

Introduction:

LEA: Buena Vista Elementary School District **Contact (Name, Title, Email, Phone Number):** Carole Mederos, Superintendent/Principal, buenavista@tcoe.org, (559) 686-2015
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

Buena Vista School District is a single-school school district in rural Tulare County. Buena Vista is a K-8 school with an enrollment of approximately 204 students. We have 11 certificated staff. The ethnic make-up of the school is 65% Hispanic, 30% White, 2% African American and 1% Pacific Islander. The Concentration Subgroup populations are English Learner at 24% and Socio-economically Disadvantaged at 80%.

Mission Statement: Buena Vista’s mission is to provide excellent educational experiences to all students in an atmosphere of safety, support, high expectations and mutual respect.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Superintendent provided information to the stakeholders in the form of presentations and informational meetings. A school-wide survey was developed based on the State’s eight priorities and was conducted to insure that all stakeholders had the opportunity for input.</p> <p>Presentations and survey materials were presented to the following groups: Teachers (8/16/15, 11/17/15, 2/9/16, 4/14/16, 5/9/16) Staff (8/6/15, 5/9/16)</p>	<p>Stakeholder and testing results indicate an improved EL redesignation rate. However, this remains an area of concern, and will continue to train our staff in research-based instructional techniques and provide improved curriculum to assist students in their language acquisition process.</p> <p>Stakeholder feedback has indicated a continued support for technology in the classroom. This additional support in the classroom will provide increased student access to technology. The continued purchase of Chromebooks and</p>

<p>Parents (9/3/15, 12/2/15, 5/4/16) Students (5/9/16) English Learner Advisory Committee (9/3/15, 12/2/15, 5/4/16) School Site Council (9/3/15, 12/2/15, 5/4/16) School Board (9/9/15, 10/14/015, 3/9/16, 6/8/16)</p> <p>At each presentation of information input was collected regarding LCAP goals. Meetings were posted and notes were sent home. An "All-Call" service was also utilized to announce information meetings to ensure that all stakeholders received notification. The meetings were held at varying times throughout the day and evening to provide opportunity for maximum participation.</p> <p>The final draft was created and based on stakeholder feedback. The draft was posted on the district website for public comment.</p> <p>All stakeholder input was considered and the final draft was created and presented to the governing board.</p>	<p>carts will ultimately provide 1-1 student to device access. This additional support in the classroom will increase growth in all academic areas.</p> <p>Staff and parent feedback indicates that there is a need for new ELA/ELD curriculum. ELA/ELD materials will be adopted using the prescribed adoption procedures (IE: Adoption Toolkit)</p> <p>School records indicate that attendance is an area of needed improvement; especially in the area of tardies. Our new Family Service Worker has began developing relationships with families and will continue to work with families to improve attendance.</p> <p>Another area of concern is reliable and consistent bus service and facility maintenance. While this year was much improved parents and faculty indicate that this worth maintaining.</p> <p>Parents have indicated a need for parent in service; especially in the area of Internet dangers. We will hold meetings, bring in speakers and continue to survey parents as to the present needs for education.</p> <p>Stakeholders indicate a desire for increased access to music and enrichment activities. We will purchase instrument to increase accessibility to band. Also, we plan to add visual and performing arts options along with tutoring to our after school program.</p>
<p>Annual Update:</p> <p>Stakeholder groups met for a review of the LCAP goals and the progress toward meeting them. The following groups were included.</p> <p>Parent groups (5/4/16) Staff (5/9/16) School Board (3/9/16, 6/8/16)</p> <p>Goal 1 --Increase rate at which EL students become proficient in English</p>	<p>Annual Update:</p> <p>We had an 18% redesignation rate this year. Teaching staff received training in ELD instruction . We will continue to provide training in ELD to improve the effectiveness of instruction and to support language acquisition of our EL students</p>

Goal 2 --Increase student achievement in all areas

We have found that the instructional aides contribute to a rich environment with supplemental assistance to all students whether it be enrichment or remediation. We plan to continue to maintain this access. The GATE and After school programs continue to stretch the students beyond the regular day. We will also continue to offer this program after school. The Ipads, Chromebooks and desktop computerate have increased student access to the internet by at least 20%. We plan to purchase more computers. Our goal is to have a 1 to 1 ratio of computers to students. We presently have a 2 to 1 ratio of students to computers. We will continue to provide access to programs such as Lexia Core 5, Accelerated Reader and Math and others as appropriate. We will continue to provide training for all of our teaching and instructional aide staff.

