

§ 15497. Local Control and Accountability Plan and Annual Update Template:

LEA: Biggs Unified School District Contact: Mr. Doug Kaelin, Superintendent Phone: (530) 868-5870 [\[dkaelin@biggs.org\]](mailto:dkaelin@biggs.org) LCAP Year:2014-15 *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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Introduction:

Biggs Unified School District is located in Butte County, California, in the town of Biggs. Biggs lies 60 miles north of Sacramento and 20 south of Chico. The school district encompasses 135 square miles, which includes the communities of Biggs and Richvale and is in the heart of a rich agricultural area. Biggs USD has a student enrollment of 548 students. Approximately 20% of the student population is English language learners with the majority having Spanish as the primary language. Approximately 74% of the students qualify for free or reduce lunch program district-wide.

The district’s schools include: Biggs Elementary School (K-8), Biggs High School (9-12), Community Day School (7-12), all in the town of Biggs; Richvale Elementary (1-6) School located in the neighboring community of Richvale.

The district employs a Superintendent/principal and K-8 Principal, 34 NCLB Highly Qualified Teachers and 40 classified, confidential and non teaching personnel. Professional development provides staff with training focused effective curriculum, instruction and assessment practices. The educational program focuses on student achievement of the state content standards using current state-adopted and district-approved instructional materials. Students have opportunities to participate in a career technical education, after school programs, sports, extracurricular activities and student leadership activities, which broaden their educational experience.

Student support services include: special education classes, resource specialist programs, a speech and language program, counseling and psychologist services,. ELD instruction and bilingual instructional aide to work with English learners and an Independent Study program.

| Involvement Process | Impact on LCAP |
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| <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) Student Body (4) meeting with all staff members (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 District started gathering community input from 2013 from the meetings scheduled between November 2013 and May 2014.</p> <p>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</p> | <p>Survey and Budget Tools An online survey was made available and stakeholders were informed to visit the webpage to submit their responses. The results were then compiled into categories that matched the LCAP priority areas.</p> <p>Revised Priorities The LCAP document is designed to improve student learning and success. All the feedback was arranged under the 8 priority areas with a 3 year implementation deadline.</p> <p>The feedback identified these specific needs:</p> <ol style="list-style-type: none"> 1. Physical Infrastructure 2. Common Core Implementation 3. Technology in Teaching and Learning: |

| Involvement Process | Impact on LCAP |
|---|---|
| <p>'draft" document and share that with the stakeholder groups, allowing edits to occur at each session.</p> <p>A survey was developed and sent home and placed on the website to allow parents to provide feedback on areas of need aligned to the 8 state priorities.</p> <p>Stakeholder and Community Engagement: Gathering Input Process:</p> <p>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.</p> <p>BUSD held the following meetings:</p> <ul style="list-style-type: none"> 11/6/13: Board Presentation 4/3/14: Administration meeting and planning 4/4/14: LCFF / LCAP presentation to Advisory Committee 4/11/14: LCFF / LCAP presentation to Students 4/15/14: LCFF / LCAP presentation to Parents 4/16/14: LCFF / LCAP presentation to Parents 4/22/14: LCFF / LCAP presentation to EL parents 4/24-14: LCFF/LCAP presentations for all BUSD employees 4/28/14: LCAP draft review by Advisory Committee 5/15/14: LCAP draft review by Advisory Committee <ul style="list-style-type: none"> • All stakeholder were invited to the parent meeting <p>The following documents were reviewed during the process:</p> <ol style="list-style-type: none"> 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 <p>The county data and response from Foster Youth Services was included in all sections of the document and identified in action items that specifically meet the needs of the Foster Youth</p> | <ol style="list-style-type: none"> 4. CCSS aligned Materials 5. Literacy Skills in grades 2 6. Define higher education expectations 7. Equity and Access in Academic Options 8. Foster Youth 9. EL student success: 10. Create a supportive and Safe School Climate 11. Support programs based on student performance data 12. Parent Support and Partnership: <p>Update to the community:</p> <p>The completed draft was presented to the Board for their input on June 11, 2014. 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 draft was also shared with the DELAC and PAWS groups.</p> <p>The public meeting on the draft LCAP is scheduled for June 11, 2014 at 7:00 p.m. 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 14, 2014 at 4:00 p.m. Any possible changes required may be incorporated at that time. A second draft will be present to the Board at a public hearing on June 18, 2014 at 7:00 p.m. along with the district budget.</p> <p>The final document will be sent for Board approval on June 25th, 2014, at 7:00 p.m. along with the District Budget.</p> |

| Involvement Process | Impact on LCAP |
|--|----------------|
| <p>English Language Learners group provided feedback which was included in all sections of the document and identified in action items that specifically meet the needs of the EL students.</p> <p>Low Income students comprise 73% of the total student body. Feedback was included in all sections of the document and identified in action items that specifically meet the needs of the Low Income Students.</p> <p>The district worked with parent and community partner organizations to form focus groups representative of the students in our key subgroups. Superintendent Kaelin and his key staff visited with school Site Council, ELAC, DELAC, PAWS, School Leadership Committees and DAC.</p> <p>A new District Advisory Committee was formed and included representatives from families with students from the target student groups. Members from each school site council, Foster Youth representatives, members of BUTA and CSEA, and District English Learners Advisory Committee (DELAC) were included.</p> | |

