

Introduction:

LEA: Biggs Unified School District: Doug Kaelin, Superintendent, dkaelin@biggs.org , (530) 868-5870 **LCAP Year:** 2016/2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The process used to engage school staff, parents, students, community, and other stakeholders in the development of the district’s LCAP included: (1) Meetings with the LCAP Planning/District Advisory Team comprised of site administrators, teacher representative from each school site, psychologist/foster youth liaison, Title III/EL Coordinator, business managers, maintenance and operations director, DLAC parent advisor, general parents, BUTA president, CSEA president. (2) Meeting with parent advisory groups, School Site Council, District English Language Advisory Committee (DELAC), (3)</p>	<p>The DAC make-up ensured that the final plan represented a cross-section of needs and backgrounds. Over the span of the 2015-2016 meetings, on average the following stakeholders were represented:</p> <ul style="list-style-type: none"> ● Parents from all school sites including Spanish speaking, Foster and Low income ● Students from all school sites ● Teachers

Student Body (4) meeting with faculty and staff (5) consulting with County agencies (6) LCAP updates and opportunities to contribute and add input were also made available on the district Website.

The administrative team established a formal process that included several meetings with stakeholders. Each of the meetings produced a set of requests and suggestions around programs and supports and reviewed existing goals and action steps. This allowed the team to start the 2016-2017 "draft" document and share that with the stakeholder groups, allowing for updates and edits throughout this process.

- Classified Staff
- Community Members
- Administration

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

Revised Priorities

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

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

After reviewing past and current progress, the following changes will be made to the 2016-2017 LCAP document:

1. The actions steps that accompany each goal were refined and altered to best meet the needs of all students and maximize student achievement and improve instructional practices.

Update to the community:

Rough Draft was presented to the Board on May 4, 2016 for input and discussion regarding priorities and goals.

The completed draft was presented to the Public and Board for their input on June 15, 2016 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 25, 2016 at 4:00 p.m. Any possible changes required may be incorporated at that time. Prior to that, the feedback from each group was gathered and compiled into a draft document which was then shared for feedback and edits.

The final document will be sent for Board approval on June 29, 2016 7:00 p.m. along with the District Budget.

Stakeholder and Community Engagement: Gathering Input Process:

After implementation, the superintendent assembled qualitative and quantitative data to review current action steps to discuss effectiveness with stakeholder groups. This information was made available and subsequent discussion was utilized by the LCAP/DAC to make revisions and edits to current LCAP implementation. Stakeholders have been engaged and involved in reviewing, analyzing, revising and supporting implementation of the LCAP.

BUSD held the following meetings:

8/17-15 The LCAP goals are present to the parents and student group that attends the athletes committed presentation. Every student at the high school and at least one parent is required to attend this meeting to play sports.

9/2/15 Board Presentation The board agenda has a standing LCAP update item on every months agenda

9/19/15 5-11-16 Administration Planning Session

10/21/15 5-4-16 ELAC and DELAC meetings

10/20/15 Site Council

11/16/15 Site Council

3/14/16 Site Council

9/23/15 DAC/LCAP advisory committee

2/11/15 Student Meeting

4/9/15 Foster Youth Meeting

4/22/15 DAC/LCAP advisory meeting

5/16/16 CSEA LCAP meeting

5/10/16 BUTA LCAP meeting

6/7/16 Administration Planning Session

- All stakeholders were invited to the various meetings
- The following documents were reviewed during the process:
1. School Single Plan for Student Achievement (SPSA)
 2. Student Achievement from CDE State Priorities Snapshot
 3. WASC Self Study documents
 4. Biggs Unified School District Safety Plan
 5. District LEAP
 6. Healthy Kids Survey
 7. Current LCAP
 8. My College Options
 9. CAASPP and CST Testing results from 2015-2016 academic year
 10. District Data on suspension/expulsion
 11. District attendance and enrollment data

Annual Update:

In the fall of 2015, the Superintendent began the in-depth analysis of the current LCAP document. Several meetings were held to gather input from all stakeholders after reviewing data. Throughout the year, information was provided at Board Meetings, Student council meetings, site council meetings, ELAC and DELAC meetings and CSEA and BUTA meetings to collect input from all stakeholders. Information received from those meetings drove the streamlining of the current LCAP document for the subsequent three years.

Annual Update:

Although the five goals remained the same, action steps have been revised based on stakeholder input and the following adjustments have been made for the proposed 2016-2017 LCAP:

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

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	<p>LCAP Focus Goal 1: Ensure that all students have access to qualified teachers, standards based instructional materials and quality programs that address the needs of all learners</p> <ul style="list-style-type: none"> • Goal 1.1: Physical Infrastructure • Goal 1.2: Common Core Implementation • Goal 1.3: Technology In Teaching and Learning: • Goal 1.4: Literacy Skills in grades 2 	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
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Identified Need :	All BUSD students will be instructed by highly-qualified teachers using standards aligned instructional materials, and access to current technology and all facilities in good repair. Currently, not all BUSD students have access to technology at any given time.
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Goal Applies to:	Schools: CDS, BHS, BES, RES, All	
	Applicable Pupil Subgroups:	All students including low income, English Learner, foster youth and students with disabilities

LCAP Year 1: 2016/2017

Expected Annual Measurable Outcomes:	<p>*Maintain Compliance with Williams Act requirements:</p> <ul style="list-style-type: none"> • 100% of all teachers are highly qualified (Priority1) • 100% of all students have instructional materials (Priority 1) • All facilities have a good or excellent rating (Priority 1) • At least 47% of all BUSD students will have access to computer technology at any given time (Priority 7) • Provide professional development for CCSS implementation and analyzing data as measured by attendance at professional development (Priority 2) • Increase implantation of adopted State standards for all students, including ELD standards and new science. (Priority 2)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete needs assessment for facilities and address needs identified through FIT.	LEA-WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	As needed 4000-4999: Books And Supplies Base \$10,000 5000-5999: Services And Other Operating Expenditures Base \$10,000 6000-6999: Capital Outlay S&C \$25,000 6000-6999: Capital Outlay Base \$60,000
Continue to purchase technology to update computer	LEA-	<input checked="" type="checkbox"/> All	Continue to improve labs at sites 6000-6999: Capital Outlay

labs for CAASPP tests and 21st century learning, maintaining fully functioning labs at all sites replacing servers, hardware and software.	WIDE	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base \$39,500 4000-4999: Books And Supplies Base \$20,000
Professional development and release time for faculty and staff that include implementation of CCSS, analyzing formative and summative assessments to determine student placement in RTI model or advanced course placement, and developing common units of study with performance tasks.	LEA-WIDE	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$12,000 3000-3999: Employee Benefits Base \$1,350
Review credentials and assignments	LEA-WIDE	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs incurred
Continue to provide professional development and training in technology in 21st century classrooms and developing technology courses at each grade level to ensure student development of measurable skills for 21st century learning. Provide a high school technology course to provide equity in technical skills for EL, Foster Youth and Low Income Students.	LEA-WIDE	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$4,100 5000-5999: Services And Other Operating Expenditures Base \$5,000 1000-1999: Certificated Personnel Salaries S&C \$22,500 3000-3999: Employee Benefits S&C \$3,996 1000-1999: Certificated Personnel Salaries Base \$5,000
Planned CCSS book adoption and professional development and training surrounding adopted	LEA-WIDE	<input checked="" type="checkbox"/> All OR:	4000-4999: Books And Supplies Base \$205,000

<p>curriculum.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>4000-4999: Books And Supplies S&C \$9,000</p>
<p>Professional development for teachers to align ELD standards with adopted ELA curriculum and purchase supplemental materials for ELD instruction. ELD student data will be monitored and tracked for academic progress for EL students.</p>	<p>LEA-WIDE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>4000-4999: Books And Supplies S&C \$15,000</p> <p>4000-4999: Books And Supplies Base \$1,000</p> <p>5000-5999: Services And Other Operating Expenditures Base \$2,000</p> <p>5000-5999: Services And Other Operating Expenditures S&C 10,000</p> <p>1000-1999: Certificated Personnel Salaries S&C \$3,550</p> <p>3000-3999: Employee Benefits S&C \$1,578</p>
<p>Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Professional development for paraprofessionals and teachers. Literacy support through reading and writing interventions provided to Foster Youth, Low Income and EL students.</p>	<p>LEA-WIDE</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>4000-4999: Books And Supplies Lottery \$23,124</p> <p>1000-1999: Certificated Personnel Salaries S&C \$8,000</p> <p>2000-2999: Classified Personnel Salaries S&C \$4,400</p> <p>3000-3999: Employee Benefits S&C \$3,919</p> <p>2000-2999: Classified Personnel Salaries Title I \$8,200</p> <p>3000-3999: Employee Benefits Title I \$2,160</p>
<p>Maintain Library Services at the current staff levels</p>	<p>RES, BES, BHS</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>2000-2999: Classified Personnel Salaries S&C \$29,938</p> <p>3000-3999: Employee Benefits S&C \$13,935</p> <p>4000-4999: Books And Supplies S&C \$4,350</p>

