

**Introduction:**

**LEA:** Burton Elementary

**Contact:** Sharon Kamberg, Superintendent, skamberg@burtonschools.org, (559)781-8032

**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education*

*Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP

Process to involve all stakeholders.

Burton School District outlined a plan to actively involve the stakeholders in the development of the Burton Local Control Accountability Plan (LCAP). The involvement included but is not limited to:

- Cabinet developed a survey
- Cabinet and Management reviewed and revised survey.
- Survey was created and sent out to all families in the District (English/Spanish) in December 2015 and May 2016
- Survey was created and administered to our student leadership teams & students in grades 5-12 in December 2015.
- Survey was given to all staff at site (certificated/classified) May 2016
- Survey was given to administration.
- Data is being collected to be included in process of writing the District LCAP
- Tulare County Office of Education LCAP Training, September 25, 2015, November 20, 2015, January 22, 2016, March 18, 2016, April 8, 2016, April 21, 2016 and May 16, 2016..
- Superintendent's meeting
- Parent Community Meetings
- Site level meetings: SSC, ELAC
- DELAC (LCAP meetings)
- Newsletters (Three times a year)
- Board Meetings : June 2015-May 2016
- CSBA LCAP/LCFF
- School Website
- Board Meeting Updates
- District Administrator LCAP meetings: March 9, 2015, March 30, 2015, April 8, 2015, April 20, 2015, April 28, 2015, February 29, 2016, May 6, 2016, May 12, 2016, November 16, 2016 and May 26, 2016.
- LCAP Stakeholder meetings: April 28, 2015, November 16, 2016 and May 26, 2016

At each presentation of information, input was collected regarding LCAP goals. Meetings were held at various times of day and evening to provide opportunity to provide maximum participation. The final revised draft was created and based on stakeholder feedback and school site data. The revised draft was posted on the District website for public comment. Community members were able to review and

- Provided background and knowledge to stakeholders
- Reviewed new ideas
- Confirmed effective practices
- Provided clarity on realistic expenditures
- Strengthened partnerships and commitment to district mission and vision
- Increased awareness
- Developed ownership
- Honored various languages and socioeconomic backgrounds
- Increased community involvement
- Strengthened ties between district and the community
- Established priorities
- Expedited priorities
- Expedited process and developed time lines for involvement
- All priorities and ideas were used in the development of the LCAP plan

As a result of these meetings, and including all stakeholders in the review of the LCAP we have decided to focus our efforts on State Priorities. In efforts to align the LCAP with board goals, stakeholders came to consensus on using board goals to put a primary focus on the following priorities (while our LCAP addresses all 8 State Priorities):

1. Academic Content and Performance Standards
2. Parental Involvement
3. Pupil Achievement and Engagement
4. School Climate

Participating in this process allowed the District to reconnect with all stakeholders and to review goals through different perspectives including business and community stakeholders.

Stakeholder feedback validated the need to continue support for technology in the classroom, additional reading support, and increased support for parents to help their own students with academic progress. District LCAP funding was allocated to school sites to support the goals of each individual school site plan which aligned with district LCAP goals. All of these points of feedback are reflected in the plan.

comment at the public hearing held June 6, 2016 and June 20, 2016 for the board's approval of the LCAP.

**Annual Update:**

Upon reflection of the 2015-16 LCAP development process, it was determined that it was necessary to collect school site data (academic, attendance, student and parent surveys, financial, and committee meeting discussion, etc.), at multiple points throughout the year. This data was presented to the district LCAP stakeholder committee where stakeholders were afforded the opportunity to provide feedback and ask questions. Site administrators gained an understanding of the data needed to support and validate the attainment of their goals and ultimately the district LCAP goals. The district work study group (comprised of district and site administrators) was renamed to District LCAP subcommittee and met to review the LCAP plan of action. This group continued to meet throughout the implementation of the LCAP to review specific activities and structures for gathering stakeholders' input. Those meetings occurred on the following dates: September 25, 2015, November 16, 2015, November 20, 2016, January 22, 2016, March 18, 2016, April 8, 2016, April 21, 2016, May 9, 2016, May 16, 2016 and May 26, 2016. Each school site principal was diligent in having site representation at all LCAP stakeholder meetings. Stakeholders from the district ELAC committee participated.