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups

(e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|--|---|---|-------------------------------------|--|--|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| 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 | | | | | | | | |
| Need: Facilities improvement | <u>Goal 1.1: Physical Infrastructure</u> | All students including low income, English Learner, foster youth and students with disabilities | BHS BES RES CDS | | Complete needs assessment and develop priorities | As needed | As needed | Conditions of Learning A1. Basic |
| Improve facilities; provide technology upgrades | Improved physical education/sports facilities Fix, repair and update facilities improvement plan by identifying area and creating a list of priorities. | | | | | | | |
| Metric: Williams Audit | | | | | | | | |
| Technology audit | | | | | | | | |
| Technology plan implementation | Updated computer labs or computer carts for SBAC tests and CCSS implementation. Updated teacher computer work stations | | BHS BES RES CDS | | 50% of teachers at each site receive training through county or district coaches, or outside consultants | 75% of teachers at each site receive training through county or district coaches, or outside consultants | 100% of teachers at each site receive training through county or district coaches, or outside consultants | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|--|---|---|---|--|--|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>Need: Credentialed and Trained teachers/staff to implement common core</p> <p>Metric: Attendance data w/shops School level training Teacher observation data, Minutes from PLC session, SARC Implementation of CCCS for all students, including EL.</p> | <p><u>Goal 1.2: Common Core Implementation</u></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 CCCS</p> <p>Vertical and horizontal alignment of curriculum</p> | <p>All students including low income, English Learner, foster youth and students with disabilities</p> | <p>BHS BES RES CDS</p> | <p>Maintain 100%</p> <p>Train 30% of ELA and math teachers in CCSS and SBAC</p> <p>Align the ELA and ELD standards; also align Special Education IEP goals to differentiate instruction under CCSS standards</p> <p>Train 30% of aides</p> <p>Assign 50% of all PD time for support for vertical and horizontal alignment of math and ELA</p> | <p>Maintain 100%</p> <p>Train 60% of ELA and math teachers in CCSS and SBAC</p> <p>Continue to align the ELA and ELD standards; also align Special Education IEP goals to differentiate instruction under CCSS standards</p> <p>Train 60% of aides</p> <p>Allow 50% of time for support of NGSS alignment and Literacy standards across Social Studies</p> | <p>Maintain 100%</p> <p>Train 100% of ELA and math teachers in CCSS and SBAC</p> <p>Continue with alignment of the ELA and ELD standards; also align Special Education IEP goals to differentiate instruction under CCSS standards</p> <p>Train 100% of aides</p> <p>Allow 30% of time to review and update all alignments</p> | <p>Conditions of Learning</p> <p>A 2. Implementation of State Standards</p> | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|--|---|---|--|---|--|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>Need: Institutionalized use of technology for instruction and learning;</p> <p>Metrics: Student usage of technology Teacher PD sign in Teacher, Parent and student Tech survey Student technology skills matrix</p> | <p><u>Goal 1.3: Technology In Teaching and Learning:</u></p> <p>Student technology skills and teacher training established through lesson design and technology embedded assessments</p> | <p>All students including low income, English Learner, foster youth and students with disabilities</p> | <p>BES RES</p> | <p>Identify and plan the development criteria for technology skills</p> <p>Identify a matrix for measurement for per grade</p> <p>Provide training for teachers in developing and conducting lessons that measure student achievement of the skills- 50% trained</p> | <p>Develop a technology courses at each grade level to ensure student development of measurable skills</p> <p>50% will learn identified technical skills per grade level</p> <p>75% of teachers will be trained to implement the grade level matrix to measure student technical skills</p> | <p>Develop a technology courses at each grade level to ensure student development of measurable skills</p> <p>100% of students will learn technical skills per grade level</p> <p>100% of teachers will be trained to implement the grade level matrix to measure student technical skills</p> | <p>Conditions of Learning</p> <p>A1 Basic</p> | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---|---|---|--|--|---|--|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>Need:</p> <p>Implement CCSS aligned Math, ELA , Science and Social Studies curriculum and instructional material in all classes</p> <p>Metrics: Williams audit Materials inventory update</p> | <p><u>Goal 1.4: CCSS aligned Materials</u></p> <p>Adopt common core state standards aligned curriculum</p> <p>Provide supplemental materials for ELD instruction especially for LTELs</p> | <p>All students including low income, English Learner, foster youth and students with disabilities</p> | <p>All</p> | <p>Provide CCSS aligned fillers for the first year</p> <p>Identify text book adoption process and timeline</p> <p>Fund Library Services – identify the resources needed and fund appropriately</p> | <p>Implement the adoption process and timeline;</p> <p>Adopt ELA</p> <p>Fund library services -maintain same</p> | <p>Institute the text books as required for each grade.</p> <p>Adopt Math</p> <p>Funding Library services-maintain same</p> | <p>A1. Basic Implementation of State Standards</p> | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---|---|---|---|---|---|--|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>Need: Increase literacy in Math and reading for all including SED, EL and Foster Youth</p> <p>Metrics: Reading scores</p> <p>Diagnostic test results Score in API (hs only) CELDT scores State and local assessments CAHSEE AP, EAP</p> | <p><u>Goal 1.5: Literacy Skills in grades 2</u></p> <p>Steps to ensure that grade 2 students will be reading at grade level</p> <p>ELD support provided at every level</p> <p>Small class sizes in elementary to reach the mandated 24:1</p> <p>Provide rich reading and support materials in the Library</p> | <p>All students including low income, English Learner, foster youth and students with disabilities</p> | <p>All</p> | <p>Identify and conduct diagnostic tests for all students to provide literacy skills support</p> <p>30% increase in the number of 2nd grade students reading at grade level</p> <p>ELD students will receive daily support for a minimum of 30 minutes</p> <p>At-Risk students to receive tutoring support and read increase grade level by 20%</p> <p>Increase budget to support library services Maintain class Size at 24:1</p> | <p>Identify and conduct diagnostic tests for all students to provide literacy skills support</p> <p>60% increase in the number of 2nd grade students reading at grade level</p> <p>ELD students will receive daily support for a minimum of 30 minutes</p> <p>At-Risk students to receive tutoring support and read increase grade level by 40%</p> <p>Increase budget to support library services Maintain class Size at 24:1</p> | <p>Identify and conduct diagnostic tests for all students to provide literacy skills support</p> <p>80% increase in the number of 2nd grade students reading at grade level</p> <p>ELD students will receive daily support for a minimum of 30 minutes</p> <p>At-Risk students to receive tutoring support and read increase grade level by 50%</p> <p>Increase budget to support library services Maintain class size at 24:1</p> | <p>Conditions of Learning</p> <p>A2 Implementation of State Standards</p> <p>B1. Pupil Achievement</p> | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|--|---|---|-------------------------------------|--|--|--|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| LCAP Focus Goal 2: Raise post high school preparation, including college and career readiness for all students | | | | | | | | |
