low Income pupils _ English Learners		X All OR: _ Low Income pupils _ English Learners	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Achievement celebration</p>	<p>Student assemblies 5000-5999: Services And Other Operating Expenditures Title I \$1,000</p>	<p>Achievement celebrations are conducted throughout the year in many forms on all school sites.</p>	<p>5000-5999: Services And Other Operating Expenditures Title I \$600</p>
<p>Scope of Service LEA</p>		<p>Scope of Service LEA</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Home to School Transportation</p>	<p>Provide free transportation 2000-2999: Classified Personnel Salaries S&C \$225,000 3000-3999: Employee Benefits S&C 4000-4999: Books And Supplies S&C 5000-5999: Services And Other Operating Expenditures S&C</p>	<p>BUSD continues to provide home to school transportation.</p>	<p>2000-2999: Classified Personnel Salaries S&C \$99,835 3000-3999: Employee Benefits S&C \$28,899 4000-4999: Books And Supplies S&C \$71,000 5000-5999: Services And Other Operating Expenditures S&C \$11,350 6000-6999: Capital Outlay S&C \$17,805</p>
<p>Scope of Service LEA</p>		<p>Scope of Service LEA</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>For English Language Learners, Foster Youth and Low Income Students, provide after school counseling activities to support families and students to understand and celebrate steps for success</p> <p>Train teachers & paraprofessionals about graduation requirements</p> <p>Low Income students and Foster Youth have access to school transportation to support attendance.</p>	<p>Teacher training and SES services 5000-5999: Services And Other Operating Expenditures Title I \$6,000</p> <p>Transportation 2000-2999: Classified Personnel Salaries S&C \$225,000</p>	<p>Through a collaborative effort with outside agencies, Promotores and Viktor Counseling, support and counseling services are provided to the identified subgroups.</p> <p>Faculty and staff were trained regarding graduation requirements.</p> <p>Low Income and Foster Youth have access to school transportation to support attendance,</p>	<p>SES Services 5000-5999: Services And Other Operating Expenditures Title I \$5,923</p> <p>Transportation as reported in Goal 3.1 2000-2999: Classified Personnel Salaries S&C \$99,835</p> <p>3000-3999: Employee Benefits S&C \$28,899</p> <p>4000-4999: Books And Supplies S&C \$71,000</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$11,350</p> <p>6000-6999: Capital Outlay S&C \$17,805</p>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Scope of Service	LEA				
<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>BUSD will continue the implementation of the Nurtured Heart Approach and provided training to all faculty and staff and continued staff development which will continue to reduce the number of discipline referrals district wide.</p> <p>The core goal will remain the same:</p> <p>Goal 3: Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success.</p>				

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

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

Original GOAL 4 from prior year LCAP:	LCAP Focus Goal 4: Design programs and activities to address diverse student academic needs Goal 4.1: Support programs based on student performance data Multiple assessment data available for academic proficiency and remediation Grading policy addresses failure rates. Mandatory tutoring to support failing students Summer school program for literacy	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools:	BES, RES, BHS, CDS
	Applicable Pupil Subgroups:	All students including low income, English Learner, foster youth and students with disabilities

Expected Annual Measurable Outcomes:	2014-15 school year: 1. Teachers will develop common finals to be conducted per grade 2. Tutoring services to include after school for credit and CAHSEE remediation and subject specific tutoring for elementary and middle school 3. Remediation of D/F grades at all levels through tutoring and summer school options leading to: Reduction of D/F grades by 15% Increase high school graduation rates by 15% Raise CAHSEE pass rate by 25%	Actual Annual Measurable Outcomes:	1. Teachers developed common finals at BHS. 2. Academic tutoring was provided for core subject matter at BHS. Credit remediation was provided through the independent study program. CAHSEE remediation was provided via an online resource. 3. Summer school was offered for high school ELA classes for students who had previously earned a d/f grade. Final results regarding CAHSEE have not been received by the district to determine final percentages of students who passed the CAHSEE.
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LCAP Year: 2014/2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop formative and summative assessments	Development of assessment 4000-4999: Books And Supplies Base \$3,000 5000-5999: Services And Other Operating Expenditures	BUSD is in the process of developing formative and summative assessments across curriculums and grade levels.	4000-4999: Books And Supplies Base \$0 5000-5999: Services And Other Operating Expenditures Base \$0
Scope of Service	BHS BES RES	Scope of Service	BHS BES RES
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<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>Teacher release time for data review</p>	<p>Teacher time for data review 1000-1999: Certificated Personnel Salaries Base \$15,000 <hr/> 3000-3999: Employee Benefits</p>	<p>BUSD providing teacher release time to review data and student progress.</p>	<p>14 Early Release Days in 14/15 1000-1999: Certificated Personnel Salaries Base \$12,226 <hr/> 3000-3999: Employee Benefits Base \$1,589</p>
<p>Scope of Service BHS BES RES</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service BHS BES RES</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Support summer school and during school remediation courses</p>	<p>Remediation after school 1000-1999: Certificated Personnel Salaries Base \$2,000 <hr/> 3000-3999: Employee Benefits</p>	<p>BUSD offered summer school for ELA remediation for 9th -12th grade span. After School Program works closely with faculty and staff to address student academic needs.</p>	<p>Summer school as identified in Goal 2.2 1000-1999: Certificated Personnel Salaries Base \$2,685 <hr/> 3000-3999: Employee Benefits Base \$349</p>
<p>Scope of Service BES RES</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service BES RES</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

