

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Biggs Unified School District is a small rural district located twenty-five miles south of Chico, five miles north of Gridley, and one mile west of State Route 99. Richvale, the second community in the district, is seven miles north of Biggs. Biggs and Richvale are farm service and bedroom communities. A small number of affluent farmers and a small number of professional families populate both towns. The largest population group consists of retired persons with skilled and unskilled laborers constituting the next largest segment of the population. The district maintains three main campuses. Biggs Elementary serves grades transitional kindergarten through eighth grade students. Richvale Elementary serves grades first through sixth and Biggs High School is a four year comprehensive high school. The district has an enrollment of six hundred and seventeen students. Seventy percent of those students qualify for the free or reduced meal program. Roughly fourteen percent of the student population have an active IEP. The districts ethnicity consists of two major groups: white not Hispanic, and Hispanic or Latino. The district has had a small increase in Asian students. The district employs thirty-four credentialed teachers, one speech therapist, one counselor, two Site Principals and a Superintendent. Academic performance and a safe and orderly environment are standards strongly supported by the entire staff and the School Board of Biggs Unified. Budget, staffing and program decisions reflect these priorities. The Student-teacher ratio average does not exceed 24-1 at the elementary grades. High school students attend a six period day and are taught by fully credential teachers. The high school offers several CTE pathways along with A-G courses and an array of athletic teams.

In the spring of 2017, Biggs High School received a six year accreditation from the Western Associations of School and Colleges. In the fall of 2018-19 the high school will go from a 6 period day to a 7 period day.

BUSD has experienced a slight increase in overall enrollment the past four years. BUSD is also projecting a structural budget deficit for the 2018-2019 school year of (441,814). The contributing

factors include increased cost of employee pension contributions to PERS and STRS and increasing Special Education cost contributions from the General Fund. Also affecting the Districts budget is the Butte County Office of Educations Board not upholding Biggs USD policy on inter-district transfers, over turning every inter-district transfer for years.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Biggs Unified School District designed our LCAP to focus on five goals for all students: 1) Quality Teachers, Materials, and Facilities, 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. All credentialed staff has completed ongoing staff development on the newly adopted English Language Arts/English Language Development curriculum. The Elementary staff work with a larger school district to continue the training. The district adopted a new math curriculum this school year and staff were provided training. High School science teacher attended the AP conference to develop knowledge. Continued Professional development on meaningful instructional strategies and Sheltered Instruction Observation Protocol for English language learners, (SIOP) has and will be provided for all faculty and staff. The district has purchased 621 Chrome books and 20 chrome book carts that will be used in all classrooms to improve student success and enhance our educational programs. Biggs Elementary and Richvale are now 1-1 chrome books for grades 1st through 8th. The district installed security fencing to several entryways at the Biggs Elementary campus. A security fence was installed around the shelter learning program classroom. Two main bathrooms at Biggs Elementary were remodel and new tables were installed in the Biggs Elementary Cafeteria. Richvale Elementary Cafeteria was remodel including new windows. The district updated its technology to include WiFi district-wide. In the spring of 2018, Biggs Unified applied and received a Multi-Tiered System of Support (MTSS) grant for \$25,000. Funds will be used to train all staff on Professional Learning Communities (PLC) in order to improve outcomes for all students.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

When looking at the state dashboard the district suspension, expulsion rates remain low, Hispanic students at the high school received a red. The overall district attendance rates remain high. Recent data shows that 85% of the high school students are involved in one of the CTE pathways. The district made progress in meeting the academic goals in ELA and Math but the overall assessment scores remain a concern.

BUSD has focused one-time funding on improving technology infrastructure (wifi access points, cabling network performance and storage solutions) purchasing Chrome books for students to use in classes and providing options for students to make up credits. The elementary school is now 1-1

chrome books for grades 1st through 8. The high school has five Chrome book carts. The district has also focused on improving CTE pathways. The district has focused on providing professional development for the new ELA adoption. A consultant has been contracted to provide instructional strategies for teachers TK-12. The high school graduation rate is at 97%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

When looking at the state rubrics, the greatest need in the district remains in the core academic areas of English Language Arts and Math, the district received a "Yellow" on overall performance in both areas. The district also sees a need to address both ELA and Math with our English learner students and Socioeconomic Disadvantaged students who remain in the "RED". Biggs Unified is creating curriculum pacing guides and assessment plans for the newly adopted ELA/ELD programs and creating the same for math. The district needs to move forward with adopting NGSS and materials. The newly adopted English Language Arts curriculum has a built in ELD component to address our English Learner sub-groups and will be used in our EL pull out program to make this curriculum even more accessible to our students.

The district also needs to have data available on students progress towards academic goals on an going basis.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

When looking at the LCFF Rubric, a true gap does not exist as all students are performing two or more levels below meeting standards. This is being addressed through the adoption of new curriculum and continued faculty and staff professional development. The districts over all data shows concerns with Socioeconomic Disadvantaged students and Hispanic students.

In ELA, Hispanic students are -94 points below level three

Socioeconomic Disadvantaged are -86 points below level three

In Math, Hispanic students are -102 points below level three

Socioeconomic Disadvantaged are --95 points below level three

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Based on staff and stakeholder feedback and research on effective practices, we are implementing several action steps in the LCAP to improve services for the low income, English learner and foster youth. These steps include using portions of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served. This will allow sites to implement site specific

solutions based on unique site needs, and site stakeholder input. Three significant actions to improve services are:

Provided additional professional develop at all sites that address the needs of English Learners and Social Economic Disadvantage Students. See LCAP Goal 2 Action Step 3, page 11

Additional college and career counseling for the lowest performing students to meet the needs of English Learners, Low Income and Foster youth. See LCAP Goal 2 Action Step 2, page 10.

Additional AP class at High School

Create a reset room for students who are having behavior issues, so they can remain on campus and continue receiving instruction.

Improve how the district tracks student data to have up to date information for all stakeholders.

The high school will go from offering 6 periods a day to 7. The additional period will allow for English Learners and Social Economic Disadvantage Students to be placed in support or advance classes based on the need of the students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$8,014,346.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,269,132.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures in the budget not listed in the LCAP include, Title I expenditures \$146,795 (portion not included), Title II \$30,023 (used for Class Size Reduction) Special Education \$907,428, Administration \$744,497, regular maintenance/ portion of deferred maintenance \$776,854, Operations and materials \$764,753, contribution to Food Service Program \$88,835, General Education Teacher salaries and benefits 2,898,101, Sports \$74,153 CTE and Career Pathway Grants \$139,542, Ag Incentive \$14,080, Carl Perkins \$8,374, Walnut Farm \$85,000 and the operation of the CSA Pool \$66,779.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$5,941,697

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

LCAP Focus Goal 1: Ensure that all students have access to qualified teachers, standards based instructional materials and quality programs that address the needs of all learners

*Goal 1.1: Physical Infrastructure

*Goal 1.2: Common Core Implementation

*Goal 1.3: Technology In Teaching and Learning:

*Goal 1.4: Literacy Skills in grades TK-6

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 1: Local Indicator/Teacher credential

17-18

-100% of all teachers are highly qualified

Baseline

98% of all teachers are highly qualified

All Teachers in the BUSD are fully credentialed and meet the highly qualified status. At the start of the year one teacher was classified as an intern and is no longer in the district.

Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

17-18

-100% of all students have instructional materials

Baseline

100% have current ELA/ELD material.

1.3 The district has adopted new ELA and math materials that are state standard aligned. 100% of the students have their own materials. All first through eighth-grade students have Chrome book to access additional materials. The new ELA curriculum has ELD materials embedded in the program.

Expected

Metric/Indicator

Priority 1: Local Indicator/ Facilities in good repair

17-18

-All facilities have a good or excellent rating

Baseline

Based on the Williams Act county visitation all facilities received good to excellent rating

Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

17-18

-At least 70% of all BUSD students will have access to computer technology at any given time

Baseline

68% of all BUSD students have access to technology at any given time.

Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

17-18

-Provide professional development for CCSS implementation and analyzing data

Baseline

BUSD will offer 14 early release days for CCSS implantations and Data analyzing

Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

17-18

-Increase implantation of adopted State standards for all students in math, including ELD standards and new science.

Baseline

ELA/ELD was adopted in 2016

Actual

1.1 Based on the Butte County Office of Education Williams Act visitation all facilities continue to receive good to excellent ratings.

1.3 Currently 90% of all students have access to computer and technology at any given time. The district now has 620 Chromebooks and three additional computer labs

1.3 During the school year teachers were provided with 14 days of early release to work on CCSS implementation and data analysis. First through sixth grade teachers were provided the opportunity to attend professional development in another district for the ELA adoptions.