| Need: Create a college going culture through 4 year college readiness for all students; provide equity and access in course offering in middle and high schools; match students need from RTI to /Honors. Metric: Graduation rates | <p><u>Goal 2. : Define higher education expectations</u></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> | All students including low income, English Learner, foster youth and students with disabilities | <p>BHS</p> <p>BHS BES RES</p> <p>BHS</p> <p>BHS</p> | | <p>Increase students enrolled in AP courses by 5% every year</p> <p>Increase the number of students taking the Sat/ACT tests by 5%</p> <p>Increase 4 year college admissions by 5%</p> <p>Provide free AP/SAT/PSAT tutoring:</p> <p>Students taking the AP exams will increase by 5%</p> | <p>Increase students enrolled in AP courses by an additional 5% every year</p> <p>Increase the number of students taking the Sat/ACT tests by 10%</p> <p>increase 4 year college admissions by another 5%</p> <p>Provide free AP/SAT/PSAT tutoring:</p> <p>Students taking the AP exams will increase an additional 5%</p> | <p>Increase students enrolled in AP courses by an additional 5% per year</p> <p>Increase the number of students taking the Sat/ACT tests by 15%</p> <p>increase4 year college admissions by another 5%</p> <p>Provide free AP/SAT/PSAT tutoring</p> <p>Students taking the AP exams will increase an additional 5%</p> | <p>Conditions of Learning:</p> <p>A7 Course Access</p> <p>B1 Pupil Achievement</p> |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---------------------|---|---|-------------------------------------|---|--|--|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| 2 & 4 year admissions rates, AP data; SAT/ACT participation rate; participation in college events: Score in API (hs only) CELDT scores State and local assessments CAHSEE EAP | | | | | Students taking the SAT/ACT exams will increase by 5% Increase attendance by 30% at events such as college nights, admissions counseling, essay writing and applications and FAFSA | Students taking the SAT/ACT exams will increase an additional 5% Increase attendance to 40% at events such as college nights, admissions counseling, essay writing and applications and FAFSA | Students taking the SAT/ACT exams will increase an additional 5% Increase attendance to 60% at events such as college nights, admissions counseling, essay writing and applications and FAFSA | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>Need: Increase intervention options to raise student achievement and Increase the cohort graduation rates</p> <p>Metric: Course access data: remediation and intervention data</p> <p>Cohort graduation and dropout rate, High school</p> | <p><u>Goal 2.2: Equity and Access in Academic Options for all,</u></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>All students including low income, English Learner, foster youth and students with disabilities</p> | <p>BHS BES RES CDS</p> <p>BHS CDS</p> <p>BES RES BHS</p> <p>BHS</p> <p>BHS RES BES</p> | <p>Decrease failing grades by 15%</p> <p>Increase CAHSEE pass rates for graduating cohort by 15%</p> <p>Offer 1 at the high school and middle school to support ELD and SP Ed student access to an elective</p> <p>Increase student attendance by 15% through teacher referrals and SSTs</p> | <p>Decrease failing grades by additional 25%</p> <p>Increase CAHSEE pass rates for graduating cohort by 20%</p> <p>Offer 1 at the high school and middle school to support ELD and SP Ed student access to an elective</p> <p>Increase student attendance by additional 25% through teacher referrals and SSTs</p> | <p>Decrease failing grades by 30%</p> <p>Increase CAHSEE pass rates for graduating cohort by 25%</p> <p>Offer 1 at the high school and middle school to support ELD and SP Ed student access to an elective</p> <p>Increase student attendance by additional 25% through teacher referrals and SSTs</p> | <p>B1 Pupil Achievement</p> <p>C2 Student Engagement</p> | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---------------------|---|---|-------------------------------------|--|--------------------------------------|--------------------------------------|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| equivalency exam data CAHSEE data; Sp Ed data in general educ. Classrooms State and local assessments student academic performance | | | | | Increase graduation rates by 10% | Increase by additional 20% each year | Increase by additional 20% each year | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| <p>Need:</p> <p>Foster Youth Success with transition; Decrease foster youth school mobility and its adverse effects</p> <p>Metric:</p> <p>transition survey College admissions rate\Graduation rate Attendance rate Implementation of CCCS for all students, including EL</p> | <p><u>Goal 2.3: Foster Youth</u></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> | Foster Youth | BHS BES RES CDS | <p>Shorten the time for enrollment by 25%</p> | <p>Shorten the time for enrollment by 25%</p> | <p>Shorten the time for enrollment by 25%</p> | <p>A5: Conditions of Learning Foster Youth</p> <p>C5: Pupil Engagement Priority</p> <p>A2: Implementation of State Standards</p> | |
| | <p>Closed foster youth achievement gap by accessing remediation and support services</p> | | | <p>Foster student data will indicate that they are narrowing the achievement gap by 5%</p> | <p>Foster student data will indicate that they are narrowing the achievement gap by 5%</p> | <p>Foster student data will indicate that they are narrowing the achievement gap by 5%</p> | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>Need: Increased success of EL students through higher number of reclassification.</p> <p>Metric: SDAIE and ELD training data; Graduation, Reclassification rates; CELDT and CAHSEE scores; Implementation of CCCS for all students, Student academic performance</p> | <p><u>Goal 2.4: EL student success:</u></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> | EL | <p>BHS</p> <p>BHS RES BES CDS</p> <p>All sites</p> | <p>Teacher trainings in ELD standards and SDAIE techniques-40% trained at elementary level</p> <p>30% trained at secondary level</p> <p>Increase reclassification by 15%</p> <p>Bilingual counselor and office staff:</p> <p>Add 10% Bilingual Staff</p> | <p>Teacher training in ELD standards and SDAIE techniques-increase trained elementary teachers 70% trained at</p> <p>50% trained at Secondary level</p> <p>Increase reclassification by additional 5%</p> <p>Bilingual counselor and office staff</p> <p>Add 15% Bilingual Staff</p> | <p>Teacher training in ELD standards and SDAIE techniques-increase trained elementary teachers to 100% this year</p> <p>70% trained at Secondary level</p> <p>Increase reclassification by additional 15%</p> <p>Bilingual counselor and office staff</p> <p>Add 20% Bilingual Staff</p> | <p>B8: Pupil Outcomes</p> <p>A4: Pupil Achievement</p> <p>A2: Implementation of State Standards</p> | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| LCAP Focus Goal 3: Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success. | | | | | | | | |