Goal 3 --Improve attendance

We were not able to hire the part-time "attendance monitor" to until January this year. We have noticed an improved attendance rate for targeted students. However it has taken a while to get this program up and running and for our Family Service Worker to develop the trust and confidence of our parents. We continue to believe that this will be a beneficial service to our families.

Goal 4 --Improve facility cleanliness and safety and provide more consistent transportation services.

By hiring a part-time custodian/bus driver, we definitely experienced an improvement in our transportation services. We went from 35 to 3 days without transportation services and 0 parent complaints of campus cleanliness. This is definitely an appreciated and needed position.

Goal 5 --Increase parent involvement

We hoped to have bi-monthly meetings with speakers to provide parent education. However, we were not able to implement this program. Our stakeholders continue to believe that this is a needed goal and we have included it again in this year's plan.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Goal 1 Increase rate at which EL students become proficient in English.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Improve the rate at which EL students become proficient in English as reflected in CELDT scores and redesignation data. 5% of EL students are Advanced, 43% Early Advanced, 30% Intermediate, 13% Early Intermediate and 10% Beginning. 7 Students (18%) qualified for redesignation

Goal Applies to: Schools: Buena Vista School
 Applicable Pupil Subgroups: English Learners and Redesignated Proficient Students

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: English proficiency rates will increase by 2% per year.
 100% of instructional staff will receive professional development on EL strategies and support

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. 1 Based on the assessment results we will continue to provide training to certificated and classified instructional staff in best practices and English Language Development instructional strategies in areas of weakness.	School Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Consultant to provide training and support 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: English proficiency rates will increase by 2% per year.
 100% of instructional staff will receive professional development on EL strategies and support

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Based on the assessment results we will continue to provide training to certificated and classified instructional	School Wide	<input checked="" type="checkbox"/> All OR:	Consultant to provide training and support 5800: Professional/Consulting Services And Operating Expenditures

<p>staff in best practices and English Language Development instructional strategies in areas of weakness.</p>		<p>_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Supplemental and Concentration 2000.00</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>English proficiency rates will increase by 2% per year. 100% of instructional staff will receive professional development on EL strategies and support</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1 Based on the assessment results we will continue to provide training to certificated and classified instructional staff in best practices and English Language Development instructional strategies in areas of weakness.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Consultant to provide training and support 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000.00</p>

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

GOAL 2:	Goal 2 Increase Student Achievement in all areas of the curriculum with an emphasis in English Language Arts and Mathematics based on State and Local Assessments	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	As we have transitioned to the New California Standards and instructional strategies we need to work to refine and improve our curriculum, materials and instructional strategies. 100% of teachers have received basic instruction in CCSS. 60% have received more in-depth training in CCSS and instructional strategies.
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Goal Applies to:	Schools: Buena Vista School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	For all students and all subgroups: 100% of our teachers are fully credentialed with multiple subject credentials appropriate to the self-contained classrooms that they are instructing. 100% of Classrooms have standards aligned curriculum in all areas. State Adopted mathematics materials were in the 2015-16 school year. This year State Adopted ELA/ELD materials will be purchased. This will provide 100% of students State Adopted and CCSS aligned in both Mathematics and ELA/ELD. 100% of staff and students will implement academic content and performance standards and English language development standards adopted by the state board for all pupils including English Learners. Pupil outcomes will be measured by State standardized tests and local assessments such as STAR Reading and Math, Lexia Core 5, and DIBELS as well as classroom assessments such as chapter pre and post tests and writing rubrics. 1. By having instructional aides in the classroom, teachers will have extra time to spend with "at -risk" students. These paraprofessionals will also provide tutoring to students that may need a "double dose" of instruction. Proficiency rates in English Language Arts and Mathematics on state Assessments will improve by 3%. Local benchmarks and state assessments will also be used to document and assess growth for all students. 2. Instructional Staff will attend professional development in areas of identified need --verification by sign in sheets and invoices 3. With the purchase of computers, Chromebooks, and carts, we will be able to reach a 1-1 ratio of devices to students. Invoices from purchases and installation of new computers and programs. 4. New state adopted ELA/ELD textbooks will be purchased so that 100% of students will have access to CCSS rich material. Invoices from the textbook purchases --If Language Arts Textbooks are available 100% of teachers will also have new material
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Hire and/or Maintain instructional aides in each classroom to increase instructional contact time for each student	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Classified Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 76,311 Classified Instructional Aids 2000-2999: Classified Personnel