LCAP Year 2: 2017/2018

Expected Annual Measurable Outcomes:	<p>*Maintain Compliance with Williams Act requirements:</p> <ul style="list-style-type: none"> • 100% of all teachers are highly qualified (Priority 1) • 100% of all students have instructional materials (Priority 1) • All facilities have a good or excellent rating (Priority 1) • At least 50% of all BUSD students will have access to computer technology at any given time (Priority 7) • Provide professional development for CCSS implementation and analyzing data as measured by attendance at professional development (Priority 2) • Increase implantation of adopted State standards for all students, including ELD standards and new science. (Priority 2)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete needs assessment for facilities and address needs identified through FIT	LEA-WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	As needed 4000-4999: Books And Supplies Base \$10,000 5000-5999: Services And Other Operating Expenditures Base \$10,000 6000-6999: Capital Outlay S&C \$25,000 6000-6999: Capital Outlay Base \$60,000
Continue to purchase technology to update computer labs for CAASPP tests and 21st century learning, maintaining fully functioning labs at all sites replacing servers, hardware and software.	LEA-WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to improve labs at sites 6000-6999: Capital Outlay Base \$39,500 4000-4999: Books And Supplies Base \$20,000
Professional development and release time for faculty and staff that include implementation of CCSS, analyzing formative and summative assessments to determine student placement in RTI model or advanced course placement, and developing common units of study with performance tasks.	LEA-WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$12,000 3000-3999: Employee Benefits Base \$1,350

<p>Review credentials and assignments</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional costs incurred</p>
<p>Professional development and training in technology in 21st century classrooms and developing technology courses at each grade level to ensure student development of measureable skills for 21st century learning. Provide a high school technology course to provide equity in technical skills for EL, Foster Youth and Low Income Students.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base \$5,000 5000-5999: Services And Other Operating Expenditures Base \$5,000 1000-1999: Certificated Personnel Salaries S&C \$22,500 3000-3999: Employee Benefits S&C \$4,661 1000-1999: Certificated Personnel Salaries Base \$5,000 3000-3999: Employee Benefits Base \$814</p>
<p>Planned CCSS book adoption and professional development and training surrounding adopted curriculum.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base \$55,000 4000-4999: Books And Supplies S&C \$8,000</p>
<p>Professional development for teachers to align ELD standards with adopted ELA curriculum and purchase supplemental materials for ELD instruction. ELD student data will be monitored and tracked for academic progress for EL students.</p>	<p>LEA-WIDE</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies S&C \$10,000 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 5000-5999: Services And Other Operating Expenditures S&C \$15,000 1000-1999: Certificated Personnel Salaries S&C \$5,000 3000-3999: Employee Benefits S&C \$814</p>

<p>Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Professional development for paraprofessionals and teachers. Literacy support through reading and writing interventions provided to Foster Youth, Low Income and EL students.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Lottery \$21,000 1000-1999: Certificated Personnel Salaries S&C \$2,000 2000-2999: Classified Personnel Salaries S&C \$2,500 3000-3999: Employee Benefits S&C \$919 2000-2999: Classified Personnel Salaries Title I \$8,600 3000-3999: Employee Benefits Title I \$2,200</p>
<p>Maintain Library Services at the current staff levels</p>	<p>RES, BES, BHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries S&C \$29,938 3000-3999: Employee Benefits S&C \$13,935 4000-4999: Books And Supplies S&C \$4,350</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>*Maintain Compliance with Williams Act requirements:</p> <ul style="list-style-type: none"> • 100% of all teachers are highly qualified (Priority 1) • 100% of all students have instructional materials (Priority 1) • All facilities have a good or excellent rating (Priority 1) • At least 53% of all BUSD students will have access to computer technology at any given time (Priority 7) • Provide professional development for CCSS implementation and analyzing data as measured by attendance at professional development (Priority 2) • Increase implantation of adopted State standards for all students, including ELD standards and new science. (Priority 2)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Complete needs assessment for facilities and address needs identified through FIT.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>As needed 4000-4999: Books And Supplies Base \$10,000 5000-5999: Services And Other Operating Expenditures Base \$15,000 6000-6999: Capital Outlay Base \$60,000 6000-6999: Capital Outlay S&C \$25,000</p>

<p>Continue to purchase technology to update computer labs for CAASPP tests and 21st century learning, maintaining fully functioning labs at all sites replacing servers, hardware and software.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue to improve labs at sites 6000-6999: Capital Outlay Base \$39,500 4000-4999: Books And Supplies Base \$25,000</p>
<p>Professional development and release time for faculty and staff that include implementation of CCSS, analyzing formative and summative assessments to determine student placement in RTI model or advanced course placement, and developing common units of study with performance tasks.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Base \$12,000 3000-3999: Employee Benefits Base \$1,350</p>
<p>Review credentials and assignments</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional costs incurred</p>
<p>Professional development and training in technology in 21st century classrooms and developing technology courses at each grade level to ensure student development of measureable skills for 21st century learning. Provide a high school technology course to provide equity in technical skills for EL, Foster Youth and Low Income Students.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base \$8,000 5000-5999: Services And Other Operating Expenditures Base \$4,000 1000-1999: Certificated Personnel Salaries S&C \$22,500 3000-3999: Employee Benefits S&C \$7,475 1000-1999: Certificated Personnel Salaries Base \$5,000</p>
<p>Planned CCSS book adoption and professional development and training surrounding adopted</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All</p>	<p>4000-4999: Books And Supplies Base \$55,000</p>

<p>curriculum.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies S&C \$5,000</p>
<p>Professional development for teachers to align ELD standards with adopted ELA curriculum and purchase supplemental materials for ELD instruction. ELD student data will be monitored and tracked for academic progress for EL students.</p>	<p>LEA-WIDE</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies S&C \$10,000 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 5000-5999: Services And Other Operating Expenditures S&C \$16,000 1000-1999: Certificated Personnel Salaries S&C \$5,000 3000-3999: Employee Benefits S&C \$814</p>
<p>Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Professional development for paraprofessionals and teachers. Literacy support through reading and writing interventions provided to Foster Youth, Low Income and EL students.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Lottery \$21,000 1000-1999: Certificated Personnel Salaries S&C \$2,000 2000-2999: Classified Personnel Salaries S&C \$2,500 3000-3999: Employee Benefits S&C \$919 2000-2999: Classified Personnel Salaries Title I \$8,800 3000-3999: Employee Benefits Title I \$2,400</p>
<p>Maintain Library Services at the current staff levels</p>	<p>RES, BES, BHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries S&C \$29,938 3000-3999: Employee Benefits S&C \$13,935 4000-4999: Books And Supplies S&C \$4,350</p>

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

GOAL 2:	LCAP Focus Goal 2: Raise post high school preparation, including college and career readiness for all students <ul style="list-style-type: none"> • Goal 2.1 : Define higher education expectations • Goal 2.2: Equity and Access in Academic Options for all. • Goal 2.3: Increase the number of students entering High School at grade level in ELA and Math. 	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Not 100% of BUSD graduates are college eligible, therefor we will provide all BUSD students the support and guidance to succeed in a broad range of challenging courses preparing them to successfully enter higher education and/or a viable career.

Goal Applies to: Schools: BHS, BES, RES, CDS
 Applicable Pupil Subgroups: All students including low income, English Learner, foster youth and students with disabilities

LCAP Year 1: 2016/2017

Expected Annual Measurable Outcomes:

- Provide academic interventions and supports for students K-12 to increase percentage of students taking SAT/ACT, EAP exams by 3% over baseline, (Priority 4)
- Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 5%.
- Master Schedule designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities. (Priority 7)
- Increase the percent of EL students being reclassified by additional 2% of total number of EL students in base year (Priority 4)
- Increase the number of EL students who make progress towards English proficiency as demonstrated by growth of at least one level on the CELDT or ELPAC by 2% (Priority 4)
- Maintain access to a broad course of study as described in Ed code 51220 and per Board Policy for all students by subgroup. (Priority 7)
- All 12th grade students entering a four year university will score proficient on ELA and Math entrance exams (Priority 4)
- Increase the percentage of students meeting or exceeding the standards by 3% in grades 3-8 and 11th as evidenced by the CAASPP testing in ELA and Math (Priority 4)
- Increase the number of students who have passed an advancement placement examination with a score of 3 or higher by 2% over previous year (Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase higher level course offerings and access to rigorous courses in high school and increase access for EL, Foster Youth and , Low Income and Special Education students in a-g courses as well as CTE courses and teacher trainings as demonstrated by additional classes and curriculum offered at all sites including "Get Fit, Get Focused".	BHS, BES	<input checked="" type="checkbox"/> All	1000-1999: Certificated Personnel Salaries S&C \$9,881
		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3000-3999: Employee Benefits S&C \$6,302 4000-4999: Books And Supplies S&C \$3,000 5000-5999: Services And Other Operating Expenditures S&C \$9,410
Raise post high school preparation, including college and career readiness for all students by FAFSA, college	BHS	<input checked="" type="checkbox"/> All	1000-1999: Certificated Personnel Salaries Base \$2,500

<p>visits, essay and application writing workshops, a-g requirements, advisement and test prep for PSAT/SAT and admissions process to increase number of career and college ready students including EL, foster youth and low income students including before and after school activities.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>2000-2999: Classified Personnel Salaries Base \$1,500</p> <p>3000-3999: Employee Benefits Base \$763</p> <p>4000-4999: Books And Supplies Base \$1,000</p> <p>5000-5999: Services And Other Operating Expenditures Base \$1,500</p>
<p>Teachers and paraprofessionals trained to differentiate instruction for remediation purposes for all students including foster youth, EL students, low income students and students with disabilities. Provide intervention courses for all students k-12th grades. Maintain and increase teacher and aide support for EL students, foster youth and low income students.</p>	<p>LEA-WIDE</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>1000-1999: Certificated Personnel Salaries S&C \$33,164</p> <p>2000-2999: Classified Personnel Salaries S&C \$47,685</p> <p>3000-3999: Employee Benefits S&C \$17,716</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$13,280</p> <p>4000-4999: Books And Supplies S&C \$9,729</p>
<p>Professional development with regard to ELD standards and SADIE strategies and provide ELD support class which will increase reclassification rates of EL students.</p>	<p>LEA-WIDE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>1000-1999: Certificated Personnel Salaries S&C \$2,000</p> <p>3000-3999: Employee Benefits S&C \$325</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$5,000</p>