After school elementary enrichment	Tutoring 2000-2999: Classified Personnel Salaries Base \$1,000 3000-3999: Employee Benefits	Afterschool programs are offered through BCOE kids.com program.	No cost for 14/15 2000-2999: Classified Personnel Salaries Base \$0 3000-3999: Employee Benefits Base \$0
Scope of Service BHS BES RES		Scope of Service BHS BES RES	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Teacher training on Positive and progressive discipline	Workshops and trainings on diversity and bully prevention 1000-1999: Certificated Personnel Salaries Base \$2,000 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	All faculty and staff have been trained with the regards to the Nurtured Heart Approach.	1000-1999: Certificated Personnel Salaries Base \$0 3000-3999: Employee Benefits Base \$0 5000-5999: Services And Other Operating Expenditures Base \$1,799
Scope of Service CDS		Scope of Service CDS	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain CDS to support students who are not successful in traditional setting	CDS Staff and supplies 1000-1999: Certificated Personnel Salaries Base \$96,000	BUSD maintains a Community Day School which offers a non-traditional setting for students 7th through 12th grade	1000-1999: Certificated Personnel Salaries S&C \$50,197

	2000-2999: Classified Personnel Salaries S&C 3000-3999: Employee Benefits S&C 4000-4999: Books And Supplies S&C		2000-2999: Classified Personnel Salaries S&C \$12,695 3000-3999: Employee Benefits S&C \$19,604 4000-4999: Books And Supplies S&C \$382
Scope of Service: CDS		Scope of Service: CDS	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ 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?	The District continued to maintain its CDS program even with the low enrollment to provide alternative education path for students. The District will focus on training students to deal with bullying behavior. The District will continue to address students with D and F grades and wok to increase the graduations rate and CAHSEE pass rate. The core of the goal will remain the same: Goal 4: Design programs and activities to address diverse student academic needs		

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

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

Original GOAL 5 from prior year LCAP:	LCAP Focus Goal 5: Create a celebratory school environment that engages staff, students, parents and the community Goal 5.1: Parent Support and Partnership: Parents are partners for the school and receive information and training on College and Careers, and attend all events Trained parents who access student information on the parent portal and email	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All District Sites BHS RES BES	Applicable Pupil Subgroups: All students including low income, English Learner, foster youth and students with disabilities	
Expected Annual Measurable Outcomes:	1. Improve site and district web-site to provide updated information in English and Spanish. Increase more information events at each site by 25% 2. Determine Baseline of student participation 3. Parent Nights with information for AP and College admissions/FAFSA. Create a college going culture as evidenced through community attendance at college fairs and events Increase each year by 15 % over previous year 4. Parent trainings around topics such as anti-bullying, cyber safety; Counselor dialogue with parents and students in Spanish; Science Fair/Math Fair; Parent Nights where parents learn -Direct Instruction /Saxon Math skills Improved communication tools leading to increased engagement by 15%	Actual Annual Measurable Outcomes:	1. BUSD employed an outside agency to redesign district and school websites making them more user friendly and accessible to non-native speakers. Each school site has the ability to update information and provides parents with upcoming activities, events, and parent connect to view grades and assignments.
LCAP Year: 2014/2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent Nights for college and FAFSA, admissions and scholarship	Speakers & Supplies 4000-4999: Books And Supplies Base \$2500	BHS provided parents and students with college information night and FAFSA training. BUSD employs a scholarship coordinator who met with	4000-4999: Books And Supplies Base \$783