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries NCLB: Title I Part A - Basic Grants/Low Income/Neglected 31,540 Classified Instructional Aide State Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 18,496 Classified Instructional Aide State Employee Benefits 3000-3999: Employee Benefits NCLB: Title I Part A - Basic Grants/Low Income/Neglected 7,644
2.2 Provide training based on results of state assessments to Instructional Staff in Response to Intervention Strategies and New Curriculum or areas of weakness	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 22,000 Substitute Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,200 Substitute Teacher Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 430
2.3 Purchase computers, laptops and carts, program licenses and installation services for second computer lab to increase student access to technology	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase Computers 4000-4999: Books And Supplies Supplemental and Concentration 42,864 Program Licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 14,100 Installation/Connection Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000
2.4 Purchase Language Arts CCSS textbooks (this is a one year goal)	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase Textbooks 4000-4999: Books And Supplies Supplemental and Concentration 35,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

For all students and all subgroups:
 100% of our teachers are fully credentialed with multiple subject credentials appropriate to the self-contained classrooms that they are instructing. 100% of Classrooms have standards aligned curriculum in all areas. State Adopted mathematics materials were in the 2015-16 school year. This year State Adopted ELA/ELD materials will be purchased. This will provide 100% of students State Adopted and CCSS aligned in both Mathematics and ELA/ELD.
 100% of staff and students will implement academic content and performance standards and English language development standards adopted by the state board for all pupils including English Learners.
 Pupil outcomes will be measured by State standardized tests and local assessments such as STAR Reading and Math, Lexia Core 5, and DIBELS as well as classroom assessments such as chapter pre and post tests and writing rubrics.
 1. By having instructional aides in the classroom, teachers will have extra time to spend with "at -risk" students. These paraprofessionals will also provide tutoring to students that may need a "double dose" of instruction. Proficiency rates in English Language Arts and Mathematics on state Assessments will improve by 3%. Local benchmarks and state assessments will also be used to document and assess growth for all students.
 2. Instructional Staff will attend professional development in areas of identified need --verification by sign in sheets and invoices
 3. With the purchase of computers, Chromebooks, and carts, we will be able to reach a 1-1 ratio of devices to students. Invoices from purchases and installation of new computers and programs.
 4. New state adopted ELA/ELD textbooks will be purchased so that 100% of students will have access to CCSS rich material. Invoices from the textbook purchases --If Language Arts Textbooks are available 100% of teachers will also have new material

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Hire and/or Maintain instructional aides in each classroom to increase instructional contact time for each student	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 77,840 Classified Instructional Aids 2000-2999: Classified Personnel Salaries NCLB: Title I Part A - Basic Grants/Low Income/Neglected 32,815 Classified Instructional Aide State Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 18,866 Classified Instructional Aide State Employee Benefits 3000-3999: Employee Benefits NCLB: Title I Part A - Basic Grants/Low Income/Neglected 7,850
2.2 Provide training based on results of state assessments to Instructional Staff in Response to Intervention Strategies and New Curriculum or areas of weakness	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 22,000 Substitute Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,200 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 440

		(Specify)	
2.3 Purchase Computers, program licenses and installation services for second computer lab to increase student access to technology	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase Computers 4000-4999: Books And Supplies Supplemental and Concentration 38,000 Program Licenses 4000-4999: Books And Supplies Supplemental and Concentration 15,000 Installation/Connection Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	For all students and all subgroups: 100% of our teachers are fully credentialed with multiple subject credentials appropriate to the self-contained classrooms that they are instructing. 100% of Classrooms have standards aligned curriculum in all areas. State Adopted mathematics materials were in the 2015-16 school year. This year State Adopted ELA/ELD materials will be purchased. This will provide 100% of students State Adopted and CCSS aligned in both Mathematics and ELA/ELD. 100% of staff and students will implement academic content and performance standards and English language development standards adopted by the state board for all pupils including English Learners. Pupil outcomes will be measured by State standardized tests and local assessments such as STAR Reading and Math, Lexia Core 5, and DIBELs as well as classroom assessments such as chapter pre and post tests and writing rubrics. 1. By having instructional aides in the classroom, teachers will have extra time to spend with "at -risk" students. These paraprofessionals will also provide tutoring to students that may need a "double dose" of instruction. Proficiency rates in English Language Arts and Mathematics on state Assessments will improve by 3%. Local benchmarks and state assessments will also be used to document and assess growth for all students. 2. Instructional Staff will attend professional development in areas of identified need --verification by sign in sheets and invoices 3. With the purchase of computers, Chromebooks, and carts, we will be able to reach a 1-1 ratio of devices to students. Invoices from purchases and installation of new computers and programs. 4. New state adopted ELA/ELD textbooks will be purchased so that 100% of students will have access to CCSS rich material. Invoices from the textbook purchases --If Language Arts Textbooks are available 100% of teachers will also have new material
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Hire and/or Maintain instructional aides in each classroom to increase instructional contact time for each student	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Classified Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 79,400 Classified Instructional Aides 2000-2999: Classified Personnel Salaries NCLB: Title I Part A - Basic Grants/Low Income/Neglected 33,422