| Needs: Develop a culture of awareness of diversity and respect for all students and Improve transition services for expelled students Metric: Expulsion data, suspension data, referral data Attendance data | <u>Goal 3.1: Create a Supportive and Safe School Climate</u> | All students including low income, English Learner, foster youth and students with disabilities | BHS RES BES CDS | | Improve process and time for re-enrollment by 10% | Improve process and time for re-enrollment by 15% | Improve process and time for re-enrollment by 20% | Conditions of Learning: A9 Expelled Students C6 Other student data C5 Pupil Engagement |
| | Expelled student returning to schools must be able to transition quickly and effectively | | | | Find alternatives to suspensions and expulsions and reduce both by 10% | Find alternatives to suspensions and expulsions and reduce both by 15% | Find alternatives to suspensions and expulsions and reduce both by 20% | |
| Reduced expulsions unless it meets the ED Code requirements and find alternatives to suspension through positive behavior intervention Trained administrators, | All students including low income, English Learner, foster youth and students with disabilities | BHS RES BES CDS | | Leadership training and student assemblies around discipline, peer mediation and safety leading to: Decrease suspensions by 15% and expulsion by 20% | Leadership training and student assemblies around discipline, peer mediation and safety leading to: Decrease suspensions and expulsions by additional 15% | Leadership training and student assemblies around discipline, peer mediation and safety leading to: Decrease suspensions and expulsions by additional 15% | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| Truancy data School safety data Parent, student and staff survey data | teachers and students Increased extracurricular activities district wide Established and consistent SART & SARB processes | | | | Decrease classroom referrals by 25% | Decrease classroom referrals by 25% | Decrease classroom referrals by 25% | |
| | | | | | Increase student participation in extra-curricular options before and after school by 10% | Increase student participation in these options by additional 10% | Increase student participation in these options by additional 10% | |
| | | | | | Increase attendance by 15% each year | Increase attendance by additional 5% each year | Increase attendance by additional 5% each year | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|-------------------------------------|---|--|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| LCAP Focus Goal 4: Design programs and activities to address diverse student academic needs | | | | | | | | |
| Need: Increase data based decision making to improve drop-out, graduation and college admissions rates Metric: Current Benchmark & New benchmark data; Teacher collaboration | <u>Goal 4.1: Support programs based on student performance data</u> 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 | All students including low income, English Learner, foster youth and students with disabilities | BES RES BHS CDS | | 2014-15 school year: Teachers will develop common finals to be conducted per grade | 2015-16 school year: Two formative and two summative tests conducted per grade | 2016-17 school year: Three formative and two summative tests conducted per grade | B. Pupil Outcome B8. Other Pupil Outcomes C. Engagement A4. Pupil Achievement |
| | Tutoring services to include after school for credit and CAHSEE remediation and subject specific tutoring for elementary and middle school Remediation of D/F grades at all levels through tutoring and | | | | Tutoring services to include after school for credit and CAHSEE remediation and subject specific tutoring for elementary and middle school Remediation of D/F grades at all levels | Tutoring services to include after school for credit and CAHSEE remediation and subject specific tutoring for elementary and middle school Remediation of D/F grades at all levels through tutoring and | | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>schedule; discipline data; EAP scores; course passage rates with C or higher; CTE enrollment and pass rates; CAHSEE pass rates; dropout rates; graduation rates</p> | | | | | <p>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%</p> | <p>through tutoring and summer school options leading to Reduction of D/F grades by 25% Increase Graduation rates by additional 5% Raise CAHSEE pass rate by additional 10%</p> | <p>summer school options leading to Reduction of D/F grades by 35% Increase graduation rates by additional 5% Raise CAHSEE pass rate by additional 10%</p> | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|--|---|---|-------------------------------------|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| LCAP Focus Goal 5: Create a celebratory school environment that engages staff, students, parents and the community | | | | | | | | |
| <p>Need:</p> <p>Increase Parent Involvement in student academics and success</p> <p>Engage families and the community in the school programs</p> <p>Foster Families</p> <p>EL parents</p> <p>Special</p> | <p><u>Goal 5.1: Parent Support and Partnership:</u></p> <p>Parents are partners for the school and receive information and training on College and Careers, and attend all events</p> <p>Trained parents who access student information on the parent portal and email</p> | <p>All students including low income, English Learner, foster youth and students with disabilities</p> | <p>All District Sites</p> <p>BHS RES BES</p> <p>BES RES</p> <p>BHS</p> | | <p>Improve site and district web-site to provide updated information in English and Spanish. Increase more information events at each site by 25%</p> <p>Create Baseline of student participation</p> <p>Parent Nights with information for AP and College admissions/FAFSA</p> <p>Create a college going culture as evidenced through community attendance at college fairs and events Increase each year by</p> | <p>Increase parent participation at school by additional 15%</p> <p>Increase 10% over baseline</p> <p>Parent Nights with information for AP and College admissions/FAFSA</p> <p>Create a college going culture as evidenced through community attendance at college fairs and events Increase each year</p> | <p>Increase parent participation at school by additional 10%</p> <p>Increase by additional 20%</p> <p>Parent Nights with information for AP and College admissions/FAFSA</p> <p>Create a college going culture as evidenced through community attendance at college fairs and events Increase each year</p> | <p>C. Engagement</p> <p>C3. Parent Involvement</p> |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---------------------|---|---|-------------------------------------|--|--|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>Education parents</p> <p>Metric: Attendance sheets for ELAC, DELAC, PAWS meetings Event attendance Workshop attendance</p> | | | BHS RES BES | | <p>15 % over previous year</p> <p>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 /Saxton Math skills Improved communication tools leading to increased engagement by 15%</p> | <p>by 15 % over previous year</p> <p>Parent trainings around topics such as anti-bullying, cyber safety, Counselor dialogue with parents and students in Spanish leading to parent engagement by additional 15 %</p> | <p>by 15 % over previous year</p> <p>Parent trainings around topics such as anti-bullying, cyber safety, Counselor dialogue with parents and students in Spanish leading to parent engagement by additional 15%</p> | |