LCAP Year 2: 2017/2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Provide academic interventions and supports for students K-12 to increase percentage of students taking SAT/ACT, EAP exams by 5% over baseline, (Priority 4) • Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 5%. • Master Schedule designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities. (Priority 7) • Increase the percent of EL students being reclassified by additional 3% of total number of EL students in base year (Priority 4) • Increase the number of EL students who make progress towards English proficiency as demonstrated by growth of at least one level on the CELDT or ELPAC by 2% when compared to previous year (Priority 4) • Maintain access to a broad course of study as described in Ed code 51220 and per Board Policy for all students by subgroup. (Priority 7) • All 12th grade students entering a four year university will score proficient on ELA and Math entrance exams (Priority 4) • Increase the percentage of students meeting or exceeding the standards by 3% in grades 3-8 and 11th as evidenced by the CAASPP testing in ELA and Math (Priority 4) • Increase the number of students who have passed an advancement placement examination with a score of 3 or higher by 2% over previous year (Priority 4)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase higher level course offerings and access to rigorous courses in high school and increase access for EL, Foster Youth and Low Income and Special Education students in a-g courses as well as CTE courses and teacher trainings . as demonstrated by additional classes and curriculum offered at all sites including “Get Fit, Get Focused”.</p>	<p>BHS, BES</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$10,000</p>
			<p>3000-3999: Employee Benefits S&C \$2,302</p>
			<p>4000-4999: Books And Supplies S&C \$8,000</p>
			<p>5000-5999: Services And Other Operating Expenditures S&C \$5,410</p>
<p>Raise post high school preparation, including college and career readiness for all students by FAFSA, college visits, essay and application writing workshops, a-g requirements, advisement and test prep for PSAT/SAT and admissions process to increase number of career and college ready students including EL, foster youth and low income students including before school and after school activities..</p>	<p>BHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Base \$2,500</p>
			<p>2000-2999: Classified Personnel Salaries Base \$1,500</p>
			<p>3000-3999: Employee Benefits Base \$763</p>
			<p>4000-4999: Books And Supplies Base \$1,000</p>
			<p>5000-5999: Services And Other Operating Expenditures Base \$5,500</p>
<p>Teachers and paraprofessionals trained to differentiate instruction for remediation purposes for all students including foster youth, EL students, low income students</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$38,100</p>
			<p>2000-2999: Classified Personnel Salaries S&C \$49,685</p>

<p>and students with disabilities. Provide intervention courses for all students k-12th grades. Maintain and increase teacher and aide support for EL students, foster youth and low income students.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3000-3999: Employee Benefits S&C \$20,716 5000-5999: Services And Other Operating Expenditures S&C \$7,500 4000-4999: Books And Supplies S&C \$11,729</p>
<p>Professional development with regard to ELD standards and SADIE strategies and provide ELD support class which will increase reclassification rates of EL students.</p>	<p>LEA-WIDE</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$4,000 3000-3999: Employee Benefits S&C \$900 5000-5999: Services And Other Operating Expenditures S&C \$5,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>*Provide academic interventions and supports for students K-12 to increase percentage of students taking SAT/ACT, EAP exams by 7% over baseline, (Priority 4) *Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 5%. *Master Schedule designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities. (Priority 7) *Increase the percent of EL students being reclassified by additional 5% of total number of EL students in base year (Priority 4) *Increase the number of EL students who make progress towards English proficiency as demonstrated by growth of at least one level on the CELDT or ELPAC by 2% when compared to previous year (Priority 4) *Maintain access to a broad course of study as described in Ed code 51220 and per Board Policy for all students by subgroup. (Priority 7) *All 12th grade students entering a four year university will score proficient on ELA and Math entrance exams (Priority 4) *Increase the percentage of students meeting or exceeding the standards by 3% in grades 3-8 and 11th as evidenced by the CAASPP testing in ELA and Math (Priority 4) *Increase the number of students who have passed an advancement placement examination with a score of 3 or higher by 2% over previous year (Priority 4)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase higher level course offerings and access to rigorous courses in high school and increase access for EL, Foster Youth and, Low Income and Special Education students in a-g courses as well as CTE courses and teacher trainings. as demonstrated by additional classes and curriculum offered at all sites including "Get Fit, Get Focused".</p>	<p>BHS, BES</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$13,000 3000-3999: Employee Benefits S&C \$3,100 4000-4999: Books And Supplies S&C \$8,500 5000-5999: Services And Other Operating Expenditures S&C \$5,500</p>

		_ Other Subgroups: (Specify)	
Raise post high school preparation, including college and career readiness for all students by FAFSA, college visits, essay and application writing workshops, a-g requirements, advisement and test prep for PSAT/SAT and admissions process to increase number of career and college ready students including EL, foster youth and low income students including before school and after school activities.	BHS	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$2,500 2000-2999: Classified Personnel Salaries Base \$1,500 3000-3999: Employee Benefits Base \$1,000 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$1,500
Teachers and paraprofessionals trained to differentiate instruction for remediation purposes for all students including foster youth, EL students, low income students and students with disabilities. Provide intervention courses for all students k-12th grades. Maintain and increase teacher and aide support for EL students, foster youth and low income students.	LEA-WIDE	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries S&C \$45,128 2000-2999: Classified Personnel Salaries S&C \$59,206 3000-3999: Employee Benefits S&C \$28,692 5000-5999: Services And Other Operating Expenditures S&C \$10,830 4000-4999: Books And Supplies S&C \$9,729
Professional development with regard to ELD standards and SADIE strategies and provide ELD support class which will increase reclassification rates of EL students.	LEA-WIDE	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries S&C \$5,500 3000-3999: Employee Benefits S&C \$1,200 5000-5999: Services And Other Operating Expenditures S&C \$2,000

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

GOAL 3:	LCAP Focus Goal 3: Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success. *Goal 3.1: Create a Supportive and Safe School Climate	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Based on the results of the Healthy Kids survey, not all BUSD students feel safe therefor BUSD will implement strategies to improve school climate so that all students, inclusive of all subgroups, will feel safe, supported, engaged and meaningfully challenged.
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Goal Applies to:	Schools: BHS RES BES CDS	
	Applicable Pupil Subgroups:	All students including low income, English Learner, foster youth and students with disabilities

LCAP Year 1: 2016/2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Improve process and time for re-enrollment by 5% above baseline • Find alternatives to suspensions and expulsions and reduce both by 5% above baseline (Priority 6) • Professional Development and implementation of Nurtured Heart Approach as well as leadership training and peer mediation training for students which leads to the following: (Priority 3,6) • Decrease classroom referrals by 3% each year (Priority 6) • Increase District attendance by 3% each year (Priority 5) • Reduce District wide student chronic absenteeism by 1% each year of LCAP. (Priority 5) • Reduce District wide out of school suspensions by 1% each year of LCAP. (Priority 6) • Reduce Middle School and High School dropout rates by 1% over previous year (Priority 5)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for faculty and staff, and parents regarding positive behavior intervention via the Nurtured Heart Approach. Develop alternative discipline options in lieu of suspensions. Celebrate student success through monthly reward assemblies, attendance incentives, and recognize student success through websites and local media.	LEA-WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Saturday School 1000-1999: Certificated Personnel Salaries Base \$5,000 2000-2999: Classified Personnel Salaries Base \$1,500 3000-3999: Employee Benefits Base \$1,170 4000-4999: Books And Supplies S&C \$3,900 5000-5999: Services And Other Operating Expenditures Base \$5,500
Providing home to school transportation which will	LEA-	<input checked="" type="checkbox"/> All	2000-2999: Classified Personnel Salaries S&C \$108,818

<p>increase student attendance and provides a better learning atmosphere.</p>	<p>WIDE</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3000-3999: Employee Benefits S&C \$37,964 4000-4999: Books And Supplies S&C \$61,500 5000-5999: Services And Other Operating Expenditures S&C \$23,200</p>
<p>For EL, foster youth, and low income students provide after school activities to support families and students to understand educational process.</p>	<p>LEA-WIDE</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Title I \$3,500 2000-2999: Classified Personnel Salaries Title I \$3,200 3000-3999: Employee Benefits Title I \$1,330 4000-4999: Books And Supplies S&C \$4,500 5000-5999: Services And Other Operating Expenditures S&C \$5,500 5000-5999: Services And Other Operating Expenditures Title I \$8,000</p>