Administrators made personal contact with community business owners with an invitation to continue to participate. The teachers association president as well as the CSEA president participated and asked to select unit members to invite. As part of the review process it was determined to include an official from our post secondary educational partnership (Porterville College, Sam Aunai- Dean of Instruction). Representation of Porterville College proved beneficial in the ongoing conversation and articulation of our early college program. A translator was at every meeting to ensure language was not a barrier for stakeholders. Lunch meetings were held to accommodate work schedules. A local business provided lunch for the working lunch meetings. Activities to garner stakeholder feedback included: carousel brainstorm, world cafe conversations, and small group table discussions. Notes from the meetings were prepared and shared with absent stakeholders and site administrators. The LCAP Advisory Committee will continue to meet quarterly to review data and determine adjustments needed to meet the goals developed through this process. The LCAP document will be placed on the June 6, 2016 for public hearing and June 20, 2016 for the

**Annual Update:**

The district LCAP subcommittee assisted in designing the opportunities for gathering stakeholders (community, parents, students, business partners, etc.), input. Through intentional planning with purposeful activities, stakeholders comfortably shared their thoughts, opinions, and concerns. Questions were asked, researched and responded to an open, honest dialog. Stakeholders are confident their voice influenced the revision of the document.

The stakeholder meetings accomplished the following:

- Thorough review of the state's eight priorities.
- Presentation and discussion of the new funding model and the intent behind the LCAP
- Review of the 2015-16 LCAP document
- Activities allowing stakeholders to review data supporting the most important LCAP priorities
- Revision of the LCAP to ensure all stakeholders' input is present in the document
- Review to ensure that all eight priorities are represented in the document's three goals.
- Discussions to identify what we need to maintain, continue, and/or expand in the 2016-17 plan
- Continue discussions to assist all stakeholders' understanding of the importance of aligning the LCAP document to board vision, mission, and goals.
- Review site plans to ensure alignment with the district LCAP and board goals.
- May 26, 2016 Annual update with Stakeholders on goal metrics.

board's approval of the LCAP.	
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## 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).

**Actions/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?

<b>GOAL:</b>	<p>Goal 1- BSD will hire, train, and support the best available candidates that support student learning, safe, clean, and secure campuses, and supports parent involvement</p>	<p>Related State and/or Local Priorities: X            1 X 2 X 3 X 4 X 5 X 6 X 7 X 8            Local:            Our board of trustees goals continue to focus on people, programs and professional development with a particular emphasis on student intervention at the earliest possible opportunity.</p>
<b>Identified Need:</b>	<p>A continued focus on strengthening relationships with stakeholders (i.e. parents and business owners), hiring qualified staff, maintaining teacher support, and ensuring necessary support for all students. During the 13-14 school year, 20% of our highly qualified (not new to the profession) teachers left for higher paying jobs at neighboring districts. As a result of a concentrated effort to close the gap in salary schedules compared to neighboring districts this attrition has been dramatically reduced.</p> <p>Student Attendance Rate: 95.59% (15-16 Data)            Chronic Absenteeism Rate: 4.64% (15-16 Data)            Middle School Dropout Rate: 0% (14-15 Data)            Suspension Rate: 3.0% (15-16 Data)            Expulsion Rate: 3.0% (15-16 Data)            Teachers appropriately placed: 98% (15-16 Data)</p> <p>Including parents of unduplicated pupils and exceptional needs pupils: All parents were invited due to our high percentage of unduplicated count to both school and district events (math nights, parent nights, back to school, LCAP, etc), no baseline numbers were taken for these specific groups.</p>	
<b>Goal Applies to:</b>	<b>Schools:</b>	All Non-Charter Schools
	<b>Grades:</b>	All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• Williams Settlement documentation to assure adequate materials and safe facilities. District will meet expectations on Williams Settlement for each site.</li> <li>• Parent surveys to measure parent involvement, training, and school satisfaction. A baseline survey will be administered at the beginning of the year. District will set a goal for parent satisfaction, involvement and training growth for the year after the baseline survey data is collected.</li> <li>• Staff survey on climate/retention. Exit interview, staff survey, Staff retention will be 94% for the 2016-2017 school year.</li> <li>• Qualitative data in the form of conversations with administration, parent advisory groups, and student leadership groups.</li> <li>• Increase the following:             <ul style="list-style-type: none"> <li>◦ Student Attendance Rate: 96.06% (Increase of .5%)</li> <li>◦ Chronic Absenteeism Rate: 4.14% (Decrease of .5%)</li> <li>◦ Middle School Dropout Rate: 0% (Maintain)</li> <li>◦ Suspension Rate: 2.75% (Decrease .25%)</li> <li>◦ Expulsion Rate: 2.75% (Decrease .25%)</li> <li>◦ Degree to which Teachers are appropriately placed: 100% (Increase 2%)</li> <li>◦ Including parents of unduplicated pupils and exceptional needs pupils: Data will be collected by subgroups to ensure that all subgroups are adequately represented at all school functions (math nights, parent nights, back to school, LCAP, etc.)</li> </ul> </li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 To increase academic achievement highly qualified staff must be hired and retained	All Schools and District Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Maintained salary schedule increases for certificated staff \$527,799 LCFF S/C