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|--|---|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| 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 | | | | | | | |
| <u>Goal 1.1:</u> <u>Physical Infrastructure</u> Improved Physical Education facilities Improved Technology Access | A 1. Conditions of Learning Basic | Complete needs assessment | LEA | | As needed | As needed | As needed |
| | | Updated computer labs or carts for SBAC tests and 21 st century learning Create fully functioning labs at each site | | | Updated computer labs at each site \$ 50,000 -/4300/4400 C-CORE | Continue to improve labs at sites \$ 60,000 -4300/4400 LCFF | Continue to improve labs at sites \$ 80,000 – 4300/4400 LCFF |
| <u>Goal 1.2:</u> <u>Common Core Implementation</u> Developed PD plan that includes a plan for collaboration Trained teachers, Administrators and Aides | A 2. Conditions of Learning Implementation of State Standards | Develop workshops that include grade level and course level alignment Develop common units of studies and Performance Task in SBAC Train teachers to align ELA and math to CCSS standards and ELD standards for instruction and content | LEA | | Professional Development time for sub pay and teacher extra pay for common core aligned formative and summative assessment development, PD, and ELD alignment \$20,000 LCFF - 1000/3000/5200 | Professional Development time for sub pay and teacher extra pay for common core aligned formative and summative assessment development, PD, and ELD alignment \$30,000 LCFF – | Professional Development time for sub pay and teacher extra pay for common core aligned formative and summative assessment development, PD, and ELD alignment \$30,000 LCFF – |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|--|--|--|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Training for EL teachers | | <p>Release time to develop and conduct formative and summative assessments</p> <p>Training in technology in 21st century classrooms</p> | | | <p>\$10,000 C-CORE - 5200</p> <p>Use BCOE for the trainings for teacher in use of technology in instruction and assessment \$35,000 C-CORE – 6,861 - 5200 LCFF - 28,139 – 1100-5200</p> | <p>1000/3000/5200</p> <p>Use BCOE for the trainings for teacher in use of technology in instruction and assessment \$35,000 LCFF- 1100-5200</p> | <p>1000/3000/5200</p> <p>Use BCOE for the trainings for teacher in use of technology in instruction and assessment \$35,000 LCFF – 1100-5200</p> |
| <p><u>Goal 1. 3:</u></p> <p><u>Technology in Teaching and Learning:</u></p> <p>Student technology skills and teacher training established through lesson design and technology embedded assessments</p> | <p>Conditions of Learning</p> <p>Implementation of State Standards</p> | <p>Offering a course or creating units for each grade level</p> <p>Develop a technology course at each grade level to ensure student development of measurable skills for 21st century school</p> | <p>LEA-BHS RES BES</p> | | <p>New unit of study in ELA core aligned to CCSS \$5,000 LCFF/S&C 1000/3000</p> <p>Training and materials for high school ELA/ ELD alignment \$15,000 LCFF/ S & C 1100-5000</p> | <p>New unit of study in ELA core aligned to CCSS \$5,000 LCFF/S&C 1000/3000</p> <p>Training and materials for high school ELA/ ELD alignment \$15,000 LCFF/ S & C 1100-5000</p> | <p>New unit of study in ELA core aligned to CCSS \$5,000 LCFF/S&C 1000/3000</p> <p>Training and materials for high school ELA/ ELD alignment \$15,000 LCFF/ S & C 1100-5000</p> |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|--|---|--|---|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| <u>Goal 1.4: CCSS aligned Materials</u> Increased access to CCSS Core materials Reduced % of LTEL students | Conditions of Learning: Implementation of State Standards | Planned CCSS book adoption Supplemental materials provided for ELD instruction for LTELs Data base to track academic progress for EL students | BHS RES BES | | Adoption timeline Supplemental materials: \$ 10,000 LCFF/C-CORE 50/50 4200 | ELA adoption \$75,000 LCFF – 4200 | Math adoption \$ 60,000 LCFF – 4200 |
| | | | | | Professional Development and Release time \$5,000 LCFF/ S&C – 1000-5800 | Professional Development and Release time \$5,000 LCFF – 1000-5800 | Professional Development and Release time \$5,000 LCFF – 1100-5800 |
| <u>Goal 1.5: Literacy Skills in grades 2</u> 90% of grade 2 students will read at grade level | Conditions of Learning Pupil Achievement School Climate | Teacher and Aide training in Direct Instruction Material for Literacy | RES BES | | Training for Aides \$5,000 TITLE I - 2000/5200 | Training for Aides \$5,000 TITLE I – 2000/5200 | Training for Aides \$5,000 TITLE I – 2000/5200 |
| | | | | | Supplemental DI Materials \$10,000 Lottery - 4200 | Supplemental DI Materials \$10,000 Lottery -4200 | Supplemental DI Materials \$10,000 Lottery- 4200 |
| All libraries will provide books to support literacy skills | | Maintain Library Services at the current staff levels | RES BES | | Library Clerks and Materials \$38,890 LCFF- 2000/3000/4200 | Library Clerks and Materials \$40,890 LCFF- 2000/3000/4200 | Library Clerks and Materials \$40,890 LCFF- 2000/3000/4200 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Maintain small class to support literacy | | Maintain low class size limits less than 24 to 1 to comply with state mandate K-3 | | | Excess FTE in K-3 = 1.625 \$78,707 LCFF/ S&C 1100/3000 | Excess FTE in K-3 = 1.625 \$77,707 LCFF/ S&C 1100/3000 | Excess FTE in K-3 = 1.625 \$78,707 LCFF/ S&C 1100/3000 |
| LCAP Focus Goal 2: Raise post high school preparation, including college and career readiness for all students | | | | | | | |
| <u>Goal 2.1: Define higher education expectations</u> Increase AP course offerings in high school for all students-EL, Low Income and Foster youth | Conditions of Learning: Course Access Pupil Outcomes Pupil Achievement | Offer more AP courses and training for teachers | BHS | | For 1 new course \$15,000 LCFF/S&C – 1100/3000 Training \$2,000 LCFF/S&C - 5800 Materials and Travel \$2,500 LCFF/S&C- 4000/5000 | For 1 new course \$15,000 LCFF/S&C - 1100/3000 Training \$2,000 LCFF/S&C - 5800 Materials and Travel \$2,500 LCFF/S&C- 4000/5000 | For 1 new course \$15,000 LCFF/S&C – 1100/3000 Training \$2,000 LCFF S&C- 5800 Materials and Travel \$2,500 LCFF/S&C- 4000/5000 |
| | | Provide free AP test prep for all students Develop CTE courses and teacher training Provide college tours, visits and resources | BHS | | Provided tutoring for students \$5,000 LCFF – 1100/2100/3000 Training and supplies \$2,500 LCFF - 4300/5200 | Provided tutoring for students \$5,000 LCFF – 1100/2100/3000 Training and supplies \$2,000 LCFF – 4300/5200 | Provided tutoring for students \$5,000 LCFF – 1100/2100/3000 Training and supplies \$2,000 LCFF – 4300/5200 |
| Increasing the number of college ready students | | Provide AP/SAT/PSAT tutoring for the students College Fair Essay writing workshops | | | | | |
| Create a college going culture | | Application packets | | | | | |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|--|---|--|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| <p>Matrix:</p> <p>A-G course completion EAP scores ACT/SAT/PSAT data CTE course enrollment</p> <p>Raise student admissions to 2 year and 4 year colleges</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>Supplies for parent/student evening meetings \$2,000 LCFF - 4300</p> | <p>Supplies for parent/student evening meetings \$2,000 LCFF - 4300</p> | <p>Supplies for parent/student evening meetings \$2,000 LCFF - 4300</p> |