		_ Other Subgroups: (Specify)	Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 19,245 Employee Benefits 3000-3999: Employee Benefits NCLB: Title I Part A - Basic Grants/Low Income/Neglected 8,700
2.2 Provide training based on results of state assessments to Instructional Staff in Response to Intervention Strategies and New Curriculum or areas of weakness	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 22,000 Substitute Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,200 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 450
2.3 Purchase Computers, program licenses and installation services for second computer lab to increase student access to technology	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase of Computers 4000-4999: Books And Supplies Supplemental and Concentration 35,000 Program Licenses 4000-4999: Books And Supplies Supplemental and Concentration 15,000 Installation/connection Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000

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

GOAL 3:	Goal 3 Improve Student Attendance in order to have 100% of the students at Buena Vista engaged in learning	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Buena Vista Currently has a 95.88% attendance rate, but we aspire to raise that .5 of a percentage point. We have 4% of our students coming in after the last bell in the morning. We expect to lower that percentage by at least one point in order to provide increased educational opportunities for all students and to have less interruptions during instructional time. Buena Vista has a 0% dropout rate, 0 expulsions and 6 suspensions,

Goal Applies to: Schools: Buena Vista School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Maintain an attendance rate of 96% or better. Reduce the number of students coming after the last bell (4%) to 3%. Reduce the number of "chronic absentees" from 7% to 3%. Reduce the number of suspensions (6) by 50%. Maintain a 0% expulsion rate. Maintain a 0% dropout rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Contract with TCOE for a Family Service Worker to act as a Parent Liaison and to track and document absences and work to resolve attendance issues. This liaison will be able to connect parents and students with services that can improve attendance and behavior. These services can include, but are not limited to counseling, health care, assistance programs, etc.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract for Family Service Worker through TCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6,000.00 Supplies 4000-4999: Books And Supplies Supplemental and Concentration 500.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: Maintain an attendance rate of 96% or better. Reduce the number of students coming after the last bell (4%) to 3%. Reduce the number of "chronic absentees" from 7% to 3%. Reduce the number of suspensions (6) by 50%. Maintain a 0% expulsion rate. Maintain a 0% dropout rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Contract with TCOE for a Family Service Worker to	School	<input checked="" type="checkbox"/> All	Contract for Family Service Worker through TCOE 5800:

<p>act as a Parent Liaison and to track and document absences and work to resolve attendance issues. This liaison will be able to connect parents and students with services that can improve attendance and behavior. These services can include, but are not limited to counseling, health care, assistance programs, etc.</p>	<p>Wide</p>	<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 7000.00 Supplies 4000-4999: Books And Supplies Supplemental and Concentration 500.00</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain an attendance rate of 96% or better. Reduce the number of students coming after the last bell (4%) to 3%. Reduce the number of "chronic absentees" from 7% to 3%. Reduce the number of suspensions (6) by 50%. Maintain a 0% expulsion rate. Maintain a 0% dropout rate.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Contract with TCOE for a Family Service Worker to act as a Parent Liaison and to track and document absences and work to resolve attendance issues. This liaison will be able to connect parents and students with services that can improve attendance and behavior. These services can include, but are not limited to counseling, health care, assistance programs, etc.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Contract for Family Service Worker through TCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 7,500.00 Supplies 4000-4999: Books And Supplies Supplemental and Concentration 500.00</p>

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

GOAL 4:	Goal 4 Improve facility cleanliness and safety and provide more consistent transportation services	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Improved transportation service and facility safety and cleanliness. (2015-16 had 3 days without bus or custodial service)

Goal Applies to: Schools: Buena Vista School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Facilities will be maintained in good repair and we will continue with an "Exemplary" rating based on the "Facility Inspection Tool". With another back-up bus driver and custodian, transportation and plant operations will be more consistent with 0 days without bus service

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Maintain/hire Part-Time Bus Driver Custodian	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Bus Driver/Custodian 2000-2999: Classified Personnel Salaries Supplemental and Concentration 23,000.00 Classified Bus Driver/Custodian Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5,576

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: Facilities will be maintained in good repair and we will continue with an "Exemplary" rating based on the "Facility Inspection Tool". With another back-up bus driver and custodian, transportation and plant operations will be more consistent with 0 days without bus service