LCAP Year 2: 2017/2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Improve process and time for re-enrollment by 6% above baseline • Find alternatives to suspensions and expulsions and reduce both by 6% above baseline (Priority 6) • Professional Development and implementation of Nurtured Heart Approach as well as leadership training and peer mediation training for students which leads to the following: (Priority 3,6) • Decrease classroom referrals by 3% each year (Priority 6) • Increase District attendance by 3% each year each year (Priority 5) • Reduce District wide student chronic absenteeism by 1% each year of LCAP. (Priority 5) • Reduce District wide out of school suspensions by 1% each year of LCAP. (Priority 6) • Reduce Middle School and High School dropout rates by 1% over previous year (Priority 5)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional development for faculty and staff, and parents regarding positive behavior intervention via the Nurtured Heart Approach. Develop alternative discipline options in lieu of suspensions. Celebrate student success through monthly reward assemblies, attendance incentives, and recognize student success through websites and local media.</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Saturday School 1000-1999: Certificated Personnel Salaries Base \$5,000 2000-2999: Classified Personnel Salaries Base \$4,500 3000-3999: Employee Benefits Base \$3,170 4000-4999: Books And Supplies S&C \$5,000 5000-5999: Services And Other Operating Expenditures Base \$2,500</p>
<p>Providing home to school transportation which will increase student attendance and provides a better</p>	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> All</p>	<p>2000-2999: Classified Personnel Salaries S&C \$108,818</p>

learning atmosphere.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999: Employee Benefits S&C \$42,964 4000-4999: Books And Supplies S&C \$61,500 5000-5999: Services And Other Operating Expenditures S&C \$23,200
For EL, foster youth, and low income students provide after school activities to support families and students to understand educational process.	LEA-WIDE	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Title I \$3,500 2000-2999: Classified Personnel Salaries Title I \$3,200 3000-3999: Employee Benefits Title I \$1,330 4000-4999: Books And Supplies S&C \$1,500 5000-5999: Services And Other Operating Expenditures S&C \$3,500 5000-5999: Services And Other Operating Expenditures Title I \$8,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Improve process and time for re-enrollment by 7% above baseline • Find alternatives to suspensions and expulsions and reduce both by 7% above baseline (Priority 6) • Professional Development and implementation of Nurtured Heart Approach as well as leadership training and peer mediation training for students which leads to the following: (Priority 3,6) • Decrease classroom referrals by 3% each year (Priority 6) • Increase District attendance by 3% each year each year (Priority 5) • Reduce District wide student chronic absenteeism by 1% each year of LCAP. (Priority 5) • Reduce District wide out of school suspensions by 1% each year of LCAP. (Priority 6) • Reduce Middle School and High School dropout rates by 1% over previous year (Priority 5)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for faculty and staff, and parents regarding positive behavior intervention via the Nurtured Heart Approach. Develop alternative discipline options in lieu of suspensions. Celebrate student success through monthly reward assemblies, attendance incentives, and recognize student success through websites and local media.	LEA-WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Saturday School 1000-1999: Certificated Personnel Salaries Base \$8,000 2000-2999: Classified Personnel Salaries Base \$5,500 3000-3999: Employee Benefits Base \$3,170 4000-4999: Books And Supplies S&C \$2,000 5000-5999: Services And Other Operating Expenditures Base \$8,500
Providing home to school transportation which will increase student attendance and provides a better	LEA-WIDE	<input checked="" type="checkbox"/> All OR:	2000-2999: Classified Personnel Salaries S&C \$108,818

<p>learning atmosphere.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<ul style="list-style-type: none"> 3000-3999: Employee Benefits S&C \$37,964 4000-4999: Books And Supplies S&C \$65,500 5000-5999: Services And Other Operating Expenditures S&C \$28,200
<p>For EL, foster youth, and low income students provide after school activities to support families and students to understand educational process.</p>	<p>LEA-WIDE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<ul style="list-style-type: none"> 1000-1999: Certificated Personnel Salaries Title I \$3,500 2000-2999: Classified Personnel Salaries Title I \$3,200 3000-3999: Employee Benefits Title I \$1,130 4000-4999: Books And Supplies S&C \$1,500 5000-5999: Services And Other Operating Expenditures S&C \$2,500 5000-5999: Services And Other Operating Expenditures Title I \$8,000

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

GOAL 4:	LCAP Focus Goal 4: Design programs and activities to address diverse student academic needs *Goal 4.1: Support programs based on student performance data	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need : BUSD will increase data based decision making to improve achievement gap between EL. Low socio-economic and Caucasian students while improving drop-out, graduation and college admissions rates and create remediation and intervention opportunities for all students.

Goal Applies to: Schools: BES, RES, BHS, CDS
 Applicable Pupil Subgroups: All students including low income, English Learner, foster youth and students with disabilities

LCAP Year 1: 2016/2017

Expected Annual Measurable Outcomes: 2015-16 school year:

- Two formative and two summative tests conducted per grade (Priority 8)
- Tutoring services to include before/after school services (Priority 4)
- Reduction of D/F grades by 5% of base line number (Priority 8)
- Increase Graduation rates by 1% of base line number (Priority 5)
- As measured by the California Physical Fitness Test, the number of 5th, 7th, and 9th grade students meeting 4 out of goals on the PFT will increase by 1% each year (Priority 8)
- Increase number of students scoring proficient on CST Science tests by 2% over previous year (Priority 4)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher release time to revise formative and summative assessments and analyze student data.	LEA-WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Development of assessment 4000-4999: Books And Supplies Base \$3,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 1000-1999: Certificated Personnel Salaries Base \$15,000 3000-3999: Employee Benefits Base \$2,440
Remediation and intervention courses offered as well as summer school, before/after school tutoring for all	LEA-WIDE	<input checked="" type="checkbox"/> All OR:	2000-2999: Certificated Personnel Salaries Base \$2,000

students including EL, foster youth, and low income pupils.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3000-3999: Employee Benefits Base \$475 4000-4999: Books And Supplies S&C \$3,000 5000-5999: Services And Other Operating Expenditures S&C \$7,000
Maintain CDS to support students who are not successful in traditional setting	CDS	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries S&C \$59,594 2000-2999: Classified Personnel Salaries S&C \$12,554 3000-3999: Employee Benefits S&C \$17,498 4000-4999: Books And Supplies S&C \$150 5000-5999: Services And Other Operating Expenditures S&C \$650

LCAP Year 2: 2017/2018

Expected Annual Measurable Outcomes:	2015-16 school year: <ul style="list-style-type: none"> • Two formative and two summative tests conducted per grade (Priority 8) • Tutoring services to include before/after school services (Priority 4) • Reduction of D/F grades by 7% of base line number(Priority 8) • Increase Graduation rates by 7% of base line number(Priority 5) • As measured by the California Physical Fitness Test, the number of 5th, 7th, and 9th grade students meeting 4 out of goals on the PFT will increase by 1% each year (Priority 8) • Increase number of students scoring proficient on CST Science tests by 2% over previous year (Priority 4)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher release time to revise formative and summative assessments and analyze student data.	LEA-WIDE	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Development of assessment 4000-4999: Books And Supplies Base \$3,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 1000-1999: Certificated Personnel Salaries Base \$15,000 3000-3999: Employee Benefits Base \$2,440
Remediation and intervention courses offered as well as summer school, before/after school tutoring for all students including EL, foster youth, and low income	LEA-WIDE	X All OR:	2000-2999: Certificated Personnel Salaries S&C \$3,000 3000-3999: Employee Benefits S&C \$975

pupils.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies S&C \$5,000 5000-5999: Services And Other Operating Expenditures S&C \$8,000
Maintain CDS to support students who are not successful in traditional setting	CDS	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries S&C \$59,594 2000-2999: Classified Personnel Salaries S&C \$14,554 3000-3999: Employee Benefits S&C \$20,498 4000-4999: Books And Supplies S&C \$1,150 5000-5999: Services And Other Operating Expenditures S&C \$2,300

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	2015-16 school year: <ul style="list-style-type: none"> • Two formative and two summative tests conducted per grade (Priority 8) • Tutoring services to include before/after school services (Priority 4) • Reduction of D/F grades by 9% of base line number(Priority 8) • Increase Graduation rates by 9% of base line number(Priority 5) • As measured by the California Physical Fitness Test, the number of 5th, 7th, and 9th grade students meeting 4 out of goals on the PFT will increase by 1% each year (Priority 8) • Increase number of students scoring proficient on CST Science tests by 2% over previous year (Priority 4)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher release time to revise formative and summative assessments and analyze student data.	LEA-WIDE	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Development of assessment 4000-4999: Books And Supplies Base \$3,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 1000-1999: Certificated Personnel Salaries Base \$15,000 3000-3999: Employee Benefits Base \$2,440
Remediation and intervention courses offered as well as summer school, before/after school tutoring for all students including EL, foster youth, and low income	LEA-WIDE	X All OR:	2000-2999: Certificated Personnel Salaries S&C \$2,000 3000-3999: Employee Benefits S&C \$475

pupils.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies S&C \$5,000 5000-5999: Services And Other Operating Expenditures S&C \$7,000
Maintain CDS to support students who are not successful in traditional setting	CDS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries S&C \$59,594 2000-2999: Classified Personnel Salaries S&C \$12,554 3000-3999: Employee Benefits S&C \$17,498 4000-4999: Books And Supplies S&C \$1,150 5000-5999: Services And Other Operating Expenditures S&C \$1,500

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

GOAL 5:	LCAP Focus Goal 5: Create a celebratory school environment that engages staff, students, parents and the community *Goal 5.1: Parent Support and Partnership:	Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Based on the results of the Healthy Kids Survey, BUSD will increase parental involvement so parents may help their student to be successful academically, socially, and emotionally.