| <p><u>Goal 2.2: Equity and Access in Academic Options</u></p> <p>Remediation and other support for all students through tutor, including for Foster Youth, EL, Special Education, and Low Income students</p> | <p>Pupil Outcomes:</p> <p>Pupil Achievement</p> | <p>All Foster Youth, EL and SED students must have access to rigorous courses</p> <p>Teachers trained to differentiate instruction; Push-in model in Special Education</p> | <p>BHS RES BES CDS</p> | | <p>Teacher and Aide Support \$5,000 LCFF/ S&C 1100/2100/3000</p> <p>TITLE I – 1100/2100/3000 Training \$ 5,000 LCFF – 1100/3000 Training \$ 5,000 SP ED - 5200</p> | <p>Teacher and Aide Support \$5,000 LCFF/ S&C 1100/2100/3000</p> <p>TITLE I – 1100/2100/3000 Training \$ 5,000 LCFF – 1100/3000 Training \$5,000 SP ED - 5200</p> | <p>Teacher and Aide Support \$5,000 LCFF/ S&C 1100/2100/3000</p> <p>TITLE I – 1100/2100/3000 Training \$ 5,000 LCFF – 1100/3000 Training \$5,000 SP ED - 5200</p> |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|--|---|--|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | <p>Elementary& secondary schools-Subject specific tutorials</p> <p>Provide CAHSEE Remediation and D/F grade remediation</p> <p>Summer School</p> <p>Develop a plan for equity across sites to remediation and acceleration and access to activities like clubs, sports</p> | | | <p>Tutoring and Materials \$20,000 LCFF/S&C 1100-4000</p> <p>Credit remediation \$5,000 LCFF – 1100/2100/3000</p> <p>Summer School classes BHS \$3,000 LCFF – 1100/3000</p> <p>Summer School BES/RES \$2,500 LCFF – 1100/3000</p> <p>Training and release time to develop plan \$5,000 LCFF – 1100/3000/5200</p> | <p>Tutoring and Materials \$20,000 LCFF/S&C 1100-4000</p> <p>Credit remediation \$5,000 LCFF – 1100/2100/3000</p> <p>Summer School classes BHS \$3,000 LCFF – 1100/3000</p> <p>Summer School BES/RES \$2,500 LCFF – 1100/3000</p> <p>Training and release time to develop plan \$5,000 LCFF – 1100/3000/5200</p> | <p>Tutoring and Materials \$20,000 LCFF/S&C 1100-4000</p> <p>Credit remediation \$5,000 LCFF – 1100/2100/3000</p> <p>Summer School classes BHS \$3,000 LCFF – 1100/3000</p> <p>Summer School BES/RES \$2,500 LCFF – 1100/3000</p> <p>Training and release time to develop plan \$5,000 LCFF – 1100/3000/5200</p> |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|--|---|---|--|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | | | | |
| <u>Goal 2.3: Foster Youth</u> Foster Youth | Conditions of Learning: Foster Youth | Develop protocols and training Make transition to school a smooth process Reduce student drop-out rates and increase graduation rates | LEA | | Training and tutoring \$4,000 LCFF/ S&C 1100/2100/3000/5200 | Training and tutoring \$4,000 LCFF/ S&C 1100/2100/3000/5200 | Training and tutoring \$4,000 LCFF/ S&C 1100/2100/3000/5200 |
| <u>Goal 2.4: EL student success:</u> EL students will increase their success | Pupil Outcomes | Increase reclassification- Reduce LTELs Train staff to assess progress through academic language skills and ELD framework Train teachers in EL strategies | BHS BES CDS RES | | EL district coordinator or site staff \$15,000 per site x 4= 60,000 LCFF/ S&C 1100/3000 | EL district coordinator or site staff \$15,000 per site x4=60,000 LCFF/ S&C 1100/3000 | EL district coordinator or site staff \$15,000 per site X4= 60,000 LCFF/ S&C 1100/3000 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | Maintain and increase teacher and aide support to EL, Low income students | LEA-WIDE | | Teachers, Aides, Materials and Training \$92,000 LCFF/S&C 1100-5000 | Teachers, Aides, Materials and Training \$92,000 LCFF/S&C 1100-5000 | Teachers, Aides, Materials and Training \$92,000 LCFF/S&C 1100-5000 |
| LCAP Focus Goal 3: Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success | | | | | | | |
| <u>Goal 3.1: Create a supportive and Safe School Climate</u> | Conditions of Learning: A9 Expelled Students C6 Other student data C5 Pupil Engagement | Design alternate discipline options and create reward structures Celebrate positive achievements; workshops/presentations for attendance incentives Engage parents, teachers & aides on positive discipline Character assemblies Train teachers and paraprofessionals about | LEA-WIDE | | Saturday School \$5,000 LCFF/S&C 1100/2100/3000 Rewards assemblies, prizes \$500 LCFF - 4300 Training/Motivational Speaker \$6,000 TITLE I – 5200/5800 Speakers, materials \$2,000 LCFF – 4300/5800 Professional Development | Saturday School \$5,000 LCFF/S&C 1100/2100/3000 Rewards assemblies, prizes \$500 LCFF - 4300 Training/Motivational Speaker \$6,000 TITLE I – 5200/5800 Speakers, materials \$2,000 LCFF – 4300/5800 Professional Development | Saturday School \$5,000 LCFF/S&C 1100/2100/3000 Rewards assemblies, prizes \$500 LCFF - 4300 Training/Motivational Speaker \$6,000 TITLE I – 5200/5800 Speakers, materials \$2,000 LCFF – 4300/5800 Professional Development |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|--|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| understand the requirements for graduation from an early stage and support students to stay in school and experience success Increase attendance to school | | graduation requirements Create PR plans for school Achievement celebration | | | \$2,000 LCFF – 5200/5800 Student assemblies \$1,000 TITLE I - 5800 | \$3,000 LCFF 5200/5800 Student assemblies \$1,000 TITLE I - 5800 | \$5,000 LCFF 5200/5800 Student assemblies \$1,000 TITLE I - 5800 |
| | | Home to School Transportation | LEA-WIDE | | Provide free transportation \$225,000 LCFF/S&C - 2200/3000/4000/5000 | Provide free transportation \$225,000 LCFF/S&C - 2200/3000/4000/5000 | Provide free transportation \$225,000 LCFF/S&C - 2200/3000/4000/5000 |
| LCAP Focus Goal 4: Design programs and activities to address diverse student academic needs | | | | | | | |
| <u>Goal 4.1: Support programs based on student performance data</u> Need to develop multiple assessment and use the data results to support remediation, acceleration and tutorials for all | Pupil Outcomes: Other Outcomes | Develop formative and summative assessments Teacher release time for data review Support summer school and during school remediation courses After school elementary | BHS BES RES | | Development of assessment \$3,000 LCFF – 4300/5800 Teacher time for data review \$15,000 LCFF – 1100/3000 Remediation after school \$2,000 LCFF – 1100/3000 | Development of assessment \$3,000 LCFF – 4300/5800 Teacher time for data review \$15,000 LCFF – 1100/3000 Remediation after school \$2,000 LCFF – 1100/3000 | Development of assessment \$3,000 LCFF – 4300/5800 Teacher time for data review \$15,000 LCFF – 1100/3000 Remediation after school \$2,000 LCFF – 1100/3000 Tutoring |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|--|--|---|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| students, especially Low Income, Foster Youth and English Learners | | enrichment Teacher training on Positive and progressive discipline | | | Tutoring \$1,000 LCFF/S&C – 2100/3000 Workshops and trainings on diversity and bully prevention \$2,000 LCFF – 1100/3000/5200 | Tutoring \$1,000 LCFF/S&C – 2100/3000 Workshops and trainings on diversity and bully prevention \$2,000 LCFF – 1100/3000/5200 | \$1,000 LCFF/S&C – 2100/3000 Workshops and trainings on diversity and bully prevention \$2,000 LCFF – 1100/3000/5200 |
| | | Maintain CDS to support students who are not successful in traditional setting | CDS | | CDS Staff and supplies \$96,000 LCFF/S&C – 1100/2100/3000/4300 | CDS Staff and supplies \$96,000 LCFF/S&C – 1100/2100/3000/4300 | CDS Staff and supplies \$96,000 LCFF/S&C – 1100/2100/3000/4300 |
| LCAP Focus Goal 5: Create a celebratory school environment that engages staff, students, parents and the community | | | | | | | |
| <u>Goal 5.1: Parent Support and Partnership:</u> Increase parent involvement Engage families and the | Engagement Parent Engagement | Parent Nights for college and FAFSA, admissions and scholarship Monthly parent days for | BHS BES RES CDS | | Speakers & Supplies \$2500 LCFF – 4300/5800 | Speakers & Supplies \$2500 LCFF – 4300/5800 | Speakers & Supplies \$2500 LCFF – 4300/5800 |
| | | | | | \$1000 parent workshops LCFF – 4300/5800 | \$1000 parent workshops LCFF – 4300/5800 | \$1000 for parent workshops LCFF – 4300/5800 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|--|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| community in the school programs and provide support for them to understand the school system and serve as a partner Foster Families EL parents Special Education parents Advisory committee members | | elementary Workshops and trainings for parents Motivational speakers Family nights SSTs Volunteers/Speakers Counselor and administrator dialogue Create Newspapers Emails and other communication options | | | \$2000 for speakers LCFF/S&C-5800 \$1000 for family nights supplies LCFF - 4300 \$500.00 per site x4= 2000 for increased communication LCFF/S&C - 4300 | \$2000 for speakers LCFF/S&C-5800 \$1000 for family nights LCFF - 4300 \$500.00 per site x4= 20000 for increased communication LCFF/S&C- 4300 | \$2000 for speakers LCFF/S&C-5800 \$1000 for family nights LCFF - 4300 \$500.00 per site X4= 2000 for increased communication LCFF/S&C - 4300 |