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Maintain/hire Part-Time Bus Driver Custodian	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Classified Bus Driver/Custodian 2000-2999: Classified Personnel Salaries Supplemental and Concentration 23,500 Classified Bus Driver/Custodian Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5,690
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Facilities will be maintained in good repair and we will continue with an "Exemplary" rating based on the "Facility Inspection Tool". With another back-up bus driver and custodian, transportation and plant operations will be more consistent with 0 days without bus service		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Maintain/hire Part-Time Bus Driver Custodian	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified Bus Driver/Custodian 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24,000 Classified Bus Driver/Custodian Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5,800

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

GOAL 5:	Goal 5 Increase Parent Involvement and Participation	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : < 10% of parents attend Parent Meetings. This is an area of great need (our parent population is mostly made up of working class families). Parents have indicated a need for parent education on a variety of topics.

Goal Applies to: Schools: Buena Vista
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: We will continue to promote parent participation, including parent so of unduplicated and special needs pupils. We will have a variety of methods to participate. By providing a variety of access opportunities, we will increase parent participation in all types of Parent Meetings to 20% as documented by sign in sheets.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue to hold bi-monthly Parent information meetings with speakers to parent-selected topics	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hire Speakers for Parent Meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000.00 Materials and supplies for Meetings 4000-4999: Books And Supplies Supplemental and Concentration 600.00
5.2 Provide an "All-Call" program to provide quick communication with all parents	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide all-call service 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 900
5.3 Provide an Electronic sign for the front of the school	School -	<input checked="" type="checkbox"/> All	Purchase electronic sign 6000-6999: Capital Outlay

to inform parents of upcoming events (one year goal)	Wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental and Concentration 18,000
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	We will continue to promote parent participation, including parent so of unduplicated and special needs pupils. We will have a variety of methods to participate. By providing a variety of access opportunities, we will increase parent participation in all types of Parent Meetings to 20% as documented by sign in sheets.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue to hold bi-monthly Parent information meetings with speakers to parent-selected topics	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hire Speakers for Parent Meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000.00 Materials and supplies for Meetings 4000-4999: Books And Supplies Supplemental and Concentration 600.00
5.2 Provide an "All-Call" program to provide quick communication with all parents	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide all-call service 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: We will continue to promote parent participation, including parent so of unduplicated and special needs pupils. We will have a variety of methods to participate. By providing a variety of access opportunities, we will increase parent participation in all types of Parent Meetings to 20% as documented by sign in sheets.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue to hold bi-monthly Parent information meetings with speakers to parent-selected topics	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hire Speakers for Parent Meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000.00 <hr/> Materials and supplies for Meetings 4000-4999: Books And Supplies Base 600.00
5.2 Provide an "All-Call" program to provide quick communication with all parents	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide all-call service 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000

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

GOAL 6:	Goal 6 Improve students experience and participation in the visual and performing arts	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Band participation in grades 5-8 is 45%. We will increase this participation by at least 3% per year. We currently have no other programs that offer the other areas of the visual and performing arts. We want to broaden the music experience and provide increased access to the visual and performing arts through specialized after school programs. Currently our after school program operates as solely a "homework" time and child care. By offering these programs we will be providing opportunity for an enriched education.

Goal Applies to: Schools: Buena Vista School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Band participation will increase by at least 3% per year. The after school program currently has a 25% participation rate. We will increase this at least 5% per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Purchase band instruments and other band supplies	All students in Grades 5-8	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>All students in Grades 5-8</u>	Purchase band instruments and supplies 4000-4999: Books And Supplies Supplemental and Concentration 10,206
6.2 Provide specialized instructional services for the after school program	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	After school instructional services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2,510

		(Specify)	
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Band participation will increase by at least 3% per year. The after school program currently has a 25% participation rate. We will increase this at least 5% per year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Purchase band instruments and other band supplies	All students in grades 5-8	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) All students in grades 5-8	Purchase band instruments and supplies 4000-4999: Books And Supplies Supplemental and Concentration 10,000
6.2 Provide specialized instructional services for the after school program	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	After school instructional services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,500 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2,580

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Band participation will increase by at least 3% per year. The after school program currently has a 25% participation rate. We will increase this at least 5% per year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Purchase band instruments and other band supplies	All students in grades 5-8	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Purchase band instruments and supplies 4000-4999: Books And Supplies Supplemental and Concentration 10,000

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) All students in grades 5-8	
6.2 Provide specialized instructional services for the after school program	School wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	After school instructional services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 16,000 <hr/> Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2,650