1.2 The district purchased new math state adopted materials (GO Math) at the start of the 2017-2018 school year. The district has adopted the new ELD standards and is still reviewing the NGSS. Until adoption is complete, teachers are using standards-aligned supplemental online materials for science.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Complete needs assessment for facilities	The district completed a needs assessment which resulted in new fencing being placed at the entrance to BES, a secure fence being placed around the shelter learning classroom. The special education classroom was remodeled to fit the needs of the students. The main bathrooms at BES were remodeled. The stadium lights were completed. New carpeting was installed in two rooms. New welding booths were installed at the high school using Career Pathway Grant funds.	As needed 4000-4999: Books And Supplies Base \$5,000	Lumber, paint, locks and signage 4000-4999: Books And Supplies Base 7,241
		5000-5999: Services And Other Operating Expenditures Base \$5,000	New carpets and flooring in bathrooms 5000-5999: Services And Other Operating Expenditures Base 5,747
		6000-6999: Capital Outlay S&C \$10,000	Stadium Lights 6000-6999: Capital Outlay S&C 7,909
		6000-6999: Capital Outlay Base \$45,000	Welding booths from Career Pathway Grant 6000-6999: Capital Outlay Other 51,480

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. Continue to add Chromebooks to grade level teams.	During the 2017-2018 school year, the district purchased additional Chromebooks and now has 620. At Biggs Elementary and Richvale Elementary, the schools are at a 1-1 ratio for chrome books first through eighth grade. Along with the Chromebooks, the district continues to maintain fully functional labs at all sites. With the Chromebooks, the district purchased Guardian software to prevent students from accessing sites that are not educationally sound.	Continue to improve labs at sites 6000-6999: Capital Outlay Base \$39,500	CDW. Guardian, Bit Defender 5000-5999: Services And Other Operating Expenditures Base 23,357
		4000-4999: Books And Supplies Base \$20,000	Chromebooks 45 4000-4999: Books And Supplies Base 23,364
		4000-4999: Books And Supplies Title I \$9,027	Purchases were made with other funding sources. 4000-4999: Books And Supplies Title I 0

Action 3

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
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 develop pacing guides for all subjects.	Teachers were provided 14 days of early release time to work on CCSS. Staff was also provided release time to work in teams to review assessment data. Teachers were provided release time to visit and work with staff from another district on mapping of standards. The high school master schedule added a zero period that allowed students to take advance online courses. Also, a psychology class was added to the daily schedule	1000-1999: Certificated Personnel Salaries Base \$19,350	Subs for release time, extra pay for professional development 1000-1999: Certificated Personnel Salaries Base 15,200
		5000-5999: Services And Other Operating Expenditures Title I \$13,000	LJF Educational Professional Development 5000-5999: Services And Other Operating Expenditures Title I 13,200

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review credentials and assignments	Prior to the start of the school year all credential and assignments are reviewed to insure proper placement of teachers	No additional costs incurred 0	No additional costs incurred 0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	At the start of the school year, the district purchased ACELLUS an online program that allows all grade levels to access 21s century computer classes. The CTE courses at the high school were adjusted to provide access to EL, Foster and Low-Income Students	4000-4999: Books And Supplies Base \$5,000	Pearson, Academic Innovation, Follet 4000-4999: Books And Supplies Base 1,746
		5000-5999: Services And Other Operating Expenditures Base \$5,000	5000-5999: Services And Other Operating Expenditures Base 2,700
		1000-1999: Certificated Personnel Salaries S&C \$19,877	Acellus and CTE Tech courses at BHS 1000-1999: Certificated Personnel Salaries S&C 16,949
		1000-1999: Certificated Personnel Salaries Base \$6,400	Subs and extra pay for professional development 1000-

1999: Certificated Personnel Salaries Base 2,400

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Planned CCSS book adoption for math and professional development and training surrounding adopted curriculum.	Prior to the start of the 2017-2018 school year the district adopted Go Math which is CCSS approved. The district provided professional development by the publisher prior to the start of the school year.	4000-4999: Books And Supplies Base \$55,000 5000-5999: Services And Other Operating Expenditures S&C \$2,000	Go Math, Follett Math 4000-4999: Books And Supplies Base 42,283 LJF Educational Resources, Training and Travel 5000-5999: Services And Other Operating Expenditures S&C 5,514

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development for teachers in ELD standards with adopted ELA curriculum. Revised master schedules to reflect ELD pull out program. ELD student data will be monitored and tracked for academic progress for EL students.	The district provided eight days of on-site professional development on the adopted ELA curriculum. The district also provided release time for teachers to visit another district using the same curriculum to view the curriculum in actions. The ELD coordinators viewed the ELD student data and revised the instructional groups to meet the needs of the students	4000-4999: Books And Supplies S&C \$15,000	Supplemental instruction and materials 4000-4999: Books And Supplies S&C 17,120
		4000-4999: Books And Supplies Base \$1,000	Materials and supplies 4000-4999: Books And Supplies Base 2,000
		5000-5999: Services And Other Operating Expenditures Base \$2,000	No expenditures from base on this action 5000-5999: Services And Other Operating Expenditures Base 0
		5000-5999: Services And Other Operating Expenditures S&C \$2,480	Training 5000-5999: Services And Other Operating Expenditures S&C 6,750
		1000-1999: Certificated Personnel Salaries S&C \$5,814	Subs and extra time for professional development 1000-1999: Certificated Personnel Salaries S&C 1,358

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Professional development for paraprofessionals and teachers in the Direct Instruction Program "Reading Mastery". Literacy support through reading and writing interventions provided to Foster Youth, Low Income and EL students.	The district maintained the reading mastery program for TK-8 students that included support for Foster Youth, Low Income, and EL students. Training was provided for paraprofessionals and teachers on an ongoing basis.	4000-4999: Books And Supplies Lottery \$25,785	Supplemental Instructional Materials 4000-4999: Books And Supplies Lottery 25,785
		1000-1999: Certificated Personnel Salaries S&C \$2,919	Extra time 1000-1999: Certificated Personnel Salaries S&C 1,800
		2000-2999: Classified Personnel Salaries S&C \$4,500	Aides, Subs and Extra time 2000-2999: Classified Personnel Salaries S&C 32,524
		2000-2999: Classified Personnel Salaries Title I \$24,180	Title I Aides 2000-2999: Classified Personnel Salaries Title I 89,200

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Library Services at same levels to support student needs.	The district maintained Library Services at the same level on all school sites.	2000-2999: Classified Personnel Salaries S&C \$43,873	BES, RES and BHS Library costs 2000-2999: Classified Personnel Salaries S&C 35,322
		4000-4999: Books And Supplies S&C \$4,350	Library books and supplies 4000-4999: Books And Supplies S&C 2,193

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 11			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implications of the actions and services effectively support the achievement of Goal 1. Biggs Unified School District has purchased and trained all teachers in standards-aligned instructional materials in ELA/ELD and Math. The District purchased Chromebooks at such a rate that Biggs Elementary is 1-1 First through eighth grade. Biggs High School and Richvale Elementary are nearing the 1-1 status. Improvements were made to the facilities as needed. We funded .75 FTE computer technicians through Butte County Office of Education. The physical infrastructure of the school, instructional materials, and the teachers were all assessed through the Williams Act Inspection and 100% of our students have instructional materials, our facilities received good to excellent rating, and 99% of our teachers are highly qualified with one teacher completing her California Teaching Credential. ELA/ELD curriculum was adopted and purchased at all sites to facilitate Common Core standards implementation. Chromebooks and carts were purchased and all computer labs were updated to facilitate technology in teaching and learning. Master schedules at all sites were designed to provide intervention, and remediation to struggling students. ELD and intervention classes were added to enhance literacy skills at grade levels

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services in the 2017-18 LCAP were effective in the achievement of the goal. All students in grades Jumpstart Kindergarten–12th Grade are receiving instruction with standards-aligned instructional materials. Staff is receiving ongoing staff development to fully implement the new instructional materials in ELA/ELD and Math. Efforts to increase opportunities for students were increased.

1.1: All facilities received a good to excellent rating

1.2: 100% of students have access and are being taught using new ELA/ELD and math curriculum which facilitate common core standards acquisition

1.3: The increase in student access to technology at any given time which increased from 68% to 90%.

1.4: Increased of course offerings at all sites including eight ELD pull out classes and 34 reading mastery courses offered at the elementary site

Due to the reliance on technology in daily operations for both students and staff, addressing the speed and efficiency of the network, as well as updating software licenses that aligns with the districts LCAP was a priority. The district has increased technology implementation and has been successful in increasing accessibility to technology by both students and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More money was spent in this goal to complete the technology implementations and facility updates. The additional expense in salaries was related to the Aides charged to Title I.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Goal has not changed just continues to be enhanced to provide more access to technology, safe facilities, updated curriculum and well trained staff. The district will continue to purchase ELA/ ELD and math materials TK-12th grade and provide training to staff . The district plans to increase the investment in technology by adding additional WI-FI points and continue purchasing chrome book carts and chrome books.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

LCAP Focus Goal 2: Raise post high school preparation, including college and career readiness for all students

*Goal 2.1 : Define higher education expectations

*Goal 2.2: Equity and Access in Academic Options for all.

*Goal 2.3: Increase the number of students entering High School at grade level in ELA and Math.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils

17-18

Provide academic interventions and supports for students K-12 to increase percentage of students taking SAT/ACT, EAP exams by 5% over baseline

Baseline

Provided a minimum of three days a week of after school tutoring for students at all sites. 25% of high school student took the SAT/ACT in 2016-2017

2.1 The state testing is just now coming to an end. Tutoring was provided three days a week for students at the high school for all subject matter. Based on the data 38% of the students eligible have taken the SAT/ACT and EAP exams this year.