Goal Applies to:	Schools: All District Sites BHS RES BES CDS	
	Applicable Pupil Subgroups:	All students including low income, English Learner, foster youth and students with disabilities

LCAP Year 1: 2016/2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase parent participation including parents of individuals with exceptional needs and unduplicated counts at school functions by 5% over previous year (Priority 3) • Create a college going culture as evidenced through community and parent attendance at college nights, college fairs and events which attendance will increase each year by 5 % over previous year (Priority 3) • Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program,(Priority 3) • Engage 100% of students and parents in annual post-secondary planning process. (Priority 3,5)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent trainings with regards to the following: college course requirements, scholarship and FAFSA Parent Connect through Aeries Academic Programs to support student learning Wolverine Committed Program Nurtured Heart Approach	LEA-WIDE	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$4,500 5000-5999: Services And Other Operating Expenditures Base \$3,000 4000-4999: Books And Supplies Base \$4,000 5000-5999: Services And Other Operating Expenditures Title I \$5,000
Establish baseline for parent involvement in the	LEA-	<u>X</u> All	4000-4999: Books And Supplies Base \$1,000

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

LCAP Year 2: 2017/2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase parent participation including parents of individuals with exceptional needs and unduplicated counts at school functions by 5% over previous year (Priority 3) • Create a college going culture as evidenced through community and parent attendance at college nights, college fairs and events which attendance will increase each year by 5 % over previous year (Priority 3) • Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program,(Priority 3) • Engage 100% of students and parents in annual post-secondary planning process. (Priority 3,5)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent trainings with regards to the following: college course requirements, scholarship and FAFSA Parent Connect through Aeries Academic Programs to support student learning Wolverine Committed Program Nurtured Heart Approach	LEA-WIDE	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$4,500 5000-5999: Services And Other Operating Expenditures Base \$3,000 4000-4999: Books And Supplies S&C \$4,000 5000-5999: Services And Other Operating Expenditures Title I \$5,000
Establish baseline for parent involvement in the following:	LEA-WIDE	<input checked="" type="checkbox"/> All OR:	4000-4999: Books And Supplies Base \$1,000

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

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase parent participation including parents of individuals with exceptional needs and unduplicated counts at school functions by 5% over previous year (Priority 3) • Create a college going culture as evidenced through community and parent attendance at college nights, college fairs and events which attendance will increase each year by 5 % over previous year (Priority 3) • Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program,(Priority 3) • Engage 100% of students and parents in annual post-secondary planning process. (Priority 3,5)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent trainings with regards to the following: college course requirements, scholarship and FAFSA Parent Connect through Aeries Academic Programs to support student learning Wolverine Committed Program Nurtured Heart Approach	LEA-WIDE	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$4,500 5000-5999: Services And Other Operating Expenditures Base \$3,000 4000-4999: Books And Supplies S&C \$4,000 5000-5999: Services And Other Operating Expenditures Title I \$5,000
Establish baseline for parent involvement in the following: Back to school Night and Open House	LEA-WIDE	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	4000-4999: Books And Supplies Base \$1,000

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

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>LCAP Focus Goal 1: Ensure that all students have access to qualified teachers, standards based instructional materials and quality programs that address the needs of all learners</p> <ul style="list-style-type: none"> • Goal 1.1: Physical Infrastructure • Goal 1.2: Common Core Implementation • Goal 1.3: Technology In Teaching and Learning: • Goal 1.4: Literacy Skills in grades 2 	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: CDS, BHS, BES, RES, All</p> <hr/> <p>Applicable Pupil Subgroups: All students including low income, English Learner, foster youth and students with disabilities</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>*Maintain Compliance with Williams Act requirements:</p> <ul style="list-style-type: none"> • 100% of all teachers are highly qualified (Priority 1) • 100% of all students have instructional materials (Priority 1) • All facilities have a good or excellent rating on Williams report (Priority 1) • At least 45% of all BUSD students will have access to computer technology at any given time (Priority 7) • Provide professional development for CCSS implementation and analyzing data (Priority 2) • Increase implementation of adopted State standards for all students, including ELD standards and new science. (Priority 2) 	<p>Actual Annual Measurable Outcomes:</p>	<p>*BUSD has maintained compliance with Williams Act requirements as evidenced by Williams Compliance Review:</p> <ul style="list-style-type: none"> • 100% of all teachers are highly qualified (Priority 1) • 100% of all students have instructional materials (Priority 1) • All facilities have a good or excellent rating as indicated on the Williams report (Priority 1) • At least 45% of all BUSD students had access to computer technology at all sites at any given time as evidenced by additional computer labs being installed as well as updating existing labs. (Priority 7) • Professional development for CCSS implementation and analyzing data was provided at two full day trainings prior to the start of the school year and throughout the year at 10 staff development days. 100% of the teachers attended the trainings throughout the year, however ongoing pd is needed (Priority 2) • Increased implementation of adopted State standards for all students, including ELD standards and new science standards as evidenced by 200 classroom observations district wide and 25 formal evaluations (Priority 2)

LCAP Year: 2015/2016				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Complete needs assessment for facilities		As needed 4000-4999: Books And Supplies Base \$10,000 5000-5999: Services And Other Operating Expenditures Base \$10,000 6000-6999: Capital Outlay S&C \$100,000	After completing the needs assessment for facilities the following actions and services were provided: <ul style="list-style-type: none"> Electrical, wiring was replaced as well as plumbing of bathrooms Concrete, electrical, facilities costs for Agriculture Barn used for educational purposes 	As needed 4000-4999: Books And Supplies Base \$12,700 5000-5999: Services And Other Operating Expenditures Base \$9,548 6000-6999: Capital Outlay Base \$55,298
Scope of Service	LEA-WIDE		Scope of Service	LEA-WIDE
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Purchase technology to update computer labs for CAASPP tests and 21st century learning, maintaining fully functioning labs at all sites		Continue to improve labs at sites 6000-6999: Capital Outlay Base \$46,000 4000-4999: Books And Supplies Base \$30,000	Technology- hardware and infrastructure was purchased to update computer labs for CAASPP tests and 21st century learning.	Continue to improve labs at sites 6000-6999: Capital Outlay Base \$17,563 4000-4999: Books And Supplies Base \$56,397
Scope of Service	LEA-WIDE		Scope of Service	LEA-WIDE
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Professional development and release time for faculty and staff that include implementation of CCSS, creating formative and summative assessments, and developing common units of study with performance tasks.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$10,000</p>	<p>Professional development and release time for faculty and staff that include implementation of CCSS, creating and evaluating formative and summative assessments, and developing common units of study with performance tasks.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$10,924</p>
<p>3000-3999: Employee Benefits Base \$1,350</p>	<p>3000-3999: Employee Benefits Base \$1,350</p>	<p>3000-3999: Employee Benefits Base \$1,556</p>	<p>3000-3999: Employee Benefits Base \$1,556</p>
<p>Scope of Service LEA-WIDE</p>		<p>Scope of Service LEA-WIDE</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Review credentials and assignments</p>	<p>No additional costs incurred</p>	<p>All credentials and assignments have been reviewed</p>	<p>No additional costs incurred</p>
<p>Scope of Service LEA-WIDE</p>		<p>Scope of Service LEA-WIDE</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Professional development and training in technology in 21st century classrooms and developing technology courses at each grade level to ensure student development of measureable skills for 21st century learning. Provide a high school technology course to provide equity in technical skills for EL, Foster Youth and Low Income Students.</p>	<p>4000-4999: Books And Supplies Base \$10,000</p>	<p>Interactive projectors were installed in all classrooms in addition to necessary professional development to effectively use technology enhancements in classroom instruction. The High School has a sequence of CTE approved technology courses.</p>	<p>4000-4999: Books And Supplies Base \$14,999</p>
<p>5000-5999: Services And Other Operating Expenditures Base \$13,650</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$13,650</p>		<p>5000-5999: Services And Other Operating Expenditures Base \$7,038</p>
<p>1000-1999: Certificated Personnel Salaries S&C \$22,500</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$22,500</p>		<p>1000-1999: Certificated Personnel Salaries S&C \$10,473</p>
<p>3000-3999: Employee Benefits S&C \$3,038</p>	<p>3000-3999: Employee Benefits S&C \$3,038</p>		<p>3000-3999: Employee Benefits S&C \$5,716</p>
<p>1000-1999: Certificated Personnel</p>	<p>1000-1999: Certificated Personnel</p>		<p>1000-1999: Certificated Personnel Salaries Base \$11,237</p>

	Salaries Base \$5,000 3000-3999: Employee Benefits Base \$675		3000-3999: Employee Benefits Base \$3,157
Scope of Service LEA-WIDE		Scope of Service LEA-WIDE	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Planned CCSS book adoption	4000-4999: Books And Supplies Base \$75,000 4000-4999: Books And Supplies S&C \$4,000	Purchased supplementary CCSS aligned materials to increase academic rigor and focus on depth of knowledge. The district has completed the review of CCSS approved adoption and has submitted purchase orders of ELA.	4000-4999: Books And Supplies Base \$475 4000-4999: Books And Supplies S&C \$10,218
Scope of Service LEA-WIDE		Scope of Service LEA-WIDE	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Professional development for teachers to align ELD standards with curriculum and purchase supplemental materials for ELD instruction. ELD student data will be monitored and tracked for academic progress for EL students.	4000-4999: Books And Supplies S&C \$10,000 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 5000-5999: Services And Other	Professional development for teachers to align ELD standards with curriculum and supplemental materials for ELD instruction were purchased. Professional development including the CLTA training which gave teachers access to ELD standards in conjunction with ELA standards. Professional development with those	4000-4999: Books And Supplies S&C \$755 4000-4999: Books And Supplies Base \$11,000 5000-5999: Services And Other Operating Expenditures Base \$2,000