<p>1.2 Retain a highly qualified support staff.</p>	<p>All Schools and District Wide  Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Maintain classified support staff salaries \$783,679 LCFF S/C</p>
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<p>1.3 Parent Involvement Plan will be developed and implemented at each school site and designed to increase parent involvement. The parent involvement plan will include strategies to invite parent input in school and district decisions. The plan may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Website coordinator for parent communication</li> <li>• Parent Advisory Committee-LCAP group</li> <li>• Translation services to engage parents</li> <li>• Parent communication: AERIES/Blackboard Connect/District Newsletter/Community</li> </ul>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>District/Site Parent Involvement Support Materials \$4,500 LCFF S/C  Community Outreach Liaison Staff \$24,215 LCFF S/C  Online Programs and Printed Materials \$17,821 LCFF S/C  Classified Support Salaries \$12,521 LCFF/SC  Travel and Conferences \$4,500 LCFF S/C  Contracted Services \$29,496 LCFF S/C</p>
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<p>1.4 Hire and retain certificated admin positions to positively impact climate, and allow more principal interaction with the school instructional program. Retain School Resource Officer, and retain Sprigeo bullying prevention program.</p>	<p>All Schools and District Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Maintain Site Administrator staff hired \$314,881 LCFF S/C  School Resource Officer staff \$35,625 LCFF S/C  Hire Middle School Counselor \$56,449 LCFF S/C</p>
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<p>1.5 Maintain incentive program for attendance and retain staff for coordinated efforts to decrease suspensions/expulsions</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Attendance Incentive Materials \$25,381 LCFF S/C  In-house detention staff \$32,861 LCFF S/C  Certificated Sub Salaries \$1,200 LCFF S/C  Attendance Contract and Services \$17,920 LCFF S/C  Transportation for Incentive Trips \$15,500 LCFF S/C</p>
<p>1.6 Maintain facilities in good repair</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Deferred Maintenance Contribution \$300,000 LCFF S/C</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• Williams Settlement documentation to assure adequate materials and safe facilities. District met and will continue to meet expectations on Williams Settlement for each site.</li> <li>• Increase parent involvement, training, and school satisfaction.</li> <li>• Parent participation and/or number of district/school events will increase.</li> <li>• Staff survey on climate/retention. Exit interview, staff survey, Staff retention will be maintained at 94% for the 2017-18 school year.</li> <li>• Qualitative data in the form of conversations with administration, parent advisory groups, and student leadership groups.</li> <li>• Training of staff, students and parents to use Sprigeo online reporting system</li> <li>• Decrease chronic absentee rate</li> <li>• Increase the following:             <ul style="list-style-type: none"> <li>◦ Student Attendance Rate: 96.5% (Increase of .44%)</li> <li>◦ Chronic Absenteeism Rate: 3.64% (Decrease of .5%)</li> <li>◦ Middle School Dropout Rate: 0% (Maintain)</li> <li>◦ Suspension Rate: 2.5% (Decrease .25%)</li> <li>◦ Expulsion Rate: 2.5% (Decrease .25%)</li> <li>◦ Degree to which Teachers are appropriately placed: 100%</li> <li>◦ Including parents of unduplicated pupils and exceptional needs pupils: Data will be collected by subgroups to ensure that all subgroups are adequately represented at all school functions (math nights, parent nights, back to school, LCAP, etc.)</li> </ul> </li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 To increase academic achievement highly qualified staff must be hired and retained	All Schools and District Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Maintain salary schedule increases for certificated staff \$715,996 LCFF S/C