Metric/Indicator

Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils

2.1 80% of the senior class attended the FAFSA training night and college admission counseling night. 90% of the senior class attended Reg-To- Go at Butte College.

Expected

17-18

Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 5%.

Baseline

In 2016/2017 75% of the senior class attended the FAFSA night

Metric/Indicator

Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils

17-18

Master Schedule designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities.

Baseline

In 2017 a computer based program will be added to a zero period. All students will be allowed to take a credit recovery class or an enrichment class

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Reclassification rates

17-18

Increase the percent of EL students being reclassified by an additional 3% of total number of EL students in base year

Baseline

In 2016 20% of EL students were reclassified

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates

17-18

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

Baseline

39% of EL progress one or more levels on the CELDT test in 2016.

Metric/Indicator

Priority 7: Local Metric/A broad course of study

17-18

Maintain access to a broad course of study as described in Ed code 51220 and per Board Policy for all students by subgroup

Actual

2.2 The zero period was added to the master schedule which allowed students wishing to take advanced placement class. The zero period also allowed students to take credit recovery classes. Four students at Biggs High School took advanced placement classes and 13 students enrolled in credit recovery classes. 34 students are enrolled in summer courses.

2.3 In 2017 10% of the EL students were reclassified under the CELDT test.

2.3 Because of the change to the testing date by the state, students just took the new ELPAC test. The data will not be available until June 2018.

2.2 The master schedule at the high school has been revamped to add more offerings such as Psychology, Music Appreciation, Web Page Design and Video Production. Students at Biggs Elementary were able to take Multi/Culture Art and Science.

Expected

Baseline

The current master schedule allows for a broad course of study for all students.

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results

17-18

Increase the percentage of students meeting or exceeding the standards by 3% in all grades tested as evidenced by the CAASPP testing in ELA

Baseline

The dash board indicates that out of 252 students tested our status was very low 73.8 points below level 3

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results

17-18

Increase the percentage of students meeting or exceeding the standards by 3% in all grades tested as evidenced by the CAASPP testing in Math

Baseline

The dash board indicates that out of 250 students tested our status was Low with 93.8 points below level 3

Metric/Indicator

Priority 4: State Indicator/College and Career Indicator/AP pass rate

17-18

Increase the number of students who have passed an advancement placement examination with a score of 3 or higher by 2% over previous year

Baseline

Zero Biggs High Student scored 3 or higher on advancement placement test in 2016

Metric/Indicator

Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results

17-18

Increase the percentage of students meeting or exceeding the standards by 3% in 11th grade as evidenced by the EAP - CAASPP scores

Baseline

The data from 2016 shows 16 out of 43 juniors took the EAP writing test their scores are not back at this time

Actual

2.3 The high school students increased the overall ELA score by 54 points or 4 points above level 3. The elementary school increased itsd score 5.9 but remains 67.9 below level 3.

2.3 Biggs Elementary increased its math scores by 9 points but remains below level 3 by 84.9. The high school continues to remain in the red with a score of 118 points below level 3.

In 2017 the district did not have a student score 3 or higher on advance placement test. The current data is unknown as testing was just completed.

The EAP and CAASPP scores are not back from the state, that data will be reviewed when available.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual 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.	The district purchased ACELLUS, an online program that allows for students to take a wide range of courses not offered during the school day. Students can also use the program for credit recovery. The master schedule was adjusted to allow for a zero period for students wishing to add classes. The master schedule was adjusted to allow access for more students through the CTE pathways.	1000-1999: Certificated Personnel Salaries S&C \$7,302	Teacher salaries 1000-1999: Certificated Personnel Salaries S&C 4,760
		4000-4999: Books And Supplies S&C \$8,000	Supplemental Instruction and materials 4000-4999: Books And Supplies S&C 12,469
		5000-5999: Services And Other Operating Expenditures S&C \$5,410	Training and Profession Development 5000-5999: Services And Other Operating Expenditures S&C 8,634

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. Add a zero period online computer program for advance classes and credit recovery	A zero period online computer class was added for advanced classes and credit recovery. The counselor held two parent nights for under-classman to help parents understand the admissions process and requirements. Thirty students attended a visit to Butte Community College. Ten students visited Chico State. Low-income students received a waiver for PSAT-SAT test.	1000-1999: Certificated Personnel Salaries Base \$2,500	Subs and extra pay 1000-1999: Certificated Personnel Salaries Base 3,650
		2000-2999: Classified Personnel Salaries Base \$2,263	No classified personnel were used in this action 2000-2999: Classified Personnel Salaries Base 0
		4000-4999: Books And Supplies Base \$1,000	Material and supplies 4000-4999: Books And Supplies Base 4,200
		5000-5999: Services And Other Operating Expenditures Base \$2,500	Travel 5000-5999: Services And Other Operating Expenditures S&C 6,311

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>The district brought in a trainer for eight days to work with staff on differentiated instructions. The district maintains a teacher to work with EL students. A general math class was added to the high school master schedule to provide support to struggling students.</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$86,566</p> <p>2000-2999: Classified Personnel Salaries S&C \$57,832</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$3,500</p> <p>4000-4999: Books And Supplies S&C \$11,729</p> <p>1000-1999: Certificated Personnel Salaries Title I \$6,875</p>	<p>ELD teachers and intervention 1000-1999: Certificated Personnel Salaries S&C 77,828</p> <p>Aides 2000-2999: Classified Personnel Salaries S&C 45,555</p> <p>Trainers, Travel and Professional Development 5000-5999: Services And Other Operating Expenditures S&C 5,747</p> <p>Supplemental instruction and materials 4000-4999: Books And Supplies S&C 26,068</p> <p>Principal and Teachers extra pay 1000-1999: Certificated Personnel Salaries Title I 6,840</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>Students at BES received support from and ELD support teacher. Professional development was provided for ELD standards. Teachers received training in SADIE strategies</p>	<p>1000-1999: Certificated Personnel Salaries S&C \$4,551</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$5,000</p> <p>2000-2999: Classified Personnel Salaries S&C \$6,949</p>	<p>Subs and extra pay 1000-1999: Certificated Personnel Salaries S&C 1,358</p> <p>Training and Travel 5000-5999: Services And Other Operating Expenditures S&C 3,977</p> <p>Subs and extra pay 2000-2999: Classified Personnel Salaries S&C 13,427</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 6			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 7			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 8			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 9			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions and services effectively supported the achievement of goal 2. The district provided professional development for all teachers both within the district and outside the district. The master schedule was adjusted to allow students to attend a zero period for advanced classes and credit recovery. The graduation rate maintained at 95%, students attended college visits and student-hosted nights at the school to increase the percent of students attending a higher level of learning. Higher education expectations were communicated to students and families via FAFSA nights, college visits, back to school nights, and Open House events. Equity and Access to all academic options for all students were increased with the addition of course offerings and career pathways. The number of students entering high school at grade level will increase based on the intervention and remediation courses as well as EL courses that were implemented this academic year. Incoming 9th graders will be given assessment tests to determine placement in ELA and math.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Many of the actions and services were effective in the achievement of Goal 2, especially as they relate to ELA. While there was close attention paid to the administration of the assessments, the results of the assessments will not be analyzed until 2018-19, after teachers restructure the assessments based on their analysis from 2017-18. The true effectiveness of the modifications to the assessment will come in 2018-19. Since there was such a heavy emphasis on ELA in 2017-18, staff thought it best to focus on the actions and services as they relate to math in 2018-19. Although teachers are provided data for students on CAASPP, it would be an effective use of time to focus on student cohort growth in 2018-19.

The overall effectiveness of the actions and services can also be measured by the following:

2.1 Increased student and parent participation in FAFSA and college nights by 5%

2.2 Increased course offerings at the high school including a zero period, leadership class, a video production class, Get Focused, Stay Focused course for all freshmen, CTE courses for four aligned pathways. Increased elective courses and the addition of yearbook, ASB, and STEM class at the elementary level.

2.3 Increased intervention and remediation courses at all sites and additional ELD pull out courses to support struggling students, therefore, increasing the ability of all students entering high school at grade level in ELA and Math

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated cost for staff was lower due to new employee salaries. Some of the 5000 expense was included in other goals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After reviewing all of the actions and services listed under this goal, stakeholders believe we should keep these goals for another year and continue to address actions 1,2,3,4 during the 2018-2018 school year

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 6: Local Indicator/Local tool for school climate

17-18

Improve process and time for re-enrollment by 6% above baseline

Baseline

Currently it take less than one day to enroll a new student

Students are enrolled within a day if not the same day

Metric/Indicator

Priority 6: State Indicator/Student Suspension Indicator

17-18

Find alternatives to suspensions and reduce by 1% each year of LCAP

Baseline

2016-2017 Suspension rate was 5.2% which was reduced from prior year's rate of 12.2%

Students were placed in other classrooms as a reset period to adjust behavior before being sent back to main classroom. Students were assigned after school detention and Saturday school as alternative to suspensions . According to the LCAP dash board the current suspension rate overall for the district is 4.6%.