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Goal 1 Increase rate at which EL students become proficient in English.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Buena Vista School Applicable Pupil Subgroups: English Learners and Redesignated Fluent English Proficient Students		
Expected Annual Measurable Outcomes:	English proficiency rates will increase by 2% per year. 100% of instructional staff will receive professional development on EL strategies and support	Actual Annual Measurable Outcomes: We had an 18% re-designation rate for this year. All certificated staff received in-service in ELD instructional strategies.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Provide training to certificated and classified instructional staff in best practices and English Language Development instructional strategies.	Consultant to provide training and support 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000.00	Staff received training in ELD instruction from TCOE consultant, Gay Atmajian. Two teachers received ELA/ELD training from TCOE consultant, Carole Wiley We expect that fall CELDT testing will show continued growth with a 5% redesignation eligibility.	Consultant time 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2250.00
Scope of Service	School wide with EL and redesignated students targeted for assistance	Scope of Service	School wide with EL and redesignated students targeted for assistance
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We had an 18% redesignation rate this year. Teaching staff received training in ELD instruction. We will continue to provide training in ELD to improve effectiveness of instruction and to support language acquisition of our EL students. Teachers and instructional aides will have ELD training provided by TCOE consultants. New ELA/ELD materials are being purchased. Professional development will be provided by the publisher to improve effectiveness of implementation.		

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

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

Original GOAL 2 from prior year LCAP:	Goal 2 Increase Student Achievement in all areas	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Buena Vista School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	For all students and all subgroups: 1. We will establish a baseline in the California State Assessment (CAASPP). Local benchmarks and assessments will also be used to document and assess 1 years growth for all students. 2. Instructional Staff will attend professional development -- verification by sign in sheets and invoices 100% of teachers will be trained in the new Mathematics curriculum. 3. installation of new computers and programs will improve the students access to computers by 25 % and will bring our ratio to 2:1 (two students to one computer) 4. With the purchase of newly adopted CCSS textbooks in Mathematics. 100% of teachers and students will have access to new high quality mathematics instructional materials.	Actual Annual Measurable Outcomes: 1. At this time we do not have our scores from the CAASPP. However local assessments (STAR, LEXIA, DIBELS) indicate a 9% PR growth and 1 year growth in reading. 2. 100% of teachers received training in ELD. 100% of teachers received time with consultants in math and ELA. 100% of teachers received in service for new mathematics curriculum from Houghton Mifflin representatives. 20% of the staff received inservice in ELA from TCOE consultant 3. 50 Chromebooks and 2 carts were purchased to bring our student to device ratio to 2: 1 (two students to 1 computer) 4. Mathematics curriculum was purchased for all grades K-8. 100% of teachers and students have access to new state adopted mathematics instructional materials	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Hire and Maintain instructional aides in each classroom to increase instructional contact time for each student (Hire 1-2)	Classified Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 80,569.00	Instructional aides were hired and maintained in each class, with 7th and 8th grades sharing one aide. By providing this aide, teachers have more time to help "at-risk" students and the aides also provide intervention to students that show need.	Classified Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 83,397
	Classified Instructional Aids 2000-2999: Classified Personnel Salaries NCLB: Title I Part A - Basic Grants/Low Income/Neglected 32,907.00		Classified Instructional Aides 2000-2999: Classified Personnel Salaries NCLB: Title I Part A - Basic Grants/Low Income/Neglected 32,907
	Classified Instructional Aide State		Classified Instructional Aides 3000-3999: Employee Benefits

	<p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 16,308.00</p> <p>Classified Instructional Aide State Employee Benefits 3000-3999: Employee Benefits NCLB: Title I Part A - Basic Grants/Low Income/Neglected 7399.00</p>		<p>Supplemental and Concentration 17,896</p> <p>Classified Instructional Aides 3000- 3999: Employee Benefits NCLB: Title I Part A - Basic Grants/Low Income/Neglected 7,197</p>
<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.2 Train Instructional Staff in Response to Intervention Strategies and New Mathematics Curriculum</p>	<p>Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000</p>	<p>Consultants were hired to in service staff in the new state adopted Mathematics curriculum. County consultants in Mathematics and English Language Arts to provide in service, demonstration and feedback.</p>	<p>Hire consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,350</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.3 Purchase Computers, program licenses and installation services for second computer lab to increase</p>	<p>Purchase Computers 4000-4999: Books And Supplies Supplemental</p>	<p>25 desktop computers were purchased to supplement classroom access and to replace aging devices. 25</p>	<p>Purchase computers 4000-4999: Books And Supplies Supplemental</p>