<p>1.2 To support and retain a highly qualified staff, coordinators, academic coaches, and progress monitoring staff will be retained and/or hired</p>	<p>All Schools and District Wide  Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Maintain Classified support staff salaries \$783,679 LCFF S/C</p>
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<p>1.3 Parent involvement initiatives will be reviewed at each school site with the purpose of increasing parent engagement. The parent initiatives will include strategies to invite parent input in school and district decisions. The initiatives may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Website coordinator for parent communication</li> <li>• Parent Advisory Committee-LCAP group</li> <li>• Translation services to engage parents</li> <li>• Parent communication: AERIES/Blackboard Connect/District Newsletter/Community</li> <li>• Parent use of technology to communicate with schools</li> <li>• Parent participation in district wide initiatives</li> </ul>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>District/Site Parent Involvement Support Materials \$4,500 LCFF S/C  Community Outreach Liaison Staff \$24,215 LCFF S/C  Online Programs and Printed Materials \$17,821 LCFF S/C  Classified Support Salaries \$12,521 LCFF/SC  Travel and Conferences \$4,500 LCFF S/C  Contracted Services \$29,496 LCFF S/C</p>
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<p>1.4 Hire and retain certificated admin positions to positively impact climate, and allow more principal interaction with the school instructional program. Retain School Resource Officer, and retain Sprigeo bullying prevention program.</p>	<p>Site and District Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Maintain Site Administrator staff \$314,881 LCFF S/C                   School Resource Officer staff \$35,625 LCFF S/C                   Hire Middle School Counselor \$56,449 LCFF S/C</p>
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<p>1.5 Maintain incentive program for attendance and retain staff for coordinated efforts to decrease suspensions/expulsions</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Attendance Incentive Materials \$25,381 LCFF S/C  In-house detention staff \$32,861 LCFF S/C  Certificated Sub Salaries \$1,200 LCFF S/C  Attendance Contract and Services \$17,920 LCFF S/C  Transportation for Incentive Trips \$15,500 LCFF S/C</p>
<p>1.6 Maintain facilities in good repair.</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Deferred Maintenance Contribution \$300,000 LCFF S/C</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• Williams Settlement documentation to assure adequate materials and safe facilities. District met and will continue to meet expectations on Williams Settlement for each site.</li> <li>• Increase parent involvement, training, and school satisfaction.</li> <li>• Parent participation and/or number of district/school events will increase.</li> <li>• Staff survey on climate/retention. Exit interview, staff survey, Staff retention will increase to 95% for the 2018-19 school year.</li> <li>• Qualitative data in the form of conversations with administration, parent advisory groups, and student leadership groups.</li> <li>• Training of staff, students and parents to use Sprigeo online reporting system</li> <li>• Decrease chronic absentee rate</li> <li>• Increase the following:             <ul style="list-style-type: none"> <li>◦ Student Attendance Rate: 97% (Increase of .5%)</li> <li>◦ Chronic Absenteeism Rate: 3.14% (Decrease of .5%)</li> <li>◦ Middle School Dropout Rate: 0% (Maintain)</li> <li>◦ Suspension Rate: 2.25% (Decrease .25%)</li> <li>◦ Expulsion Rate: 2.25% (Decrease .25%)</li> <li>◦ Degree to which Teachers are appropriately placed: 100%</li> <li>◦ Including parents of unduplicated pupils and exceptional needs pupils: Data will be collected by subgroups to ensure that all subgroups are adequately represented at all school functions (math nights, parent nights, back to school, LCAP, etc.)</li> </ul> </li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 To increase academic achievement highly qualified staff must be hired and retained	All Schools and District Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Maintain salary schedule increase for certificated staff \$1,036,605 LCFF S/C