- English Learners 4.5%
- Homeless 10.5%
- Socioeconomic Disadvantaged 6.8%
- Hispanic 5.4%
- White 3.5%

Expected

Actual

<p>Metric/Indicator Priority 6: Local Metric/Expulsion rate</p> <p>17-18 Maintain less than 2% expulsion rate</p> <p>Baseline In 2016/2017 zero students were expelled from the district. Two students had expulsions suspended</p>
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates</p> <p>17-18 Increase District attendance by .5% each year each year</p> <p>Baseline Attendance rate 93% for BUSD for 2016-2017</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>17-18 Reduce District wide student chronic absenteeism by 1% each year of LCAP</p> <p>Baseline Chronic absenteeism rates for 2016-2017 were 6.91% for BUSD</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p>17-18 Reduce High School Drop Out Rates by 1% over previous year</p> <p>Baseline Drop out rate was 7% in 2015-2016</p>
<p>Metric/Indicator Priority 5: Local Metric/Middle school dropout rate</p>

<p>No students during the 2017-2018 school year were expelled from the district.</p>
<p>The district provided incentive for student attendance, weekly drawing at the high school and prizes at the elementary levels. According to district data the attendance rate for 17/18 is 93.15%</p>
<p>Chronic absenteeism rate for the district is for 16-17 was 20.7% according to the dash board. By Student Group: African American 7.1% Asian 15.4% Hispanic 19.3% White 21.8% English Learners 15.7% Foster 43.8% Homeless 21.7% Socioeconomic Disadvantaged 23.5% SWD 25.3%</p>
<p>The drop out rate 5%</p>
<p>The drop out rate at the middle school remains less then 2%</p>

Expected

Actual

17-18
 Maintain less than 2% drop out rate
Baseline
 Biggs Elementary had 0% drop out rate

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual 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.	Paraprofessionals and teachers receive ongoing training with regards to the Nurtured Heart Approach at staff meetings, paraprofessional training. Monthly Award Assemblies are held and outstanding students are also recognized at board meetings. Monthly attendance incentives are also used at all sites. Student success is celebrated in the local media, the website, and newsletters.	Saturday School 1000-1999: Certificated Personnel Salaries S&C \$3,170 2000-2999: Classified Personnel Salaries S&C \$4,500 4000-4999: Books And Supplies Base \$3,000 5000-5999: Services And Other Operating Expenditures Base \$2,500	No teachers were used for Saturday School 1000-1999: Certificated Personnel Salaries S&C 0 Aide to oversee Saturday School 2000-2999: Classified Personnel Salaries S&C 908 Materials for trainings, outreach and recognition 4000-4999: Books And Supplies Base 6,810 Expense was included in Goal Action 5000-5999: Services And Other Operating Expenditures Base 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Providing home to school transportation which will increase student attendance and provides a better learning atmosphere.	Home to school transportation was provided for all students that request or live on bus routes. Transportation was also provided	2000-2999: Classified Personnel Salaries S&C \$138,249	Transportation costs 2000-2999: Classified Personnel Salaries S&C 130,205

	to students that require attendance at schools outside of the district.	4000-4999: Books And Supplies S&C \$61,500	4000-4999: Books And Supplies S&C 42,759
		5000-5999: Services And Other Operating Expenditures S&C \$15,200	5000-5999: Services And Other Operating Expenditures S&C 23,884

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For EL, foster youth, and low income students provide after school activities to support families and students to understand educational process.	Educational family nights were offered including Back to School Night, Open House, STEAM night and Athletes Committed, FAFSA and college nights. In addition weekly family sessions were offered by the Promontories program in conjunction with BUSD for our EL families. After school tutoring was offered by faculty and BCOE kids.com program provides additional support for all students TK-8th grade every day from 2:10-5:30.	1000-1999: Certificated Personnel Salaries Title I \$2,830	Extra pay 1000-1999: Certificated Personnel Salaries Title I 886
		2000-2999: Classified Personnel Salaries Title I \$4,200	Aides 2000-2999: Classified Personnel Salaries Title I 889
		4000-4999: Books And Supplies S&C \$1,500	Materials and supplies, communication 4000-4999: Books And Supplies S&C 6.400
		5000-5999: Services And Other Operating Expenditures S&C \$5,500	Anti Bullying, Chess, Translation 5000-5999: Services And Other Operating Expenditures S&C 5,991
		5000-5999: Services And Other Operating Expenditures Title I \$2,000	No expenses were charged to 5000 5000-5999: Services And Other Operating Expenditures Title I 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

With the implementation of the Nurtured Heart Approach and ongoing staff development, suspensions and behavioral infractions have decreased throughout the district. More events and activities were offered at all school sites to help all families including those with low income, EL, foster youth understand the educational process and feel supported.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Suspensions are down at all school sites as well as behavioral infractions and faculty and staff are actively using Nurtured Heart Strategies in their interactions with students. Student success can be seen in the local paper and monthly assemblies occurred celebrating academic success, citizenship, and attendance. Students attended all board meetings to be recognized for their endeavors.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reductions for fuel expense and salaries in Transportation and reduced costs for Saturday School make up the differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After reviewing all of the actions and services listed under this goal, stakeholders believe we should keep these goals for another year and continue to address actions 1, 2, 3, during the 2018-2019 school year.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

17-18

Results of common assessments will be analyzed to guide instruction, intervention and remediation.

Baseline

Assessment calendar was designed and will be implemented for 2017-2018

Metric/Indicator

Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils

17-18

Tutoring services to include before/after school services

Baseline

Intervention, remediation and tutoring courses were offered in 2016-2017.

Actual

Throughout the year staff articulation time has been used to look at local interim assessments. Biggs Elementary staff has a leadership group that now looks at the data and implements staff development.

Tutoring is offered three days a week at Biggs High School for all subjects. Biggs and Richvale Elementary offer tutoring as needed.

Expected

Metric/Indicator

Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)

17-18

Reduction of D/F grades by 5% of base line number

Baseline

Baseline of BHS for 2016-2017 Grades:

Fall: D's 34.7 % ---F's 12.8 %

Spring: D's 3.9 % ---F's 14.2 %

Actual

Formative and Summative tests have been conducted at every grade level and this data was used to determine placement in intervention, remediation programs as well as using 2016-2017 CAASPP scores.

Tutoring services were offered to students before and after school at all school sites.

D's and F's in BHS are:

2016-2017

Fall: D's 3.2 % -- F's 12 %

Spring: D's 37.7 % -- F's 15.8 %

2017-2018

Fall: D's 33.7 % --- F's 13.8 %

Spring: D's 4.9 % --- F's 11.2 %

The percent of students failing classes and increasing grades above a D has improved

We cannot determine growth on the physical fitness, the CAASPP, and CST Science Tests because we have not received 2017-2018 scores.

Metric/Indicator

Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator

17-18

Increase Graduation rates by 1% of base line number

Baseline

93% of seniors who started the year at BHS graduated

Biggs High School graduations rate has increased to 98%.

Metric/Indicator

Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

17-18

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

Baseline

27.8% of 5th graders met 4 or more of the fitness standards

53.6% of 7th graders met 4 or more of the fitness standards

87.7% of 9th graders met 4 or more of fitness standards

The state has changed the requirement of passing the physical fitness test. A new base line will need to be established after this years' testing. Students are now required to meet 5 of the fitness standards compared to 4.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher release time to revise formative and summative assessments and analyze student data.	Teachers were provided 14 full days of release time to analyze student data, they were also provided release time to visit another district to understand data. The district provided roving subs for teachers to meet in team settings.	Development of assessment 4000-4999: Books And Supplies Base \$3,000	Materials for meetings 4000-4999: Books And Supplies Base 3,311
		5000-5999: Services And Other Operating Expenditures Base \$2,000	Staff Travel and Conference 5000-5999: Services And Other Operating Expenditures Base 2,357
		1000-1999: Certificated Personnel Salaries Base \$9,440	Subs for trainings 1000-1999: Certificated Personnel Salaries Base 9,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Summer school was offered at Biggs High School. Before and after school tutoring was also offered. Five courses are offered at Biggs High School that fall into remediation and intervention	1000-1999: Certificated Personnel Salaries S&C \$11,623	Summer School and Tutoring 1000-1999: Certificated Personnel Salaries S&C 1,739
		4000-4999: Books And Supplies S&C \$6,000	Supplemental materials 4000-4999: Books And Supplies S&C 19,713
		5000-5999: Services And Other Operating Expenditures S&C \$8,000	Online resources 5000-5999: Services And Other Operating Expenditures S&C 3,638

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action 4

Planned

Actual

Budgeted

Estimated Actual

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Student performance on multiple formative and summative assessments was used to determine student placement in intervention, remediation and ELD courses. Master schedules were designed to meet academic student need and before school and after school tutoring was offered at all sites

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall effectiveness of action steps can be seen in the growth of students on common assessments. Looking at percentage of students that have reached grade level mastery on BPST and in Comprehension testing in second through eighth grades. In addition to the reduction of D's and F's and the increase of students passing all classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No major deference between budget and expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After reviewing all of the actions and services listed under this goal, stakeholders believe we should keep these goals for another year and continue to address actions 1, 2.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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:

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

17-18

Increase parent participation at school functions by 5% over previous year

Baseline

Baseline for Back to School Night is 79% at BES and RES, 80% attended Open House, and 74% attended STEAM night at BES.