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils re-designated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils re-designated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|--|---|--|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| 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 | | | | | | | |
| <u>Goal 1.2:</u> <u>Common Core Implementation</u> Develop a PD plan & include a plan for collaboration with EL teachers Training for teachers Administrators and Aides on ELD standards Training for EL teachers | A1 Conditions of Learning Basic | 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 | LEA-WIDE | | Professional Development time for sub pay and teacher extra pay for common core aligned formative and summative assessment development, PD, and ELD alignment \$10,000 LCFF/S&C 1100/2100/3000/4300 | Professional Development time for sub pay and teacher extra pay for common core aligned formative and summative assessment development, PD, and ELD alignment \$10,000 LCFF/S&C 1100/2100/3000/4300 | Professional Development time for sub pay and teacher extra pay for common core aligned formative and summative assessment development, PD, and ELD alignment \$10,000 LCFF/S&C 1100/2100/3000/4300 |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|--|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| <p><u>Goal 1.3</u> <u>Technology in teaching and learning</u></p> <p>Develop technical skills to support 21st century learning prior to graduating high school through a course of study that is mandatory for all students and an assessment to determine skills development</p> | <p>Conditions of Learning</p> <p>A1 Basic</p> | <p>For English Learners;</p> <p>Access to a HS technology course to provide equity in technical skills development</p> <p>Foster Youth:</p> <p>Access to a HS technology course to provide equity in technical skills development</p> <p>Low Income students:</p> <p>Access to a HS technology course to provide equity in technical skills development</p> | | | <p>Training and materials for high school ELA/ ELD alignment</p> <p>15,000 LCFF/S&C – 1100-5000</p> | <p>Training and materials for high school ELA/ ELD alignment</p> <p>15,000 LCFF/S&C – 1100-5000</p> | <p>Training and materials for high school ELA/ ELD alignment</p> <p>15,000 LCFF/S&C – 1100-5000</p> |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|--|--|--|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| <u>Goal 1.4: CCSS aligned Materials</u> Increase access to CCSS Core materials | Conditions of Learning A2 Implementation of State Standards | For English Learners: Provide supplemental materials to support ELD instruction for LTELs | LEA- WIDE | | Supplemental materials: \$ 5,000 LCFF/S&C 4200 | Supplemental materials: \$ 5,000 LCFF/S&C 4200 | Supplemental materials: \$ 5,000 LCFF/S&C 4200 |
| <u>Goal 1.5: Literacy Skills in grades 2</u> 90% of grade 2 students will read at grade level – to increase reclassification to RFEP and reduce Foster Youth and Low Income achievement gap | Conditions of Learning B1. Pupil Achievement C 1. School Climate | 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 | All elementary schools | | Tutoring SES Services \$5,000 TITLE I – 2100-5800 Supplemental Materials \$10,000 LOTTERY – 4200 Additional Teachers 1.625 FTE \$78,707 LCFF/S&C 1100-3000 Library Clerks and Materials \$38,890 LCFF/S&C 2000-4000 | Tutoring SES Services \$5,000 TITLE I – 2100-5800 Supplemental Materials \$10,000 LOTTERY – 4200 Additional Teachers 1.625 FTE \$78,707 LCFF/S&C 1100-3000 Library Clerks and Materials 40,890 LCFF/S&C 2000-4000 | Tutoring SES Services \$5,000 TITLE I – 2100-5800 Supplemental Materials \$10,000 LOTTERY – 4200 Additional Teachers 1.625 FTE \$78,707 LCFF/S&C 1100-3000 Library Clerks and Materials \$40,890 LCFF/S&C 2000-4000 |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|--|---|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| LCAP Focus Goal 2: Raise post high school preparation, including college and career readiness for all students | | | | | | | |
| <u>Goal 2.1: Define higher education expectations</u> Increase the number of college and career ready students | Conditions of Learning: A4 Course Access B 1 Pupil Outcomes B2 Pupil Achievement | 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, 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 | High school | | 1 new course \$15,000 LCFF/S&C – 1100/3000 Training \$2,000 LCFF/S&C – 5800 Materials and Travel \$2,500 LCFF/S&C- 4000/5000 | 1 new course \$15,000 LCFF/S&C – 1100/3000 Training \$2,000 LCFF/S&C – 5800 Materials and Travel \$2,500 LCFF/S&C- 4000/5000 | 1 new course \$15,000 LCFF/S&C – 1100/3000 Training \$2,000 LCFF/S&C – 5800 Materials and Travel \$2,500 LCFF/S&C- 4000/5000 |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|---|---|---|-----------------|-----------------|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Alternative Education support programs for raising graduation | | preparation, application packets and FAFSA 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 | | | | | |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|--|---|---|--|--|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| <p><u>Goal 2.2: Equity and Access in Academic Options</u></p> <p>Remediation and other support for all students through tutoring, including Foster Youth, EL, Special Education, and Low Income students</p> | <p>Pupil Outcomes:</p> <p>Pupil Achievement</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</p> | <p>BHS</p> <p>RES</p> <p>BES</p> <p>CDS</p> | | <p>Tutoring and SES Services \$ 20,000 TITLE I/ SP ED LCFF/S&C – 1100-5800 50 S&C/50</p> <p>Remediation after school \$20,000 LCFF/S&C 1100-3000</p> <p>Materials and Supplies \$1,000 LCFF/S&C 4000-5000</p> <p>Additional teacher BES \$2,500 LCFF/S&C 1100-3000</p> | <p>Tutoring and SES Services \$ 20,000 TITLE I/ SP ED LCFF/S&C – 1100-5800 50 S&C/50</p> <p>Remediation after school \$20,000 LCFF/S&C 1100-5000</p> <p>Materials and Supplies \$1,000 LCFF/S&C 4000-5000</p> <p>Additional teacher BES \$2,500 LCFF/S&C 1100-3000</p> | <p>Tutoring and SES Services \$ 20,000 TITLE I/ SP ED LCFF/S&C – 1100-5800 50 S&C/50</p> <p>Remediation after school \$20,000 LCFF LCFF/S&C 1100-5000</p> <p>Materials and Supplies \$1,000 LCFF/S&C 4000-5000</p> <p>Additional teacher BES \$2,500 LCFF/S&C 1100-3000</p> |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|--|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | remediation program Access to Library Services Summer School additional services for literacy | | | | | |
| | | For Low Income Students: Maintain and increase teacher and aide support | LEA-WIDE | | See 3A Goal 2.4 and 3B Goal 2.4 | See 3A Goal 2.4 and 3B Goal 2.4 | See 3A Goal 2.4 and 3B Goal 2.4 |