<p>student access to technology</p>	<p>and Concentration 18,000.00 Program Licenses 4000-4999: Books And Supplies Supplemental and Concentration 25,483.00 Installation/Connection Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 28,194</p>	<p>Chromebooks and a cart were purchased to increase access to all.</p>	<p>and Concentration 18,000 Program licenses 4000-4999: Books And Supplies Supplemental and Concentration 25,483 Installation/connection services and professional consulting 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 21,194</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.4 Purchase CCSS Mathematics Curriculum -- Houghton Mifflin Go Math</p>	<p>Purchase Mathematics Text books 4000-4999: Books And Supplies Base 18,000 Supplemental and Concentration 12,000</p>	<p>State adopted mathematics curriculum was purchased for all students.</p>	<p>Purchase of Mathematics curriculum 4000-4999: Books And Supplies Base 35,000 Purchase of Mathematics curriculum 4000-4999: Books And Supplies Supplemental and Concentration 12,000</p>
<p>Scope of Service School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We have found that the instructional aides contribute to a rich environment with supplemental assistance to all students whether it be enrichment or remediation. We plan to continue to maintain this access. The GATE and After school programs continue to stretch the students beyond the regular day. We want to expand our after school program to offer more extensive access to curriculum and beyond. The I pads, Chromebooks and desktop computers have increased student access to the internet by at least 20%. We plan to purchase more computers. Our goal is to have a 1 to 1 ratio of computers to students. We presently have a 2 to 1 ratio of students to computers. We will continue to provide access to programs such as Lexia Core 5, Accelerated Reader and Math and others as appropriate. We will continue to provide training for all of our teaching and instructional aide staff. We will purchase ELA/ELD state adopted curriculum. We will continue to work with TCOE consultants especially in the areas of ELA/ ELD and mathematics. We will also work with TCOE consultants to improve teacher's use of technology in the classroom.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 3 from prior year LCAP:	Goal 3 Improve Student Attendance	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Buena Vista School	-----	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Increase the rate of attendance 1% to a minimum of 96%. Maintain 0% suspension/expulsion rate. Maintain a 0 student drop-out rate. Decrease the percentage of students with absences/tardies that count as a truancy by half to 30%.	Actual Annual Measurable Outcomes:	While we did maintain a 96% attendance rate, we still had 4% of students arriving late to school. Six students (3%) were suspended. While our overall numbers remained similar to last year. Individual targeted students improved their attendance by 3-5%.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Contract with TCOE for a Family Service Worker to act as a Parent Liaison and to track and document absences and work to resolve attendance issues.	Contract for Family Service Worker through TCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12,000.00	A Family Service Worker was not available through TCOE until January 2016. At that time we contracted for the services of Robin Dung. She began working the end of January. She has been developing relationships with families with a focus on several families. These "focus" students have experiences more consistent attendance and these parents have begun to reach out to Robin.	Contract with TCOE for a Family Service Worker 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000
Scope of Service	School Wide	Scope of Service	School wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	-----	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	-----

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We were not able to hire the part-time "attendance monitor" until January this year. We have noticed and improved attendance rate for targeted students. However it has taken a while to get this program up and running and for our Family Service Worker to develop the trust and confidence of our parents. We continue to believe that this will be a beneficial service to our families and are excited that we will start the year with our Family Service Worker program in place. We planning for continued attendance intervention and parent meetings.		

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

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

Original GOAL 4 from prior year LCAP:	Goal 4 Improve facility cleanliness and safety and provide more consistent transportation services	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: Buena Vista School Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	With another back-up bus driver and custodian, transportation and plant operations will be more consistent with 0 days without bus service	Actual Annual Measurable Outcomes: We hired a part-time custodian/bus driver. Which ended up being very beneficial. Our full time bus driver was injured and was off work for 12 weeks. This part-time position allowed us to maintain our transportation service with only 2 days of missed service. Also, this position has helped us maintain a clean and healthy environment. We have had 0 complaints regarding cleanliness or safety issues this year.
LCAP Year: 2015-2016		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
4.1 Hire Part-Time Bus Driver Custodian	Classified Bus Driver/Custodian 2000-2999: Classified Personnel Salaries Supplemental and Concentration 21,000.00 Classified Bus Driver/Custodian Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2838.00	A part-time bus driver custodian was hired decreasing the number of days without transportation services from 35 to 3. Campus cleanliness has increased to a point where we had 0 complaints. Hire part-time bus driver/custodian 2000-2999: Classified Personnel Salaries Supplemental and Concentration 21,000 Hire part-time bus driver/custodian 3000-3999: Employee Benefits Supplemental and Concentration 4,478
Scope of Service	School Wide	Scope of Service
		School wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	By hiring a part-time custodian/bus drier, we definitely experienced and improvement in our transportation services. We went from 35 to 3 days without transportation services. and 0 parent complainqts of campus cleanliness. This is definitely an appreciated and needed position. We will continue to operate this position. This added personnel has been extremely beneficial.		