Baseline for BHS Back to School Night is 67%and Open House is 75%.

The district saw an increase in parents attending functions as indicated by sign-in sheets. BES had 82% of the parents attend back to school night and RES had 90%. Open house at BES showed 86% of at least one parent attending. STEAM night has not taken place as of this writing. 72% of parents attended the High School Back to School Night.

Metric/Indicator

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

17-18

Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program

Baseline

Two Nurtured Heart Trainings were provided and two Wolverine Committed Trainings in 2016-2017

The District provided three nights of training at the high school for Wolverine Committed during the 2017-2018 school year.

Expected

Metric/Indicator

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

17-18

Engage 100% of students and parents in annual post-secondary planning process

Baseline

100% of students met with high school counselor for post-secondary planning.

Actual

100% of the high school students have meet with the counselor regarding post-secondary planning. 45% of the 11th grade students attended a post secondary planning meeting in the spring of 2018.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual 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	All senior parents were invited to FAFSA night. At the back to school night a computer lab was open for parents to receive training on the Parent Connect program. Parents were invited to three nights of Wolverine Committed training and two night of Nutured Heart. All 11th grade parents were invited to a college course requirement night and provided information of scholarships.	4000-4999: Books And Supplies Base \$4,500	Material and supplies for events 4000-4999: Books And Supplies Base 900
		5000-5999: Services And Other Operating Expenditures Base \$3,000	All call contract for student parent outreach 5000-5999: Services And Other Operating Expenditures Base 4,276
		4000-4999: Books And Supplies S&C \$5,000	Material and supplies for events 4000-4999: Books And Supplies S&C 8,337
		5000-5999: Services And Other Operating Expenditures Title I \$1,000	No expenses from Title I for this action 5000-5999: Services And Other Operating Expenditures Title I 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Baseline for Back to School Night is 79% at BES and RES, 80% attended Open House, and 74% attended STEAM night at BES. Baseline for BHS Back to School Night is 67% and Open House is 75%.

Funding used for materials and supplies to support parent outreach at the events and activities listed above.

85% of parents attended at least one function at BES, 98 % of parents at RES attended at least one faction. At Biggs High School at least one parent attended 87% of meetings held.

Funding used for materials and supplies to support parent outreach at the events and activities listed above

4000-4999: Books And Supplies Base \$1,000

1000-1999: Certificated Personnel Salaries Base 1,100

Action 3

Planned Actions/Services

Celebrate student success through local media, newsletters, website, and monthly reward assemblies and activities.

Actual Actions/Services

The school board expanded the student of the month program by inviting students and parents to monthly board meetings to be recognized by the governing board. The elementary school has the student of the month assemblies at the end of the month where students are recognized for good behavior, attendance. The students of the month pictures are put in the local newspaper and on the marquee and on the website. The high school has continued with weekly and monthly drawings rewarding students for attendance. The high school also invites one student per grade level to be recognized at board meetings.

Budgeted Expenditures

4000-4999: Books And Supplies Base \$2,000

Estimated Actual Expenditures

Materials and awards 4000-4999: Books And Supplies Base 4,469

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 5			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 6			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 7			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

BUSD increased the amount of parent/guardian participation by increasing the activities in which parents can be involved in. This includes more Nurtured Heart trainings, Wolverine Committed trainings, Promontories parent nights, Back to School Nights, Freshman Orientation, Open House events. STEAM Night, Aeries Portal Trainings, FAFSA and college Nights, board meetings, monthly assemblies, singing and acting performances at the Elementary level.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have a very active PAWS association at RES and BES who earned over \$50,000 for BES and \$20,000 for RES with their fundraising activities which help to pay for technology and field trips. The high school boosters bring in over \$40,000 and support the athletic program in many ways. In addition, there is the Educational Foundation which offers scholarships to graduating seniors attending universities or trade schools. We also have the Ag Advisory Committee and the Club De Padres parent association that take an active role on our district. BUSD continues to build partnerships with all parents with action steps that include more communication via parent connect phone system, parent portal for up to date grades, monthly newsletters and parent informational nights. The effect is seen in the number of parents that attend these events and our increasing enrollment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After reviewing all of the actions and services listed under this goal, stakeholders believe we should keep those goals for another year and continue to address actions 1, 2, and 3 during the 2018-2019 school year

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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, DELAC parent advisor, general parents, BUTA president, CSEA president. (2) Meeting with parent advisory groups, School Site Council, District English Language Advisory Committee (DELAC), (3) Student Body (4) meeting with 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, (7) Meeting with Community Partners including Sunwest and Ag advisory Group. Each month a LCAP update report is given to the governing board in open session at monthly board meeting.

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 2018-2019 "draft" document and share that with the stakeholder groups, allowing for updates and edits throughout this process.

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 the implementation of the LCAP.

A monthly update is given at every governing board meeting. The board agenda has the five core goals listed at the top of every agenda.

BUSD held the following meetings:

8/15-17 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.

9/6/17 Board Presentation The board agenda has a standing LCAP update item on every month's agenda

9/13/17 5-9-18 Administration Planning Session

10/11/17 5-2-18 ELAC and DELAC meetings

10/20/17 Site Council

11/15/17 Site Council

3/14/17 Site Council

9/21/17 DAC/LCAP advisory committee

2/11/18 Student Meeting

4/9/18 Foster Youth Meeting

4/22/18 DAC/LCAP advisory meeting

5/9/18 BUTA LCAP meeting

6/5/18 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 CELDT Testing results from 2016-2017 academic year
10. District Data on suspension/expulsion
11. District attendance and enrollment data

In the fall of 2017, 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

The five LCAP goals are on every governing board agenda and address by the superintendent and site principals during the meetings

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The DAC make-up ensured that the final plan represented a cross-section of needs and backgrounds. Over the span of the 2017-2018 meetings, on average the following stakeholders were represented:

- * Parents from all school sites including Spanish speaking, Foster and Low income
- * Students from all school sites
- * Teachers
- * 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 2018-2019 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. Specifically, BUTA asked for more professional development surrounding ELA/math adoptions and to approve and adopt new science curriculum for the 2018-2019 academic year. Students asked for more course offerings and to continue offering online classes. The high school teachers have asked for continued professional development from outside sources. More technology was deemed as a priority by all and the district is purchasing more Chrome books for all school sites for the 2018-2019 and will be used for instruction as well as assessment purposes.

Update to the community:

Rough Draft was presented to the Board on May 2, 2018, for input and discussion regarding priorities and goals.

The completed draft was presented to the Public and Board for their input on June 13, 2018, 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 20, 2018, 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 25, 2018, 9:00 a.m. along with the District Budget.

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 2018-2019 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.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

LCAP Focus Goal 1: Ensure that all students have access to qualified teachers, standards based instructional materials and quality programs that address the needs of all learners

*Goal 1.1: Physical Infrastructure

*Goal 1.2: Common Core Implementation

*Goal 1.3: Technology In Teaching and Learning:

*Goal 1.4: Literacy Skills in grades TK-6

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

Currently, not all BUSD students have access to technology at any given time, action steps are detailed below to address this need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	98% of all teachers are highly qualified	-100% of all teachers are highly qualified	-100% of all teachers are highly qualified	-100% of all teachers are highly qualified
Priority 2: Local Indicator/Implementation	100% have current ELA/ELD material.	-100% of all students have instructional materials	-100% of all students have instructional materials	-100% of all students have instructional materials

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
of State Standards/Local Evaluation Tool				
Priority 1: Local Indicator/ Facilities in good repair	Based on the Williams Act county visitation all facilities received good to excellent rating	-All facilities have a good or excellent rating	-All facilities have a good or excellent rating	-All facilities have a good or excellent rating
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	68% of all BUSD students have access to technology at any given time.	-At least 70% of all BUSD students will have access to computer technology at any given time	At least 80% of all BUSD students will have access to computer technology at any given time	At least 85% of all BUSD students will have access to computer technology at any given time
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	BUSD will offer 14 early release days for CCSS implantations and Data analyzing	-Provide professional development for CCSS implementation and analyzing data	-Provide professional development for CCSS implementation and analyzing data	-Provide professional development for CCSS implementation and analyzing data
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	ELA/ELD was adopted in 2016	-Increase implantation of adopted State standards for all students in math, including ELD standards and new science.	-Increase implantation of adopted State standards for all students, including ELD standards and new science.	-Increase implantation of adopted State standards for all students, including ELD standards and new science.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Complete needs assessment for facilities

2018-19 Actions/Services

Complete needs assessment for facilities

2019-20 Actions/Services

Complete needs assessment for facilities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies As needed	4000-4999: Books And Supplies As needed	4000-4999: Books And Supplies As needed
Amount	\$5,000	\$48,000	\$48,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$10,000	32,500	32,500
Source	S&C	S&C	S&C
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

Amount	\$45,000	17,150	17,150
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

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. Continue to add chrome books to grade level teams

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

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. Continue to add chrome books to grade level teams

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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. Continue to add chrome books to grade level teams

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$39,500	\$45,000	\$45,000
Source	Base	S&C	S&C
Budget Reference	6000-6999: Capital Outlay Continue to improve labs at sites	6000-6999: Capital Outlay Continue to improve labs at sites	6000-6999: Capital Outlay Continue to improve labs at sites
Amount	\$20,000	\$33,500	\$33,500
Source	Base	S&C	S&C
Budget Reference	4000-4999: Books And Supplies	6000-6999: Capital Outlay Technology updates and equipment	6000-6999: Capital Outlay Technology updates and equipment
Amount	\$9,027	\$16,678	\$16,678
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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 develop pacing guides for all subjects.