	<p>Operating Expenditures S&C \$10,000</p> <p>1000-1999: Certificated Personnel Salaries S&C \$5,000</p> <p>3000-3999: Employee Benefits S&C \$675</p>	<p>new materials was then provided for teachers and paraprofessionals. ELD student data was also monitored and tracked for academic progress for EL students and subsequently thirteen students were reclassified based on positive performance and meeting necessary reclassification criteria.</p>	<p>5000-5999: Services And Other Operating Expenditures S&C \$3,581</p> <p>1000-1999: Certificated Personnel Salaries S&C \$2,266</p> <p>3000-3999: Employee Benefits S&C \$482</p>
<p>Scope of Service</p> <p>LEA-WIDE</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA-WIDE</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Professional development for paraprofessionals and teachers. Literacy support through reading and writing interventions provided to Foster Youth, Low Income and EL students.</p>	<p>4000-4999: Books And Supplies Lottery \$10,000</p> <p>1000-1999: Certificated Personnel Salaries S&C \$2,000</p> <p>2000-2999: Classified Personnel Salaries S&C \$2,500</p> <p>3000-3999: Employee Benefits S&C \$270</p> <p>3000-3999: Employee Benefits S&C \$270</p> <p>2000-2999: Classified Personnel Salaries Title I \$5,000</p> <p>3000-3999: Employee Benefits Title I \$1,115</p>	<p>Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy were purchased. Professional development for paraprofessionals and teachers is ongoing with monthly paraprofessional trainings. Literacy support through reading and writing interventions provided to Foster Youth, Low Income and EL students was provided.</p>	<p>4000-4999: Books And Supplies Lottery \$17,442</p> <p>1000-1999: Certificated Personnel Salaries S&C \$1,201</p> <p>2000-2999: Classified Personnel Salaries S&C \$1,752</p> <p>3000-3999: Employee Benefits S&C \$1,031</p> <p>2000-2999: Classified Personnel Salaries Title I \$1,745</p> <p>3000-3999: Employee Benefits Title I \$376</p>
<p>Scope of Service</p> <p>LEA-WIDE</p>		<p>Scope of Service</p> <p>LEA-WIDE</p>	

<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain Library Services at the current staff levels	2000-2999: Classified Personnel Salaries S&C \$27,026 3000-3999: Employee Benefits S&C \$11,899 4000-4999: Books And Supplies S&C \$600	Library Services at the current staff levels were maintained and services were provided.	2000-2999: Classified Personnel Salaries S&C \$28,371 3000-3999: Employee Benefits S&C \$11,613 4000-4999: Books And Supplies S&C \$2,507
Scope of Service RES, BES, BHS		Scope of Service RES, BES, BHS	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Upon review of the action steps that were implemented, the need for ELA curriculum across transitional kindergarten through eighth grade became apparent. Steps are being taken to adopt new curriculum and provide instructional staff with ongoing professional development to standardize instruction across grade levels for the 2016-2017 academic year.		

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

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

Original GOAL 2 from prior year LCAP:	LCAP Focus Goal 2: Raise post high school preparation, including college and career readiness for all students <ul style="list-style-type: none"> • Goal 2.1 : Define higher education expectations • Goal 2.2: Equity and Access in Academic Options for all. • Goal 2.3: Increase the number of students entering High School at grade level in ELA and Math. 	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: BHS, BES, RES, CDS <hr/> Applicable Pupil Subgroups: All students including low income, English Learner, foster youth and students with disabilities	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Provide academic interventions and supports for students K-12 to increase percentage of students passing CAHSEE, taking SAT/ACT exams by 5% over baseline (Priority 4) • Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 5%. (Priority 4) • Master Schedule designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities. (Priority 7) • Increase the percent of EL students being reclassified by 3% of total number of EL students in base year. (Priority 4) • Maintain access to a broad course of study as described in Ed code 51220 and per Board Policy for all students by subgroup. (Priority 7) • Increase the percentage of 12th grade concentrators who met the proficient or advanced level on the CAHSEE ELA and Math by 2% above baseline. (Priority 4) 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • Struggling students were identified based on grades, test results, state testing, and interventions and supports were provided within the school day and before and after school at elementary schools and high school (Priority 4) • Baseline attendance of 60% was established at college nights, admissions counseling, essay writing and FAFSA training (Priority 4) • Master Schedule was designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities including offering more technical courses in career pathways and more elective courses at the high school level (Priority 7) • The percent of Students Who Passed an Advanced Placement (AP) Exam with a Score of 3 or Higher increased from 71% in 2014 to 86% in 2015 (Priority 4) • Early Assessment Program (EAP) College Readiness Results for ELA decreased from 85.7% in 2014 to 75.7% in 2015 which resulted in changes being made to master schedules at both the elementary, middle school and high school level. In addition ELA curriculum is being purchased at the elementary and middle school level to prepare our students for the academic rigor involved with the new state standards and to prepare them for high school. • Early Assessment Program (EAP) College Readiness Results for Math increased dramatically from 8.6% in 2014 to 75.7 % in 2015 • 14-15 SBAC High School ELA percent met standards 43% and Math 11%. 15-16 SBAC High School ELA 27% and Math 23% • 14-15 BES ELA percent met standards 23% and Math 13%. 15-16 BES SBAC ELA results 19%, Math 15%

- The number of EL students being reclassified decreased from 2014-2015 to 2015-2016 due to the high number of students who were reclassified in 14-15. As a result remaining students in ELD will receive intensive ELD support and instruction which is reflected in the 2016-2017 master schedules. (Priority 4)
- Percent of English Learner (EL) Students who made progress toward English Proficiency dropped from 64% in 2014 to 47% in 2015 resulting in course and curriculum changes being made for 16-17 academic year. (Priority 4)
- BUSD maintained access to a broad course of study as described in Ed code 51220 and per Board Policy for all students by subgroup. (Priority 7)

LCAP Year: 2015/2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Increase higher level course offerings and access to rigorous courses in high school and increase access for EL, Foster Youth and, Low Income and Special Education students in a-g courses as well as CTE courses and teacher trainings.	1000-1999: Certificated Personnel Salaries S&C \$13,000	Course offerings were increased and release times to develop course requirements, supplemental curriculum, materials and software licenses were purchased. Access to a-g courses was increased for EL, foster youth, low income and special education students as based on increased enrollment in a-g courses.	1000-1999: Certificated Personnel Salaries S&C \$5,539
	3000-3999: Employee Benefits S&C \$2,000		3000-3999: Employee Benefits S&C \$775
	4000-4999: Books And Supplies S&C \$5,500		4000-4999: Books And Supplies S&C \$12,408
	5000-5999: Services And Other Operating Expenditures S&C \$5,000		5000-5999: Services And Other Operating Expenditures S&C \$5,090
Scope of Service	BHS	Scope of Service	BHS
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Raise post high school preparation, including college and career readiness for all students by FAFSA, college visits, essay and application writing workshops, a-g requirements, advisement and test prep for PSAT/SAT and admissions process to increase number of career and college ready students including EL, foster youth and low income students.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$2,500 2000-2999: Classified Personnel Salaries Base \$1,500 3000-3999: Employee Benefits Base \$1,000 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$1,500</p>	<p>Post high school preparedness was raised based on the number of students who participated in essay application writing workshops, FAFSA, college visits, test prep for PSAT/SAT and admissions process including EI, foster youth and low income students.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$3,543 2000-2999: Classified Personnel Salaries Base 0 3000-3999: Employee Benefits Base \$523 4000-4999: Books And Supplies Base \$1,014 5000-5999: Services And Other Operating Expenditures Base \$235</p>
<p>Scope of Service: BES, BHS, RES, CDS</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: BES, BHS, RES, CDS</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers and paraprofessionals trained to differentiate instruction for remediation purposes for all students including foster youth, EL students, low income students and students with disabilities. Provide intervention courses for all students K-12th grades. Maintain and increase teacher and aide support for EL students, foster youth and low income students.</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$45,128 2000-2999: Classified Personnel Salaries S&C \$59,206 3000-3999: Employee Benefits S&C \$28,692 5000-5999: Services And Other Operating Expenditures S&C \$10,830 4000-4999: Books And Supplies S&C \$9,729</p>	<p>Certificated and Classified staff support was increased and supplemental intervention materials were purchased to meet needs of all EL students. A second aide was added to the high school staff.</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$33,631 2000-2999: Classified Personnel Salaries S&C \$46,656 3000-3999: Employee Benefits S&C \$18,321 5000-5999: Services And Other Operating Expenditures S&C \$4,545 4000-4999: Books And Supplies S&C \$12,603</p>

Scope of Service LEA-WIDE		Scope of Service LEA-WIDE	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Professional development with regard to ELD standards and SADIE strategies and provide ELD support class which will increase reclassification rates of EL students.	1000-1999: Certificated Personnel Salaries S&C \$2,000 3000-3999: Employee Benefits S&C \$270 5000-5999: Services And Other Operating Expenditures S&C \$1,000	Professional development with regard to ELD standards and SADIE strategies and provide ELD support classes was provided and will continue to be provided for EL students.	1000-1999: Certificated Personnel Salaries S&C \$1,934 3000-3999: Employee Benefits S&C \$315 5000-5999: Services And Other Operating Expenditures S&C \$1,036
Scope of Service LEA-WIDE		Scope of Service LEA-WIDE	
_ All ----- OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Efforts will no longer be made towards CAHSEE passing rates as the test is suspended by the state of California, emphasis will now be placed on students passing college entrance exams at a higher proficiency rate.		