<p>1.2 To support and retain a highly qualified staff, coordinators, academic coaches, and progress monitoring staff will be retained and/or hired</p>	<p>All Schools and District Wide  Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Maintain Classified support staff salaries \$783,679 LCFF S/C</p>
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<p>1.3 Parent involvement initiatives will be reviewed at each school site with the purpose of increasing parent engagement. The parent initiatives will include strategies to invite parent input in school and district decisions. The initiatives may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Website coordinator for parent communication</li> <li>• Parent Advisory Committee-LCAP group</li> <li>• Translation services to engage parents</li> <li>• Parent communication: AERIES/Blackboard Connect/District Newsletter/Community</li> <li>• Parent use of technology to communicate with schools</li> <li>• Parent participation in district wide initiatives</li> </ul>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>District/Site Parent Involvement Support Materials \$4,500 LCFF S/C  Community Outreach Liaison Staff \$24,215 LCFF S/C  Online Programs and Printed Materials \$17,821 LCFF S/C  Classified Support Salaries \$12,521 LCFF/SC  Travel and Conferences \$4,500 LCFF S/C  Contracted Services \$29,496 LCFF S/C</p>
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<p>1.4 Hire and retain certificated admin positions to positively impact climate, and allow more principal interaction with the school instructional program. Retain School Resource Officer, and retain Sprigeo bullying prevention program.</p>	<p>Site and District Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Maintain Site Administrator staff \$314,881 LCFF S/C  School Resource Officer staff \$35,625 LCFF S/C  Hire Middle School Counselor \$56,449 LCFF S/C</p>
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<p>1.5 Maintain incentive program for attendance and retain staff for coordinated efforts to decrease suspensions/expulsions</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Attendance Incentive Materials \$25,381 LCFF S/C  In-house detention staff \$32,861 LCFF S/C  Certificated Sub Salaries \$1,200 LCFF S/C  Attendance Contract and Services \$17,920 LCFF S/C  Transportation for Incentive Trips \$15,500 LCFF S/C</p>
<p>1.6 Maintain facilities in good repair.</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Deferred Maintenance Contribution \$300,000 LCFF S/C</p>

<b>GOAL:</b>	Goal 2- BSD will provide a child centered education focused on student learning	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: Burton supports: <ul style="list-style-type: none"> <li>• Student learning</li> <li>• Instructional Technology</li> <li>• Common Core state standards integrated with visual and performing arts, foreign language and technology</li> <li>• Provides safe and clean campuses accessible to the community</li> <li>• Professional Development</li> </ul>
<b>Identified Need:</b>	At-risk subgroups (Special education, ELL populations and SES populations) are scoring below other subgroups in the district on state and local assessments. There is a need to close the achievement gap and offer intervention for struggling students. The closing of the achievement gap will take place by offering a broad course of study for all student subgroups (Special education, ELL populations and SES populations).  Student performance: SBAC ELA: 36% At or Exceeding (15-16 estimate) SBAC Math: 21% At or Exceeding (15-16 estimate)	
<b>Goal Applies to:</b>	<b>Schools:</b> Non-Charter Schools  <b>Grades:</b> All	<b>Applicable Pupil Subgroups:</b> All
<b>LCAP Year 1</b>		

<b>Expected Annual Measurable Outcomes:</b>	<p>For all students and all sub groups:</p> <ul style="list-style-type: none"> <li>• Smarter Balanced baseline will be established based upon the 2016 Spring test administration.</li> <li>• All Annual Measurable Achievement Objectives set by the state will be met</li> <li>• Reclassification of English Language Learners will increase from 5.9% to 8%.</li> <li>• 100% of teachers receive Professional Learning on EL support and common core instruction.</li> <li>• 100% of teachers will receive Professional Learning on instructional technology</li> <li>• District compliance with Williams Settlement for each site as evidenced by satisfactory ratings</li> <li>• As API is reinstated all subgroups will meet expected proficiency levels.</li> <li>• All students (including those with special needs, who are English Learners, Socioeconomically disadvantaged) will have access and the opportunity to enroll in a broad course of study, including but not limited to English Language Arts, Mathematics, English Language Development, Arts, Early Intervention, etc.</li> <li>• Although the state has not set minimums for SBAC scores the district believes that an overall increase of 5% in both ELA and Math is attainable.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>2.1 A broad course of study is provided for all students which includes implementation of common core state standards in English Language Arts, Mathematics and English Language Development standards. All students have access to appropriate materials. All students to include the following subgroups:</p> <ul style="list-style-type: none"> <li>• low income pupils</li> <li>• English Learners</li> <li>• Foster youth</li> <li>• redesignated fluent English proficient</li> <li>• all other subgroups</li> </ul>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Sub Salaries \$640 LCFF S/C  Curriculum \$468,041 LCFF S/C  Other Contracted Services \$860 LCFF S/C</p>

<p>2.2 Targeted support for at-risk groups and maintain graduation rates. Early intervention to assure student success K-8</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>District and Site Intervention Programs and Services \$1,067,035 LCF F S/C  Retain Lead Psychologist \$111,032 LCFF S/C  Library Resource and Guided Reading Books \$56,408 LCFF S/C</p>
<p>2.3 Professional Learning around supporting ELL students &amp; meeting AAMAO Goals</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in goal 1.2 and 2.2</p>