2018-19 Actions/Services

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 pacing guides were developed and implemented for all subjects.

2019-20 Actions/Services

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 pacing guides were developed and implemented for all subjects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,350	\$19,785	\$19,785
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$2,000	\$2,000
Source	S&C	S&C	S&C
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$13,000	\$3,000	\$3,000
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Review credentials and assignments

2018-19 Actions/Services

Review credentials and assignments

2019-20 Actions/Services

Review credentials and assignments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Base	Base	Base
Budget Reference	No additional costs incurred	No additional costs incurred	No additional costs incurred

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$5,000	\$4,365	\$4,365
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$19,877	\$20,140	\$20,140
Source	S&C	S&C	S&C
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$6,400	\$32,522	\$32,522
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Planned CCSS book adoption for math and professional development and training surrounding adopted curriculum.	Planned CCSS book adoption for NGSS and professional development and training surrounding adopted curriculum.	Planned CCSS book adoption for Social Science and professional development and training surrounding adopted curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$110,200	\$110,200
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Professional development for teachers in ELD standards with adopted ELA curriculum. Revised master schedules to reflect ELD pull out program. ELD student data will be monitored and tracked for academic progress for EL students.

2018-19 Actions/Services

Professional development for teachers in ELD standards with adopted ELA curriculum. Revised master schedules to reflect ELD pull out program. ELD student data will be monitored and tracked for academic progress for EL students.

2019-20 Actions/Services

Professional development for teachers in ELD standards with adopted ELA curriculum. Revised master schedules to reflect ELD pull out program. ELD student data will be monitored and tracked for academic progress for EL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$20,000	\$20,000
Source	S&C	S&C	S&C
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$1,000	\$1,000	\$1,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$2,480	\$5,000	\$5,000
Source	S&C	S&C	S&C
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	\$5,814	\$5,814	\$5,814
Source	S&C	S&C	S&C
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Professional development for paraprofessionals and teachers in the Direct Instruction Program "Reading Mastery". Literacy support through

2018-19 Actions/Services

Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Professional development for paraprofessionals and teachers in the Direct Instruction Literacy support through reading and writing interventions

2019-20 Actions/Services

Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Professional development for paraprofessionals and teachers in the Direct Instruction Literacy support through reading and writing interventions

reading and writing interventions provided to Foster Youth, Low Income and EL students.

provided to Foster Youth, Low Income and EL students.

provided to Foster Youth, Low Income and EL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,785	\$28,124	\$28,124
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$2,919	\$2,919	\$2,919
Source	S&C	S&C	S&C
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$4,500	\$4,500	\$4,500
Source	S&C	S&C	S&C
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$24,180	\$101,019	\$101,019
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain Library Services at same levels to support student needs.

2018-19 Actions/Services

Maintain Library Services at same levels to support student needs.

2019-20 Actions/Services

Maintain Library Services at same levels to support student needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,873	\$33,553	\$33,553
Source	S&C	S&C	S&C
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$4,350	\$2,650	\$2,650
Source	S&C	S&C	S&C
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

LCAP Focus Goal 2: Raise post-high school preparation, including college and career readiness for all students

*Goal 2.1: Define higher education expectations

*Goal 2.2: Equity and Access in Academic Options for all.

*Goal 2.3: Increase the number of students entering High School at grade level in ELA and Math.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Local Metric/Programs/service s developed and provided to unduplicated pupils	Provided a minimum of three days a week of after school tutoring for students at all sites. 25% of high school student took the SAT/ACT in 2016-2017	Provide academic interventions and supports for students K-12 to increase percentage of students taking SAT/ACT, EAP exams by 5% over baseline	Provide academic interventions and supports for students K-12 to increase percentage of students taking SAT/ACT, EAP exams by 7% over baseline	Provide academic interventions and supports for students K-12 to increase percentage of students taking SAT/ACT, EAP exams by 7% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	In 2016/2017 75% of the senior class attended the FAFSA night	Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 5%.	Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 3% over previous year.	Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 3% over previous year.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	In 2017 a computer based program will be added to a zero period. All students will be allowed to take a credit recovery class or a enrichment class	Master Schedule designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities.	Master Schedule designed to increase course access by going from a 6 period day to 7 period day for ELD, Foster Youth and Low Income Students and students with disabilities	Master Schedule designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities
Priority 4: State Indicator/Academic Indicator/Reclassification rates	In 2016 14 students were reclassified out of 67 EL students.	Increase the percent of EL students being reclassified by an additional 3% of total number of EL students in base year	Increase the percent of EL students being reclassified by additional 5% of total number of EL students in base year	Increase the percent of EL students being reclassified by additional 5% of total number of EL students in base year
Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates	39% of EL progress one or more levels on the CELDT test in 2016.	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	Increase the number of EL students who make progress towards English proficiency as demonstrated by growth of at least one level on the ELPAC by 2% when compared to the previous year	Increase the number of EL students who make progress towards English proficiency as demonstrated by growth of at least one level on the ELPAC by 2% when compared to previous year
Priority 7: Local Metric/A broad course of study	The current master schedule allows for a broad course of study for all students.	Maintain access to a broad course of study as described in Ed code 51220 and per Board	Increase access to a broad course of study as described in Ed code 51220 and per Board	Increase access to a broad course of study as described in Ed code 51220 and per Board

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Policy for all students by subgroup	Policy for all students by subgroup	Policy for all students by subgroup
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	The dash board indicates that out of 252 students tested our status was very low 73.8 points below level 3	Increase the percentage of students meeting or exceeding the standards by 3% in all grades tested as evidenced by the CAASPP testing in ELA	Increase the percentage of students meeting or exceeding the standards by 3% over the previous year in grades 3-8 as evidenced by the CAASPP testing in ELA	Increase the percentage of students meeting or exceeding the standards by 3% over the previous year in grades 3-8 as evidenced by the CAASPP testing in ELA
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	The dash board indicates that out of 250 students tested our status was Low with 93.8 points below level 3	Increase the percentage of students meeting or exceeding the standards by 3% in all grades tested as evidenced by the CAASPP testing in Math	Increase the percentage of students meeting or exceeding the standards by 3% over the previous year in grades 3-8 as evidenced by the CAASPP testing in Math	Increase the percentage of students meeting or exceeding the standards by 3% over the previous year in grades 3-8 as evidenced by the CAASPP testing in Math
Priority 4: State Indicator/College and Career Indicator/AP pass rate	Zero Biggs High Student scored 3 or higher on advancement placement test in 2016	Increase the number of students who have passed an advancement placement examination with a score of 3 or higher by 2% over the previous year	Increase the number of students who have passed an advancement placement examination with a score of 3 or higher by 2% over the previous year	Increase the number of students who have passed an advancement placement examination with a score of 3 or higher by 2% over the previous year
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	The data from 2016 shows 16 out of 43 juniors took the EAP writing test, their scores are not back at this time	Increase the percentage of students meeting or exceeding the standards by 3% in 11th grade as evidenced by the EAP - CAASPP scores	Increase the percentage of students meeting or exceeding the standards by 3% over the previous year in 11th grade as evidenced by the EAP - CAASPP scores	Increase the percentage of students meeting or exceeding the standards by 3% over the previous year in 11th grade as evidenced by the EAP - CAASPP scores

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

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.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,302	\$8,100	\$8,100
Source	S&C	S&C	S&C
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$8,000	\$27,000	\$27,000
Source	S&C	S&C	S&C
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$5,410	\$5,410	\$5,410
Source	S&C	S&C	S&C
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<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. Add a zero period online computer program for advance classes and credit recovery</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. The high school will go from a period day to a 7 periods to allow online computer program for advance classes and credit recovery</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. The high school will go from a period day to a 7 periods to allow online computer program for advance classes and credit recovery</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	\$2,500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$2,263	\$2,500	\$2,500
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$1,000	\$1,000	\$1,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$2,500	\$2,500	\$2,500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$86,566	\$96,475	\$96,475
Source	S&C	S&C	S&C
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$57,832	\$89,126	\$89,126
Source	S&C	S&C	S&C
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$3,500	\$3,500	\$3,500
Source	S&C	S&C	S&C
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$11,729	\$15,729	\$15,729
Source	S&C	S&C	S&C
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$6,875	\$28,975	\$28,975
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Professional development with regard to ELD standards and SADIE strategies and provide ELD support class which will increase reclassification rates of EL students.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Professional development with regard to ELD standards and SADIE/GLAD strategies and provide ELD support class which will increase reclassification rates of EL students.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Professional development with regard to ELD standards and SADIE/GLAD strategies and provide ELD support class which will increase reclassification rates of EL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,551	\$4,551	\$4,551
Source	S&C	S&C	S&C
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$5,000	\$5,630	\$5,630
Source	S&C	S&C	S&C
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$6,949	\$6,949	\$6,949
Source	S&C	S&C	S&C
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 8