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

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

<p>Original GOAL 3 from prior year LCAP:</p>	<p>LCAP Focus Goal 3: Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success. *Goal 3.1: Create a Supportive and Safe School Climate</p>		<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: BHS RES BES CDS</p>	<p>Applicable Pupil Subgroups: All students including low income, English Learner, foster youth and students with disabilities</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Improve process and time for re-enrollment by 3% above baseline • Find alternatives to suspensions and expulsions and reduce both by 3% of base year (Priority 6) • Professional Development and implementation of Nurtured Heart Approach as well as leadership training and peer mediation training for students which leads to the following: (Priority 3,6) • Decrease classroom referrals by 3% each year (Priority 6) • Improve District wide attendance by 3% each year (Priority 5) • Reduce District wide student chronic absenteeism by 1% each year of LCAP. (Priority 5) • Reduce District wide out of school suspensions by 1% each year of LCAP. (Priority 6) 		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • Baseline for process and time for re-enrollment was established • Suspensions, (both in school and out of school), number of offenses were reduced by 9% at BHS in 2015-2016 when compared to the previous year (Priority 6) • Ongoing professional Development and implementation of Nurtured Heart Approach was provided throughout the course of the year to certificated and classified staff with 100% attendance(Priority 3,6) • Baseline to decrease classroom referrals was established(Priority 6) • Student enrollment at both the BES and BHS went up.145 students were enrolled in BHS in 2014-2015 and increased to 161 in 2015-2016. 364 students were enrolled in BES in 2014-2015 and 402 were enrolled in 2015-2016. (Priority 5) • Attendance rates did drop slightly from 2014-2015 from 94.64% to 94.34%. Attendance incentives such as the Iron Man award at the elementary sites will be implemented. (Priority 5) • Baseline to reduce District wide out of school suspensions by 1% each year of LCAP was established. Suspension rates for 2014-2015 were 1.12(Priority 6) • Expulsion rates for 2014-2015 were 0.00 and continued to be 0.00 in 2015-2016 • Graduation rates have steadily increased from 88.37 in 11-12, 86.05 in 12-13, 91.49 in 13-14 • CBEDS enrollment has changed district wide from 542 in 14-

- 15 to 602 which is an increase of 60 students at P2
- ADA has increased from 512.99 in 14-15 to 564.38 in 15-16
- Chronic absenteeism has changed from 5.35% in 14-15 to 6.25% in 15-16

LCAP Year: 2015/2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development for faculty and staff, and parents regarding positive behavior intervention via the Nurtured Heart Approach. Develop alternative discipline options in lieu of suspensions. Celebrate student success through monthly reward assemblies, attendance incentives, and recognize student success through websites and local media.	Saturday School 1000-1999: Certificated Personnel Salaries Base \$5,000 2000-2999: Classified Personnel Salaries Base \$1,500 3000-3999: Employee Benefits Base \$700 4000-4999: Books And Supplies S&C \$6,000 5000-5999: Services And Other Operating Expenditures Base \$8,000	Professional development for faculty and staff, and parents regarding positive behavior intervention via the Nurtured Heart Approach occurred and supplemental materials, release time and collaboration time was provided. Student success was celebrated through monthly reward assemblies, attendance incentives, and recognize student success through websites and local media.	Saturday School 1000-1999: Certificated Personnel Salaries Base \$0 2000-2999: Classified Personnel Salaries Base \$1,623 3000-3999: Employee Benefits Base \$385 4000-4999: Books And Supplies S&C \$7,673 5000-5999: Services And Other Operating Expenditures Base \$735
Scope of Service: LEA-WIDE <hr/> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA-WIDE <hr/> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Providing home to school transportation which will increase student attendance and provides a better learning atmosphere.	2000-2999: Classified Personnel Salaries S&C \$95,912 3000-3999: Employee Benefits S&C \$30,852 4000-4999: Books And Supplies S&C \$71,000 5000-5999: Services And Other Operating Expenditures S&C	Transportation from home to school was provided which increased student attendance and provides a better learning atmosphere. Salaries, benefits, fuel, supplies, servicing of buses, and engine replacement were all part of transportation expenses.	2000-2999: Classified Personnel Salaries S&C \$100,402 3000-3999: Employee Benefits S&C \$29,592 4000-4999: Books And Supplies S&C \$54,340 5000-5999: Services And Other Operating Expenditures S&C \$10,100

	\$23,600 6000-6999: Capital Outlay S&C \$0		6000-6999: Capital Outlay S&C \$21,383
Scope of Service LEA-WIDE		Scope of Service LEA-WIDE	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
For EL, foster youth, and low income students provide after school activities to support families and students to understand educational process.	1000-1999: Certificated Personnel Salaries S&C \$500 2000-2999: Classified Personnel Salaries S&C \$500 3000-3999: Employee Benefits S&C \$200 4000-4999: Books And Supplies S&C \$5,500 5000-5999: Services And Other Operating Expenditures S&C \$5,500 5000-5999: Services And Other Operating Expenditures Title I \$3,000	Additional staff costs, guest speakers and professional development were all put in place to help support families specifically EL. low income, and foster youth	1000-1999: Certificated Personnel Salaries Title I \$1,088 2000-2999: Classified Personnel Salaries S&C \$0 3000-3999: Employee Benefits Title I \$177 4000-4999: Books And Supplies S&C \$5,035 5000-5999: Services And Other Operating Expenditures S&C \$617 5000-5999: Services And Other Operating Expenditures Title I \$35
Scope of Service LEA-WIDE		Scope of Service LEA-WIDE	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be	The district will continue efforts as outlined in this goal as we have seen a significant decrease in suspension rates, and increase in CBEDS enrollment of 60 students from 14-15 to 15-16 and an increase in ADA of 51.39 from 14-15 to 15-16.		

made as a result of reviewing past progress and/or changes to goals?	
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 4 from prior year LCAP:	LCAP Focus Goal 4: Design programs and activities to address diverse student academic needs *Goal 4.1: Support programs based on student performance data		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:		Schools: BES, RES, BHS, CDS	Applicable Pupil Subgroups: All students including low income, English Learner, foster youth and students with disabilities	
Expected Annual Measurable Outcomes:	2015-16 school year: <ul style="list-style-type: none"> • Two formative and two summative tests conducted per grade (Priority 5) • Tutoring services to include before/after school services (Priority 5) • Reduction or D/F grades by 3% of base line number (Priority 4,5) • Increase Graduation rates by 3% of base line number (Priority 5) • Raise CAHSEE pass rate by 3% of base line number (Priority 4,5) • As measured by the California Physical Fitness Test, the number of 5th, 7th, and 9th grade students meeting 4 out of goals on the PFT will increase by 1% each year (Priority 4, 8) 		Actual Annual Measurable Outcomes:	2015-16 school year: <ul style="list-style-type: none"> • Two formative and two summative tests conducted per grade in ELA and Math, data was compared and changes were made to the curriculum and the tests (Priority 5) • Tutoring services to include before/after school services were made available at BES, BHS, and RES in 2015-2016 as measured by student attendance. (Priority 5) • Base line number of 26% of 9th graders, .06% of 10th graders, 13% of 11th graders, 0% of 12th graders was established to determine reduction of D/F grades by 3% at all sites (Priority 4,5) • Base line percent of 94%was established to increase graduation rates of 3% (Priority 5) • Graduation rates have steadily increased from 88.37 in 11-12, 86.05 in 12-13, 91.49 in 13-14,14-15 94%, 16-15-16 97% (Priority 5) • As measured by the California Physical Fitness Test, the number of 5th, 7th, and 9th grade students meeting 4 out of goals on the PFT will increase by 1% each above baseline of 68% (Priority 4, 8) • Baseline of 27% of students meeting or exceeding the State Standards on the CAASPP in ELA at BHS was established, as well as 23% at BES • Baseline of 11% of students meeting or exceeding State Standards in Math at BHS was established as well as 13% at BES

LCAP Year: 2015/2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Teacher release time to develop formative and summative assessments and data review.	Development of assessment 4000-4999: Books And Supplies Base \$3,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 1000-1999: Certificated Personnel Salaries Base \$15,000 3000-3999: Employee Benefits Base \$2,025	Teacher release time to develop formative and summative assessments and data review and collaboration was provided and substitutes were made available. The district calendar now has 14 schedule days for collaboration.	Development of assessment 4000-4999: Books And Supplies Base \$1,014 5000-5999: Services And Other Operating Expenditures Base 0 1000-1999: Certificated Personnel Salaries Base \$10,624 3000-3999: Employee Benefits Base \$1,729
Scope of Service	LEA-WIDE	Scope of Service	LEA-WIDE
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Remediation and intervention courses offered as well as summer school, before/after school tutoring for all students including EL, foster youth, and low income pupils.	2000-2999: Certificated Personnel Salaries S&C \$2,000 3000-3999: Employee Benefits S&C \$460 4000-4999: Books And Supplies S&C \$5,000 5000-5999: Services And Other Operating Expenditures S&C \$5,000	Remediation and intervention courses offered as well as summer school, before/after school tutoring for all students including EL, foster youth, and low income pupils provided by certification staff at BES, RES and BHS was provided.	2000-2999: Classified Personnel Salaries S&C \$1,383 3000-3999: Employee Benefits S&C \$328 4000-4999: Books And Supplies S&C \$4,535 5000-5999: Services And Other Operating Expenditures S&C \$1,260
Scope of Service	LEA-WIDE	Scope of Service	LEA-WIDE
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain CDS to support students who are not successful in traditional setting	1000-1999: Certificated Personnel Salaries S&C \$59,375 2000-2999: Classified Personnel Salaries S&C \$12,562 3000-3999: Employee Benefits S&C \$22,890 4000-4999: Books And Supplies S&C \$150 5000-5999: Services And Other Operating Expenditures S&C \$1,300	The CDS program was maintained including certificate and classified staffing costs, and classroom supplies to support students who are not successful in traditional setting.	1000-1999: Certificated Personnel Salaries S&C \$58,354 2000-2999: Classified Personnel Salaries S&C \$12,105 3000-3999: Employee Benefits S&C \$22,116 4000-4999: Books And Supplies S&C \$100 5000-5999: Services And Other Operating Expenditures S&C \$0
Scope of Service CDS		Scope of Service CDS	
<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In depth data dive will be utilized by the district to focus efforts to increase student performance and achievement. A full time physical education teacher has been hired to address physical fitness seventh through twelfth.		