| <u>Goal 2.3: Foster Youth transition to school services and to graduate as per education code-</u> | Conditions of Learning: Foster Youth | Develop and train counselors & registrars; Increase services to impact drop-out /graduation rates | LEA-WIDE | | Training and Tutoring \$4,000 LCFF/S&C 1100-5200 | Training and Tutoring \$4,000 LCFF/S&C 1100-5200 | Training and Tutoring \$4,000 LCFF/S&C 1100-5200 |
| <u>Goal 2.4:</u> <u>EL student</u> | Pupil Outcomes | For English Learners: Increase reclassification rates and reduce | BHS RES BES CDS | | EL district coordinator or site staff \$15,000 per site x 4= 60,000 LCFF/S&C | EL district coordinator or site staff \$15,000 per site x 4= 60,000 LCFF/S&C | EL district coordinator or site staff \$15,000 per site x 4= 60,000 LCFF/S&C |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| <u>success:</u> EL students will increase their success in school | | the number of LTELs through introduction of specific ELD support courses, ELD district coordinator and training for teachers on the ELD framework | | | 1100/3000 Tutors and Training (\$500 PER SITE x 4=) LCFF/S&C \$2000 TITLE I, TITLE III 2000-5000 | 1100/3000 Tutors and Training (\$500 PER SITE x 4=) LCFF/S&C \$2000 TITLE I, TITLE III 2000-5000 | 1100/3000 Tutors and Training (\$500 PER SITE x 4=) LCFF/S&C \$2000 TITLE I, TITLE III 2000-5000 |
| | | Maintain and increase teacher and aide support to EL students | | | Additional time for Aides and Teacher \$46,000 LCFF/S&C 1100-3000 Continued Aide Support \$26,708 LCFF/S&C 2100-3000 | Additional time for Aides and Teacher \$46,000 LCFF/S&C 1100-3000 Continued Aide Support \$26,708 LCFF/S&C 2100-3000 | Additional time for Aides and Teacher \$46,000 LCFF/S&C 1100-3000 Continued Aide Support \$26,708 LCFF/S&C 2100-3000 |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| LCAP Focus Goal 3: Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success | | | | | | | |
| <u>Goal 3.1: Create a supportive and Safe School Climate</u> Increase positive discipline to reduce out of school time and to increase student success by celebrating success | Conditions of Learning: A9 Expelled Students C6 Other student data C5 Pupil Engagement | 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 Train teachers & paraprofessionals about graduation requirements Low Income students and Foster Youth have access to school transportation to support attendance. | LEA | | Teacher training and SES services \$6000 TITLE I – 5200/5800 Transportation \$225,000 LCFF/S&C 2000-5000 | Teacher training and SES services \$6,000 TITLE I – 5200/5800 Transportation \$225,000 LCFF/S&C 2000-5000 | Teacher training and SES services \$6,000 TITLE I – 5200/5800 Transportation \$225,000 LCFF/S&C 2000-5000 |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|--|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| LCAP Focus Goal 4: Design programs and activities to address diverse student academic needs | | | | | | | |
| <u>Goal 4.1: Support programs based on student performance data</u> Need to develop multiple assessment and use the data results to support remediation | Pupil Outcomes: Other Outcomes | Support summer school and during school remediation courses for EL, SED, FY After school elementary enrichment | LEA-WIDE | | CDS Staff and supplies \$96,000 LCFF/S&C – 1100/2100/3000/4300 | CDS Staff and supplies \$96,000 LCFF/S&C – 1100/2100/3000/4300 | CDS Staff and supplies \$96,000 LCFF/S&C – 1100/2100/3000/4300 |
| LCAP Focus Goal 5: Create a celebratory school environment that engages staff, students, parents and the community | | | | | | | |
| <u>Goal 5.1: Parent Support and Partnership:</u> Increase parent involvement Engage families and the community in the school | Engagement Parent Engagement | For: Low Income Students, Foster Youth and English Learners: Partner with parents and families and provide support for their knowledge of children’s | LEA-WIDE | | Workshops/ parent night, supplies and refreshments \$2,000 LCFF/S&C 4000-5000 Communication through letters, internet and phone translated | Workshops/ parent night, supplies and refreshments \$2,000 LCFF Communication through letters, internet and phone translated | Workshops/ parent night, supplies and refreshments \$2,000 LCFF Communication through letters, internet and phone translated |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|---|---|--|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| programs Foster Families EL parents Special Education parents | | education through collaborative parent education activities that address particular communication needs for families of English Learners. | | | (\$500 PER SITE LCFFx 4=) \$2000 LCFF/S&C 4000-5000 | (\$500 PER SITE LCFF x 4=) \$2000 LCFF/S&C 4000-5000 | (\$500 PER SITE LCFF x 4=) \$2000 LCFF/S&C 4000-5000 |

C. Describe the LEA’s increase in 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, school-wide, countywide, or charter-wide 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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school-wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Biggs Unified School District (BUSD) is estimating supplemental and concentration funding for the 2014-2015 school year to be \$664,305. 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 74.4% of Unduplicated Students which justifies the Supplemental and Concentration funds being used District-Wide.

BUSD will offer a variety of programs and supports specifically for English learners, low income students and foster youth. These include: a part-time ELD teachers 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 learning environment and the climate of the school as a whole but will also have a significant impact on the targeted subgroups.

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-four 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.

- D. 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). 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). 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.

Using FCMAT LCCF 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: 2014-2015, is 18.21%, including EIA as calculated pursuant to 5 CCR 15496(a). The proportionality percentage is met for unduplicated students with continuing or improved/increased services as described in Section C above 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.

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| | 2014-15 |
| Estimated total LCFF Funding | \$ 4,484,373 |
| Estimated Base Grant | \$ 3,820,068 |
| Estimated Total of Supplemental Grant | \$ 664,305 |
| Proportional increase or improvement in services for low income/English Learner/Foster Youth pupils as compared to the services provided to all pupils in that fiscal year | 18.21% |

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.