OR

Actions/Services

Budgeted Expenditures

Budget Reference			
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Action 9

OR

Actions/Services

Budgeted Expenditures

Budget Reference			
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Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 11

OR

Actions/Services

Budgeted Expenditures

Budget Reference

[Empty Budget Reference box for 2017-18]

[Empty Budget Reference box for 2018-19]

[Empty Budget Reference box for 2019-20]

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 13

OR

Actions/Services

Budgeted Expenditures

Budget Reference

Amount

Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Based on the results of the Healthy Kids survey of 2105-2016, not all BUSD students felt 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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: Local Indicator/Local tool for school climate	Currently it take less than one day to enroll a new student	Improve process and time for re-enrollment by 6% above baseline	Improve process and time for re-enrollment by 7% above baseline	Improve process and time for re-enrollment by 7% above baseline
Priority 6: State Indicator/Student Suspension Indicator	2016-2017 Suspension rate was 5.2% which was reduced from prior year's rate of 12.2%	Find alternatives to suspensions and reduce by 1% each year of LCAP	Find alternatives to suspensions and reduce by 1% each year of LCAP	Find alternatives to suspensions and reduce by 1% each year of LCAP

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: Local Metric/Expulsion rate	In 2016/2017 zero students were expelled from the district. Two students had expulsions suspended	Maintain less than 2% expulsion rate	Maintain less than 2% expulsion rate	Maintain less than 2% expulsion rate
Priority 5: Local Metric/Student Engagement/School attendance rates	Attendance rate 93% for BUSD for 2016-2017	Increase District attendance by .5% each year each year	Increase District attendance by .5% each year each year	Increase District attendance by .5% each year each year
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	Chronic absenteeism rates for 2016-2017 were 6.91% for BUSD	Reduce District wide student chronic absenteeism by 1% each year of LCAP	Reduce District wide student chronic absenteeism by 1% each year of LCAP	Reduce District wide student chronic absenteeism by 1% each year of LCAP
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	Drop out rate was 7% in 2015-2016	Reduce High School Drop Out Rates by 1% over previous year	Reduce High School Drop Out Rates by 1% over previous year	Reduce High School Drop Out Rates by 1% over previous year
Priority 5: Local Metric/Middle school dropout rate	Biggs Elementary had 0% drop out rate	Maintain less than 2% drop out rate	Maintain less than 2% drop out rate	Maintain less than 2% drop out rate

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

Professional development for faculty and staff, and parents regarding positive behavior intervention via the Nurtured Heart Approach. Implementing PBIS and connecting character traits to incentives. 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. Increase student rewards program.

2019-20 Actions/Services

Professional development for faculty and staff, and parents regarding positive behavior intervention via the Nurtured Heart Approach. Implementing PBIS and connecting character traits to incentives. 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. Increase student rewards program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,170	\$3,170	\$3,170
Source	S&C	S&C	S&C
Budget Reference	1000-1999: Certificated Personnel Salaries Saturday School	1000-1999: Certificated Personnel Salaries Saturday School	1000-1999: Certificated Personnel Salaries Saturday School

Amount	\$4,500	\$3,378	\$3,378
Source	S&C	S&C	S&C
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$3,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$2,500	\$2,500	\$2,500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Providing home to school transportation which will increase student attendance and provides a better learning atmosphere. Funding from the State is not sufficient to cover the cost of transportation services and the additional cost is an encroachment on the General Fund.

2018-19 Actions/Services

Providing home to school transportation which will increase student attendance and provides a better learning atmosphere. Funding from the State is not sufficient to cover the cost of transportation services and the additional cost is an encroachment on the General Fund.

2019-20 Actions/Services

Providing home to school transportation which will increase student attendance and provides a better learning atmosphere. Funding from the State is not sufficient to cover the cost of transportation services and the additional cost is an encroachment on the General Fund.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$138,249	\$135,726	\$135,726
Source	S&C	S&C	S&C
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$61,500	\$66,500	\$66,500
Source	S&C	S&C	S&C
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$15,200	\$20,700	\$20,700
Source	S&C	S&C	S&C
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

For EL, foster youth, and low-income students provide after school activities to support families and students to understand educational process.

2018-19 Actions/Services

For EL, foster youth, and low-income students provide after school activities to support families and students to understand educational process.

2019-20 Actions/Services

For EL, foster youth, and low-income students provide after school activities to support families and students to understand educational process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,830	\$2,963	\$2,963
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$4,200	\$4,200	\$4,200
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$1,500	\$25,500	\$25,500
Source	S&C	S&C	S&C
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$5,500	\$5,500	\$5,500
Source	S&C	S&C	S&C
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$2,000	\$2,000	\$2,000
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$8,707	\$8,707
Source		S&C	S&C
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

BUSD will increase data based decision making to improve graduation rates by tracking student progress through district benchmark assessments, state assessments and grades.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	Assessment calendar was designed and will be implemented for 2017-2018	Results of common assessments will be analyzed to guide instruction, intervention and remediation.	Results of common assessments will be analyzed to guide instruction, intervention and remediation.	Results of common assessments will be analyzed to guide instruction, intervention and remediation.
Priority 7: Local Metric/Programs/service s developed and	Intervention, remediation and tutoring courses were offered in 2016-2017.	Tutoring services to include before/after school services	Tutoring services to include before/after school services	Tutoring services to include before/after school services

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
provided to unduplicated pupils				
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	Baseline of BHS for 2016-2017 Grades: Fall: D's 34.7 % -- -F's 12.8 % Spring: D's 3.9 % --- F's 14.2 %	Reduction of D/F grades by 5% of base line number	Reduction of D/F grades by 7% of base line number	Reduction of D/F grades by 7% of base line number
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	93% of seniors who started the year at BHS graduated	Increase Graduation rates by 1% of base line number	Increase Graduation rates by 1% over previous year	Increase Graduation rates by 1% over previous year
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	27.8% of 5th graders met 4 or more of the fitness standards 53.6% of 7th graders met 4 or more of the fitness standards 87.7% of 9th graders met 4 or more of fitness standards	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	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	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

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Teacher release time to revise formative and summative assessments and analyze student data.

2018-19 Actions/Services

Teacher release time to revise formative and summative assessments and analyze student data.

2019-20 Actions/Services

Teacher release time to revise formative and summative assessments and analyze student data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Development of assessment	4000-4999: Books And Supplies Development of assessment	4000-4999: Books And Supplies Development of assessment
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	\$9,440	\$9,584	\$9,584
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

Change master schedule to 7 period day to offer 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.

2019-20 Actions/Services

Change master schedule to 7 period day to offer 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,623	\$11,840	\$11,840
Source	S&C	S&C	S&C
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$6,000	\$26,000	\$26,000
Source	S&C	S&C	S&C
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$8,000	\$16,000	\$16,000
Source	S&C	S&C	S&C
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	Unchanged Action
	Explore NGSS Standards to review curriculum adoption and increase student engagement through teacher training and implementation of Project Lead the Way (PLTW).	Explore NGSS Standards to review curriculum adoption and increase student engagement through teacher training and implementation of Project Lead the Way (PLTW).

Budgeted Expenditures

Amount

\$0

\$0

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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:

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Baseline for Back to School Night is 79% at BES and RES, 80% attended Open House, and 74% attended STEAM night at BES. Baseline for BHS Back to School Night is 67% and Open House is 75%.	Increase parent participation at school functions by 5% over previous year	Increase parent participation at school functions by 5% over previous year	Increase parent participation at school functions by 5% over previous year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Two Nurtured Heart Trainings were provided and two Wolverine Committed Trainings in 2016-2017	Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program	Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program	Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	100% of students met with high school counselor for post-secondary planning.	Engage 100% of students and parents in annual post-secondary planning process	Engage 100% of students and parents in annual post-secondary planning process	Engage 100% of students and parents in annual post-secondary planning process

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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
Aries parent portal training

2019-20 Actions/Services

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
Aries parent portal training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,500	\$4,500	\$4,500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$3,000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$5,000	\$5,000	\$5,000
Source	S&C	S&C	S&C
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$1,000	\$1,000	\$1,000
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Baseline for Back to School Night is 79% at BES and RES, 80% attended Open House, and 74% attended STEAM night at BES.
Baseline for BHS Back to School Night is 67% and Open House is 75%.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Increase parental attendance at school functions by 3% over baseline

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Increase parental attendance at school functions by 3% over baseline

Funding used for materials and supplies to support parent outreach at the events and activities listed above.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Celebrate student success through local media, newsletters, website, and monthly reward assemblies and activities.

Celebrate student success through local media, newsletters, website, and monthly reward assemblies and activities.