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

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

Original GOAL 5 from prior year LCAP:	Goal 5 Increase Parent Involvement and Participation	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Buena Vista Applicable Pupil Subgroups: Socio-Economically Disadvantaged	
Expected Annual Measurable Outcomes:	Increase Parent Participation in all types of Parent Meetings to 20% as documented by sign in sheets	Actual Annual Measurable Outcomes: While we did hold two separate parent meetings and monthly Parent Club meetings. We did not complete the goal of hiring speakers and providing for parent education. However we still feel this is a need and desire to complete this goal.
LCAP Year: 2015-2016		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
5.1 Hold bi-monthly Parent information meetings with speakers to parent-selected topics	Hire Speakers for Parent Meetings 5800: Professional/Consulting Services And Operating Expenditures Base 1000.00 Materials and supplies for Meetings 4000-4999: Books And Supplies Base 600.00	We did not complete this goal. We held two parent meetings this year with no cost. Parents have requested speakers on topics such as "Internet Safety" for next year. Hire speakers for parent meetings 0
Scope of Service	School Wide	Scope of Service
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)
What changes in actions,	We hoped to have bi-monthly meetings with speakers to provide parent education. However, we were not able to implement	

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

this program. Our stakeholders continue to believe that this is a needed goal and we have included it again in this year's plan. This year, Our Family Service Worker (goal 3) may take up some of the responsibility for parent meetings. Also our SSC president has agreed to assist with this implementation. We plan to get the meetings and speakers scheduled early in the year. Parents have indicated a desire and a need for this service.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$312,693</u>
<p>Buena Vista has a 80% unduplicated English Learner/Socio-economically Disadvantaged population . We will use 100% of our Supplemental and Concentration grant funding that will be principally directed at unduplicated pupils. We have indicated that most of our goals are "School wide". We believe that with our 80% unduplicated count that it is most beneficial to all of our students to take the "district wide" approach.</p> <p>The following actions are offered/implemented schoolwide, but are principally directed at our unduplicated pupils. Professional development, especially in ELD instruction will increase the effectiveness of instruction to our EL population. Instructional aides in the classrooms offer more flexibility to the time the teacher has and "at-risk students will benefit from this added flexibility. With the purchase of computers, we have increased access to technology which especially benefits students that do not have access at home, The purchase of State Adopted, Standards aligned curriculum is offered to all students however with the specialized ELD training for all instructional staff our EL population is more directly impacted. The employment of the Family Service Worker has given our unduplicated population an additional resource to community services.</p>	

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

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

21.7 8	%
<p>Using the calculation tool provided by the state, We have calculated that we will receive \$312,693 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the same calculation tool the proportionality percentage has been calculated at 21.78. Because we have such a high EL/SED population and with the evaluation of our data the school uses "school wide" classification to catapult student achievement in all areas. We have demonstrated that the district is meeting its minimum proportionality requirement by expenditure of the total 2016-17 Supplemental and Concentration Grant funding for qualifying purposes as listed in the Expenditure Summary.</p>	

Unduplicated pupils are directly served by our plan through a variety of ways. The provision of professional development to all staff in ELD instructional strategies as well as the purchase state adopted ELA/ELD curriculum. The majority of our EL students are dependent on our transportation services. By increasing the reliability of transportation we increase the educational opportunities for these students. By providing access to a Family Service Worker, our low income and EL families have increased access to the school and community services.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
2000-2999: Classified Personnel Salaries	NCLB: Title I Part A - Basic Grants/Low Income/Neglected	32,907.00	32,907.00	31,540.00	32,815.00	33,422.00	97,777.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	101,569.00	104,397.00	99,311.00	101,340.00	103,400.00	304,051.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	NCLB: Title I Part A - Basic Grants/Low Income/Neglected	7,399.00	7,197.00	7,644.00	7,850.00	8,700.00	24,194.00
3000-3999: Employee Benefits	Supplemental and Concentration	19,146.00	22,374.00	27,012.00	27,576.00	28,145.00	82,733.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	18,600.00	35,000.00	0.00	0.00	600.00	600.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	43,483.00	55,483.00	89,170.00	64,100.00	60,500.00	213,770.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	15,900.00	16,500.00	17,000.00	49,400.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	57,194.00	41,794.00	61,100.00	48,000.00	48,500.00	157,600.00
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	0.00	18,000.00	0.00	0.00	18,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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