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

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

<p>Original GOAL 5 from prior year LCAP:</p>	<p>LCAP Focus Goal 5: Create a celebratory school environment that engages staff, students, parents and the community *Goal 5.1: Parent Support and Partnership:</p>		<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: All District Sites BHS RES BES CDS</p>	<p>Applicable Pupil Subgroups: All students including low income, English Learner, foster youth and students with disabilities</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase parent participation at school functions by 5% each year (Priority 3) • Create a college going culture as evidenced through community and parent attendance at college nights, college fairs and events which attendance will increase each year by 5 % over previous year (Priority 3) • Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program, (Priority 3,6) • Engage 100% of students and parents in annual post-secondary planning process. (Priority 3,5) 		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • Parent participation at school functions was increased by 4% based on parent sign in sheets and attendance at school events and activities (Priority 3) • Community and parent attendance increased at college nights, college fairs and events as evidenced by numbers of attendees on sign in sheets increased by 5%(Priority 3) • Parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program were provided and well attended as evidences by sign in sheets with an increase of 5%(Priority 3,6) • Increased number of parents by 2% at Promotores Parent Meetings as indicated on sign in sheets. • 100% of students and parents were engaged in annual post-secondary planning process. (Priority 3,5)

LCAP Year: 2015/2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide parent trainings with regards to the following: college course requirements, scholarship and FAFSA Parent Portal through Illuminate Academic Programs to support student learning Wolverine Committed Program Nurtured Heart Approach	4000-4999: Books And Supplies Base \$4,500 5000-5999: Services And Other Operating Expenditures Base \$3,000 4000-4999: Books And Supplies S&C \$4,000 5000-5999: Services And Other Operating Expenditures S&C \$3,155	Parent trainings with regards to the following were provided: college course requirements, scholarship and FAFSA Parent Portal through Illuminate Academic Programs to support student learning Wolverine Committed Program Nurtured Heart Approach The district update the AIERES student data system to accessed by parents and staff remotely.	4000-4999: Books And Supplies Base \$1,014 5000-5999: Services And Other Operating Expenditures Base \$0 4000-4999: Books And Supplies S&C \$2,505 5000-5999: Services And Other Operating Expenditures S&C \$521
Scope of Service LEA-WIDE		Scope of Service LEA-WIDE	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Establish baseline for parent involvement in the following: Back to school Night and Open House SSC Site ELAC and DELAC	4000-4999: Books And Supplies Base \$1,000	Baseline for parental involvement in the following: Back to school Night and Open House SSC Site ELAC and DELAC LCAP parent meeting	4000-4999: Books And Supplies Base \$65

Scope of Service LEA-WIDE		Scope of Service LEA-WIDE	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Celebrate student success through local media, newsletters, website, and monthly reward assemblies and activities.	4000-4999: Books And Supplies Base \$1,000	Celebrate student success through local media, newsletters, website, and monthly reward assemblies and activities and reward activities were provided.	4000-4999: Books And Supplies Base \$660
Scope of Service LEA-WIDE		Scope of Service LEA-WIDE	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue efforts towards this goal because we have seen positive changes in the culture and climate and a dramatic increase in parental participation at school events as measured by parent participation that went from 80% to 90% of parents attended parent conferences at the elementary level and 60 % parent attendance at Back to school Night and 100% of parents attended Athletes committed.		

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

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

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$814,096</u>
<p>Biggs Unified School District's (BUSD) estimate of supplemental and concentration funding for the 2016-17 school year, as calculated using FCMAT LCFF Calculator version v17.1b is \$814,096. The District has taken the input gathered from students, staff, and 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 71.32% of Unduplicated Students which justifies the Supplemental and Concentration funds being used District-Wide.</p> <p>BUSD offers a variety of programs and support specifically for English learners, low income students and foster youth. These include: a part-time ELD teacher to supervise reclassification and family engagement etc. The district also offers services and programs that are aligned with LCAP goals that serve all students such as: intervention, training and preparation of all teachers, additional college and career courses and college readiness services, and intervention and remediation options. Implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a significant impact on the targeted subgroups.</p> <p>The district recognizes that while these funds are generated in order to serve the focus students, some services may, as the needs arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (seventy percent or more), there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, BUSD will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Local Control and Accountability Plan and addresses the needs of our district’s English learners, low Income students and foster youth.</p>	

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

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

16.92	%
<p>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: 2016-2017, is 16.92%, including EIA as calculated pursuant to 5 CCR 15496(a). The proportionality percentage is met for unduplicated students with continuing or improved/increased services including: counseling, intervention courses in English and math, ELL supports, alternative education options, home to school transportation, school libraries, Community Day School for expelled, SARB and probation students.</p>	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018-19	2016/2017- 2018-19 Total
All Funding Sources	1,025,604.00	813,087.00	1,146,798.00	1,011,379.00	1,050,559.00	3,208,736.00
Base	268,900.00	237,056.00	433,798.00	285,037.00	302,460.00	1,021,295.00
Lottery	10,000.00	17,442.00	23,124.00	21,000.00	21,000.00	65,124.00
S&C	737,589.00	555,168.00	658,486.00	673,512.00	695,069.00	2,027,067.00
Title I	9,115.00	3,421.00	31,390.00	31,830.00	32,030.00	95,250.00

Total Expenditures by Object Type						
Object Type	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018-19	2016/2017- 2018-19 Total
All Expenditure Types	1,025,604.00	813,087.00	1,146,798.00	1,011,379.00	1,050,559.00	3,208,736.00
1000-1999: Certificated Personnel Salaries	187,003.00	150,814.00	181,689.00	184,194.00	198,722.00	564,605.00
2000-2999: Classified Personnel Salaries	207,706.00	194,037.00	219,795.00	226,295.00	234,016.00	680,106.00
3000-3999: Employee Benefits	108,381.00	98,192.00	112,921.00	120,751.00	123,562.00	357,234.00
4000-4999: Books And Supplies	267,979.00	229,459.00	391,853.00	242,729.00	247,229.00	881,811.00
5000-5999: Services And Other Operating Expenditures	108,535.00	46,341.00	116,040.00	112,910.00	122,530.00	351,480.00
6000-6999: Capital Outlay	146,000.00	94,244.00	124,500.00	124,500.00	124,500.00	373,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018-19	2016/2017- 2018-19 Total
All Expenditure Types	All Funding Sources	1,025,604.0	813,087.00	1,146,798.0	1,011,379.0	1,050,559.0	3,208,736.0
1000-1999: Certificated Personnel Salaries	Base	37,500.00	36,328.00	39,500.00	39,500.00	42,500.00	121,500.00
1000-1999: Certificated Personnel Salaries	S&C	149,503.00	113,398.00	138,689.00	141,194.00	152,722.00	432,605.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	1,088.00	3,500.00	3,500.00	3,500.00	10,500.00
2000-2999: Classified Personnel Salaries	Base	3,000.00	1,623.00	5,000.00	6,000.00	7,000.00	18,000.00
2000-2999: Classified Personnel Salaries	S&C	199,706.00	190,669.00	203,395.00	208,495.00	215,016.00	626,906.00
2000-2999: Classified Personnel Salaries	Title I	5,000.00	1,745.00	11,400.00	11,800.00	12,000.00	35,200.00
3000-3999: Employee Benefits	Base	5,750.00	7,350.00	6,198.00	8,537.00	7,960.00	22,695.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018-19	2016/2017- 2018-19 Total
3000-3999: Employee Benefits	S&C	101,516.00	90,289.00	103,233.00	108,684.00	112,072.00	323,989.00
3000-3999: Employee Benefits	Title I	1,115.00	553.00	3,490.00	3,530.00	3,530.00	10,550.00
4000-4999: Books And Supplies	Base	136,500.00	99,338.00	254,600.00	101,500.00	109,500.00	465,600.00
4000-4999: Books And Supplies	Lottery	10,000.00	17,442.00	23,124.00	21,000.00	21,000.00	65,124.00
4000-4999: Books And Supplies	S&C	121,479.00	112,679.00	114,129.00	120,229.00	116,729.00	351,087.00
5000-5999: Services And Other Operating Expenditures	Base	40,150.00	19,556.00	29,000.00	30,000.00	36,000.00	95,000.00
5000-5999: Services And Other Operating Expenditures	S&C	65,385.00	26,750.00	74,040.00	69,910.00	73,530.00	217,480.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00	35.00	13,000.00	13,000.00	13,000.00	39,000.00
6000-6999: Capital Outlay	Base	46,000.00	72,861.00	99,500.00	99,500.00	99,500.00	298,500.00
6000-6999: Capital Outlay	S&C	100,000.00	21,383.00	25,000.00	25,000.00	25,000.00	75,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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