<p>2.4 Implementation of technology plan-Board supported quicker implementation of district's technology plan. Phase four implementation planned for 2017 will be implemented during the 2015-16 school year with 1:1 devices for all 4th-12th grade students and 1:6 devices for Kindergarten-3rd grade</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1:World Computers \$131,370 LCFF S/C  Travel and Conferences \$16,200 LCFF S/C  Membership Dues \$166 LCFF S/C  Other Contracted Services (Schoolzilla) \$32,125 LCFF S/C</p>
<p>2.5 Retain Increase of instructional day minutes (15)</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Maintain increases in instructional minutes for Certificated Staff \$351,514 LCFF S/C</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<p>For all students and all sub groups:</p> <ul style="list-style-type: none"> <li>• SBAC meets or exceeds results will increase by 10% in Language Arts and Math.</li> <li>• Reclassification of English Language Learners will increase by 5% district wide</li> <li>• 100% of teachers receive Professional Development on EL support and state standards.</li> <li>• 100% of teachers receive Professional Development on instructional technology</li> <li>• District compliance with Williams Settlement for each site as evidenced by satisfactory ratings</li> <li>• As State accountability measures are established, all subgroups will meet expected proficiency levels.</li> <li>• Parent education pertaining to new state standards</li> <li>• Implementation of technology plan</li> <li>• All students (including those with special needs, who are English Learners, Socioeconomically disadvantaged) will have access and the opportunity to enroll in a broad course of study, including but not limited to English Language Arts, Mathematics, English Language Development, Arts, Early Intervention, etc.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>2.1 A broad course of study is provided for all students which includes implementation of state standards in all content areas and English Language Development. All students have access to appropriate materials. All students to include the following subgroups:</p> <ul style="list-style-type: none"> <li>• low income pupils</li> <li>• English Learners</li> <li>• Foster youth</li> <li>• redesignated fluent English proficient</li> <li>• all other subgroups</li> </ul>	<p>All Schools and District Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Classified Sub Salaries \$640 LCFF S/C</p> <p>Curriculum \$468,041 LCFF S/C</p> <p>Other Contracted Services \$860 LCFF S/C</p>

<p>2.2 Targeted support for at-risk groups and maintain graduation rates. Early intervention to assure student success K-8</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>District and Site Intervention Programs and Services \$1,067,035 LCFF S/C  Retain Lead Psychologist \$111,032 LCFF S/C  Library Resource and Guided Reading Books \$56,408 LCFF S/C</p>
<p>2.3 Professional Development to support EL student growth</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in goal 2.2</p>

<p>2.4 Implementation of technology plan</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1:World Computers \$131,370 LCFF S/C  Travel and Conferences \$16,200 LCFF S/C  Membership Dues \$166 LCFF S/C  Other Contracted Services (Schoolzilla) \$32,125 LCFF S/C</p>
<p>2.5 Retain Increase of instructional day minutes (15)</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Maintain increases in instructional minutes for Certificated Staff \$351,514 LCFF S/C</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<p>For all students and all sub groups:</p> <ul style="list-style-type: none"> <li>• SBAC meets or exceeds results will increase by 10% in Language Arts and Math.</li> <li>• Reclassification of English Language Learners will increase by 5% district wide</li> <li>• 100% of teachers receive Professional Development on EL support and state standards.</li> <li>• 100% of teachers receive Professional Development on instructional technology</li> <li>• District compliance with Williams Settlement for each site as evidenced by satisfactory ratings</li> <li>• As State accountability measures are established, all subgroups will meet expected proficiency levels.</li> <li>• Parent education pertaining to new state standards</li> <li>• Implementation of technology plan</li> <li>• All students (including those with special needs, who are English Learners, Socioeconomically disadvantaged) will have access and the opportunity to enroll in a broad course of study, including but not limited to English Language Arts, Mathematics, English Language Development, Arts, Early Intervention, etc.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>2.1 A broad course of study is provided for all students which includes implementation of state standards in all content areas and English Language Development. All students have access to appropriate materials. All students to include the following subgroups:</p> <ul style="list-style-type: none"> <li>• low income pupils</li> <li>• English Learners</li> <li>• Foster youth</li> <li>• redesignated fluent English proficient</li> <li>• all other subgroups</li> </ul>	<p>All Schools and District Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Classified Sub Salaries \$640 LCFF S/C</p> <p>Curriculum \$468,041 LCFF S/C</p> <p>Other Contracted Services \$860 LCFF S/C</p>