	5000-5999: Services And Other Operating Expenditures Base	students and parents throughout the year resulting in a scholarship presentation night. Butte College Admissions coordinator provided a "reg to go" training for all seniors and parents.	5000-5999: Services And Other Operating Expenditures Base \$0
Scope of Service BHS BES RES CDS		Scope of Service BHS BES RES CDS	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Monthly parent days for elementary	parent workshops 4000-4999: Books And Supplies Base \$1000 5000-5999: Services And Other Operating Expenditures Base	Training was provided for parents but were not conducted on a monthly basis.	4000-4999: Books And Supplies Base \$1,647 5000-5999: Services And Other Operating Expenditures Base \$2,215
Scope of Service BHS BES RES CDS		Scope of Service BHS BES RES CDS	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Workshops and trainings for parents	5000-5999: Services And Other Operating Expenditures S&C \$2,000	Workshops and trainings were provided for parents by BUSD and by the Promotores program and Behavioral Health.	5000-5999: Services And Other Operating Expenditures S&C \$0
Scope of Service BHS BES RES CDS		Scope of Service BHS BES RES CDS	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Motivational speakers</p> <p>Family nights</p> <p>SSTs</p>	<p>for family nights 4000-4999: Books And Supplies Base \$1000</p>	<p>SSTs are conducted for all students whose parents and teachers have requested an SST at all district sites. Several events throughout the year involve family nights such as open house, back to school night, Christmas programs, spring sings, "Wolverine Committed" meetings and trainings.</p>	<p>4000-4999: Books And Supplies Base \$0</p>
<p>Scope of Service</p> <p>BHS BES RES CDS</p>		<p>Scope of Service</p> <p>BHS BES RES CDS</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Volunteers/Speakers</p> <p>Counselor and administrator dialogue</p>	<p>No cost 0</p>	<p>Administration had weekly meetings to discuss critical needs of the district. BHS brought in volunteer speakers on motivation and career opportunities throughout the year.</p>	<p>No cost 0</p>
<p>Scope of Service</p> <p>BHS BES RES CDS</p>		<p>Scope of Service</p> <p>BHS BES RES CDS</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
Create Newspapers Emails and other communication options	\$500.00 per site x4= 2,000 for increased communication 4000-4999: Books And Supplies S&C \$2,000	District produced several newsletters to inform parents of current activities. Other forms of media such as web sites, marquee, local newspapers and blackboard connect were used to communicate with stakeholders.	5000-5999: Services And Other Operating Expenditures S&C \$2,882				
<table border="1"> <tr> <td data-bbox="100 443 243 524">Scope of Service</td> <td data-bbox="243 443 569 524">BHS BES RES CDS</td> </tr> </table> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	BHS BES RES CDS		<table border="1"> <tr> <td data-bbox="1031 443 1182 524">Scope of Service</td> <td data-bbox="1182 443 1514 524">BHS BES RES CDS</td> </tr> </table> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	BHS BES RES CDS	
Scope of Service	BHS BES RES CDS						
Scope of Service	BHS BES RES CDS						
For: Low Income Students, Foster Youth and English Learners: Partner with parents and families and provide support for their knowledge of children's education through collaborative parent education activities that address particular communication needs for families of English Learners.	Workshops/ parent night, supplies and refreshments Base \$2,000 Communication through letters, internet and phone translated (\$500 PER SITE LCFF x 4=) 4000-4999: Books And Supplies Base \$2,000 5000-5999: Services And Other Operating Expenditures S&C	ELAC, DELAC, committee meetings were provided by BUSD as well as parent trainings and office hours were held by the Promotores program.	No cost for 14/15 0				
<table border="1"> <tr> <td data-bbox="100 1239 243 1320">Scope of Service</td> <td data-bbox="243 1239 569 1320">LEA</td> </tr> </table> <hr/> _ All OR: X Low Income pupils X English Learners	Scope of Service	LEA		<table border="1"> <tr> <td data-bbox="1031 1239 1182 1320">Scope of Service</td> <td data-bbox="1182 1239 1514 1320">LEA</td> </tr> </table> <hr/> _ All OR: X Low Income pupils X English Learners	Scope of Service	LEA	
Scope of Service	LEA						
Scope of Service	LEA						

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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 District will offer additional staff development for illuminate Parent Portal for all teachers to increase parent involvement. We will provide more parent training and participation through school events and established a baseline by collecting data on parents in attendance at parent information/Back to school nights, Site Council meeting, English Learner's Advisory Committees and DAC meeting. The core goal will remain the same: Goal 5: Create a celebratory school environment that engages staff, students, parents and the community		

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>\$718,058</u>
<p>Biggs Unified School District's (BUSD) estimate of supplemental and concentration funding for the 2015-16 school year, as calculated using FCMAT LCFF Calculator version v16.1e is \$718,058. The District has taken the input gathered from students, staff, community and parent stakeholders to develop a plan that serves the needs of all students at all of the schools. These funds are calculated based on the number of English learners, students identified as low income, and foster youth. Biggs Unified School District has 70.95% of Unduplicated Students which justifies the Supplemental and Concentration funds being used District-Wide.</p> <p>BUSD offers a variety of programs and support specifically for English learners, low income students and foster youth. These include: a part-time ELD teacher to supervise reclassification and family engagement etc. The district also offers services and programs that are aligned with LCAP goals that serve all students such as: intervention counseling, training and preparation of all teachers, additional college and career courses and college readiness services, and intervention and remediation options. Implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a significant impact on the targeted subgroups.</p> <p>The district recognizes that while these funds are generated in order to serve the focus students, some services may, as the needs arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (seventy percent or more), there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, BUSD will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Local Control and Accountability Plan and addresses the needs of our district’s English learners, low Income students and foster youth.</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.

16.59	%
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Using FCMAT LCFF Calculator, the district's percentage by which services for unduplicated students (low income, foster youth and English learners) must be increased or improved as compared to all students in the LCAP Year 1: 2015-2016, is 16.59%, including EIA as calculated pursuant to 5 CCR 15496(a). The proportionality percentage is met for unduplicated students with continuing or improved/increased services including: counseling, intervention courses in English and math, ELL supports, alternative education options, home to school transportation, school libraries, Saturday School program to reduce out of school expulsions, Independent Study to provide credit recovery or alternative education option for students. Community Day School for expelled, SARB and probation students.

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).