Celebrate student success through local media, newsletters, website, and monthly reward assemblies and activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$842,259

Percentage to Increase or Improve Services

17.09%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Biggs Unified School District, (BUSD) estimate of supplemental and concentration funding for 2018-2019 school year as calculated using FCMAT LCFF calculator version 2018-05-13 v19.1A is \$842,259. The District has taken the input gathered from students, staff, community members, parents and all stakeholders to develop a plan that serves the needs of all students in the district. These funds are calculated based on the number of English Learners, Foster Youth and students identified as Low Income. Biggs Unified School District has 63.43% of Unduplicated Student count which allows BUSD to consider executing action steps district wide in order to support all of our students.

The following planned actions/services are contributing to meeting the increased and improved services requirement. These action/services were principally directed to meeting the needs of our Low income, Foster youth and/or English Learners however we will utilize the services district-wide to support our most at risk students. 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. The district also offers services and programs that are aligned with LCAP goals that serve all students such as: intervention counseling, training and preparation of all teachers, additional college and career courses and college readiness services, and intervention and remediation options. Implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a significant impact on the targeted subgroups.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$666,354

Percentage to Increase or Improve Services

13.26%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Biggs Unified School District, (BUSD) estimate of supplemental and concentration funding for the 2017-2018 school year as calculated using FCMAT LCFF calculator version v18.1b is \$666,354. The District has taken the input gathered from students, staff, community members, parents and all stakeholders to develop a plan that serves the needs of all students in the district. These funds are calculated based on the number of English Learners, Foster Youth, and students identified as Low Income. Biggs Unified School District has 66.74% of Unduplicated Student count which allows BUSD to consider executing action steps district-wide in order to support all of our students.

The following planned actions/services are contributing to meeting the increased and improved services requirement. These action/services were principally directed to meeting the needs of our Low income, Foster youth and/or English Learners, however, we will utilize the services district-wide to support our most at-risk students.

Goal 1.1 Physical Infrastructure

Action 1: Complete needs assessment for all facilities to provide a learning environment that is safe, clean and in good repair.

Goal 1.3 Technology in Teaching and Learning

Action 5: 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.

Goal 1.2: Common Core Implementation

Action 6: Planned CCSS book adoption and professional development and training around adopted curriculum

Goal 1.4 Literacy Skills

Action 7: Professional development for teachers in ELD standards with adopted ELA curriculum. ELD pull out program. ELD student data will be monitored and tracked for academic progress for EL students.

Action 8: Daily academic literacy intervention, remediation, and support provided and supplementary materials for literacy purchased. Literacy support through reading and writing interventions provided to Foster Youth, Low Income, and EL students.

Action 9: Maintain Library Support Services at same levels to support Foster Youth, Low Income, and EL student need.

Goal 2.2: Equity and Access in Academic Options for All

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Action 1: 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 training.

Goal 2.3: Increase the number of students entering high school at grade level in ELA and Math.

Action 3: 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.

Action 4: Professional development with regard to ELD standards and SADIE strategies and provide ELD support class which will increase reclassification rates of EL students.

Goal 3.1 Create a Supportive and Safe School Climate

Action 1: 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.

Action 3: For EL, Foster Youth, and Low-Income students provide after-school activities to support families and students to understand the educational process specifically developed for our unduplicated students.

Goal 4: Design programs and activities to address diverse student academic needs.

Goal 4.1: Support programs based on student performance data.

Action 2: 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 to help improve the academic success of our unduplicated students.

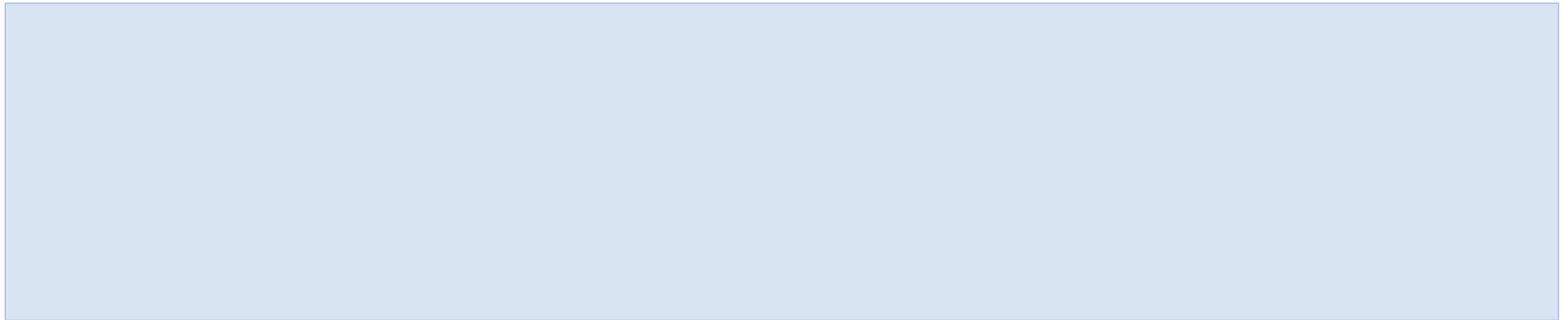
Goal 5: Create a celebratory school environment that engages staff, students, parents, and the community

Goal 5.1: Parent Support and Partnership

Action 1: Provide parent trainings with regards to the following: college course requirements, scholarship, and FAFSA, Parent Connect through Aeries, Academic programs to support learning, Wolverine Committed Program and the Nurtured Heart Approach

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).



Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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?

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	903,744.00	925,644.40	901,744.00	1,269,132.00	1,269,132.00	3,440,008.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	246,953.00	166,611.00	246,953.00	283,106.00	283,106.00	813,165.00
Lottery	25,785.00	25,785.00	25,785.00	28,124.00	28,124.00	82,033.00
Other	0.00	51,480.00	0.00	0.00	0.00	0.00
S&C	567,894.00	570,753.40	565,894.00	798,067.00	798,067.00	2,162,028.00
Title I	63,112.00	111,015.00	63,112.00	159,835.00	159,835.00	382,782.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	903,744.00	925,644.40	901,744.00	1,269,132.00	1,269,132.00	3,440,008.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	189,217.00	145,368.00	189,217.00	249,338.00	249,338.00	687,893.00
2000-2999: Classified Personnel Salaries	286,546.00	348,030.00	286,546.00	389,658.00	389,658.00	1,065,862.00
4000-4999: Books And Supplies	248,391.00	250,774.40	248,391.00	367,881.00	367,881.00	984,153.00
5000-5999: Services And Other Operating Expenditures	85,090.00	122,083.00	83,090.00	134,105.00	134,105.00	351,300.00
6000-6999: Capital Outlay	94,500.00	59,389.00	94,500.00	128,150.00	128,150.00	350,800.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	903,744.00	925,644.40	901,744.00	1,269,132.00	1,269,132.00	3,440,008.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	37,690.00	31,850.00	37,690.00	64,391.00	64,391.00	166,472.00
1000-1999: Certificated Personnel Salaries	S&C	141,822.00	105,792.00	141,822.00	153,009.00	153,009.00	447,840.00
1000-1999: Certificated Personnel Salaries	Title I	9,705.00	7,726.00	9,705.00	31,938.00	31,938.00	73,581.00
2000-2999: Classified Personnel Salaries	Base	2,263.00	0.00	2,263.00	2,500.00	2,500.00	7,263.00
2000-2999: Classified Personnel Salaries	S&C	255,903.00	257,941.00	255,903.00	281,939.00	281,939.00	819,781.00
2000-2999: Classified Personnel Salaries	Title I	28,380.00	90,089.00	28,380.00	105,219.00	105,219.00	238,818.00
4000-4999: Books And Supplies	Base	100,500.00	96,324.00	100,500.00	134,700.00	134,700.00	369,900.00
4000-4999: Books And Supplies	Lottery	25,785.00	25,785.00	25,785.00	28,124.00	28,124.00	82,033.00
4000-4999: Books And Supplies	S&C	113,079.00	128,665.40	113,079.00	188,379.00	188,379.00	489,837.00
4000-4999: Books And Supplies	Title I	9,027.00	0.00	9,027.00	16,678.00	16,678.00	42,383.00
5000-5999: Services And Other Operating Expenditures	Base	22,000.00	38,437.00	22,000.00	64,365.00	64,365.00	150,730.00
5000-5999: Services And Other Operating Expenditures	S&C	47,090.00	70,446.00	45,090.00	63,740.00	63,740.00	172,570.00
5000-5999: Services And Other Operating Expenditures	Title I	16,000.00	13,200.00	16,000.00	6,000.00	6,000.00	28,000.00
6000-6999: Capital Outlay	Base	84,500.00	0.00	84,500.00	17,150.00	17,150.00	118,800.00
6000-6999: Capital Outlay	Other	0.00	51,480.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	S&C	10,000.00	7,909.00	10,000.00	111,000.00	111,000.00	232,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	391,055.00	433,142.00	389,055.00	601,419.00	601,419.00	1,591,893.00
Goal 2	211,977.00	220,824.00	211,977.00	299,945.00	299,945.00	811,867.00
Goal 3	244,149.00	212,338.40	244,149.00	282,844.00	282,844.00	809,837.00
Goal 4	40,063.00	40,258.00	40,063.00	68,424.00	68,424.00	176,911.00
Goal 5	16,500.00	19,082.00	16,500.00	16,500.00	16,500.00	49,500.00

* Totals based on expenditure amounts in goal and annual update sections.