<p>2.2 Targeted support for at-risk groups and maintain graduation rates. Early intervention to assure student success K-8</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>District and Site Intervention Programs and Services \$1,067,035 LCFF S/C  Retain Lead Psychologist \$111,032 LCFF S/C  Library Resource and Guided Reading Books \$56,408 LCFF S/C</p>
<p>2.3 Professional Development to support EL student growth</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in goal 2.2</p>

<p>2.4 Implementation of technology plan</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1:World Computers \$131,370 LCFF S/C  Travel and Conferences \$16,200 LCFF S/C  Membership Dues \$166 LCFF S/C  Other Contracted Services (Schoolzilla) \$32,125 LCFF S/C</p>
<p>2.5 Retain Increase of instructional day minutes (15)</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Maintain increases in instructional minutes for Certificated Staff \$351,514 LCFF S/C</p>

<b>GOAL:</b>	Goal 3-BSD will provide professional development and training with continued support to prepare students to be college and world ready		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:  Burton will provide professional development with continued support to ensure full implementation.	
<b>Identified Need:</b>	Professional development must be supported with coaching to implementation as part of our plan to support teachers and staff in the classroom. As we implement state standards, new curriculum, technology, and assessments, it is necessary to maintain certificated support staff for effective classroom instruction.			
<b>Goal Applies to:</b>	<b>Schools:</b>	All Non-Charter Schools		
		Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• New teacher survey will reflect positive feedback of support during the first two years.</li> <li>• Retention of new teachers is a district priority for student achievement. The district will work towards increasing teacher retention in the 2016-17 year.</li> <li>• Evidence of CCSS instructional implementation observed by administration coaches</li> <li>• Implementation of desired strategies observed in classrooms by administration and coaches</li> <li>• Increase parent participation and attendance at school events</li> <li>• CKH training for all staff members and implementation observed at all school sites</li> <li>• Qualitative data collected by principal observation to support teacher implementation of PD</li> <li>• Quality substitute coverage to support student learning</li> </ul>			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>3.1 Continue professional learning for all teachers in instruction and state standards. Retain additional days for new teachers. Retain services from English Language Learner group. To retain success with English Language learners (Meet AMAOs)</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Development \$109,026 LCFF S/C  Materials \$40,000 LCFF S/C  English Language Learner services \$35,000 LCFF S/C  Teacher Induction Prog (TIP) \$6,369 LCFF S/C</p>
<p>3.2 Parent Training for greater articulation of school programs which may include: AERIES, State Standards and other district wide initiatives.</p>	<p>All Schools and District Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Sub Salaries \$2,512 LCFF S/C</p>

3.3 All Stakeholders trained in Capturing Kids hearts to create a learner-centered environment	All Schools and District Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Training \$4,390 LCFF S/C  CKH Contracted Services \$144,210 LCFF S/C
3.4 Stipends for teacher support and training (i.e. technology, teacher leaders, mentor teachers, etc..)	All Schools and District Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in Goal 1.1
3.5 Implementation of technology plan-Professional Development portion	All Schools and District Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salaries \$66,112 LCFF S/C  Materials and Supplies \$6,089 LCFF S/C

<p>3.6 Increase sub pay to ensure quality substitutes (also under goal 1) permanent subs</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in Goal 3.1</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• New teacher survey will reflect positive feedback of support during the first two years.</li> <li>• Retention of new teachers will increase by 2%</li> <li>• Evidence of state standards instructional implementation observed by administration and coaches</li> <li>• Implementation of desired strategies observed in classrooms by administration and coaches</li> <li>• Increase parent participation and attendance at school events</li> <li>• Develop and promote in a district wide parent education programs</li> <li>• CKH training for all staff members and implementation observed at all school sites</li> <li>• Qualitative data collected by principal observation to support teacher implementation of PD</li> <li>• Quality substitute coverage to support student learning</li> <li>• Teacher participation in district technology professional development</li> <li>• Establish teacher visits to model schools</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>3.1 Continue and maintain professional development for all teachers in instruction and state standards. Retain additional days for new teachers. Retain services from English Learner Group, to retain success with English Learners.</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Development \$109,026 LCFF S/C  Materials \$40,000 LCFF S/C  English Language Learner services \$35,000 LCFF S/C  Teacher Induction Prog (TIP) \$6,369 LCFF S/C</p>
<p>3.2 Parent training for greater articulation of school programs which may include: AERIES, state standards, and other district wide initiatives</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Sub Salaries \$2,512 LCFF S/C</p>
<p>3.3 All Stakeholders trained in Capturing Kids Hearts to create a learner-centered environment</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficnt _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Training \$4,390 LCFF S/C  CKH Contracted Services \$144,210 LCFF S/C</p>

<p>3.4 Stipends for teacher support and training (i.e.teacher technology leaders, mentor teachers, etc..)</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in Goal 1.1</p>
<p>3.5 Implementation of technology plan-Professional Development portion</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries \$66,112 LCFF S/C  Materials and Supplies \$6,089 LCFF S/C</p>
<p>3.6 Maintain sub pay to ensure quality substitutes (also under goal 1). Pursue permanent subs</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Included in Goal 3.1</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• New teacher survey will reflect positive feedback of support during the first two years.</li> <li>• Retention of new teachers will increase by 2%</li> <li>• Evidence of state standards instructional implementation observed by administration and coaches</li> <li>• Implementation of desired strategies observed in classrooms by administration and coaches</li> <li>• Increase parent participation and attendance at school events</li> <li>• Develop and promote in a district wide parent education programs</li> <li>• CKH training for all staff members and implementation observed at all school sites</li> <li>• Qualitative data collected by principal observation to support teacher implementation of PD</li> <li>• Quality substitute coverage to support student learning</li> <li>• Teacher participation in district technology professional development</li> <li>• Establish teacher visits to model schools</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>3.1 Continue and maintain professional development for all teachers in instruction and state standards. Retain additional days for new teachers. Retain services from English Learner Group, to retain success with English Learners.</p>	<p>All Schools and District Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Development \$109,026 LCFF S/C  Materials \$40,000 LCFF S/C  English Language Learner services \$35,000 LCFF S/C  Teacher Induction Prog (TIP) \$6,369 LCFF S/C</p>

3.2 Parent training for greater articulation of school programs which may include: AERIES, state standards, and other district wide initiatives	All Schools and District Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Sub Salaries \$2,512 LCFF S/C
3.3 All Stakeholders trained in Capturing Kids Hearts to create a learner-centered environment	All Schools and District Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Training \$4,390 LCFF S/C  CKH Contracted Services \$144,210 LCFF S/C
3.4 Stipends for teacher support and training (i.e.teacher technology leaders, mentor teachers, etc..)	All Schools and District Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in Goal 1.1
3.5 Implementation of technology plan-Professional Development portion	All Schools and District Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salaries \$66,112 LCFF S/C  Materials and Supplies \$6,089 LCFF S/C

<p>3.6 Maintain sub pay to ensure quality substitutes (also under goal 1). Pursue permanent subs</p>	<p>All Schools and District Wide  Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Included in Goal 3.1</p>
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## 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?

<b>Original Goal from prior year LCAP:</b>	Goal 1- BSD will hire, train, and support the best available candidates that support student learning, safe, clean, and secure campuses, and supports parent involvement	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:
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Goal Applies to:	Schools:	All Non-Charter Schools	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Williams Settlement documentation to assure adequate materials and safe facilities. District will meet expectations on Williams Settlement for each site.</li> <li>Parent surveys to measure parent involvement, training, and school satisfaction. A baseline survey will be administered at the beginning of the year. District will set a goal for parent satisfaction, involvement and training growth for the year after the baseline survey data is collected.</li> <li>Staff survey on climate/retention. Exit interview, staff survey, Staff retention will be 87% for the 2015-2016 school year.</li> <li>Qualitative data in the form of conversations with administration, parent advisory groups, and student leadership groups.</li> </ul>		Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> <li>Williams Settlement documentation with only one corrected infraction throughout the year</li> <li>Baseline parent survey was administered mid-year with 97% and end of year at 99% of parents reporting satisfaction with BSD schools.</li> <li>Staff retention was met with an increase from our goal of 87% to 93% for 2015-16.</li> <li>Site administration reports increase staff morale and teacher willingness to go above and beyond teaching duties to contribute to student learning, and a safe, clean, and secure campuses. District wide initiative CKH continued in its second year of implementation to affect an increase in staff morale.</li> </ul>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
1.1 To Increase academic achievement highly qualified staff must be hired and retained.	Increase certificated staff salaries \$431,910 LCFF S/C	In an effort to attract and maintain qualified staff, a salary increase was added to the teaching salary schedule. This increase placed our district teacher pay within a competitive range with neighboring district's teacher pay.  Difference between budgeted versus actual expenditures negotiated salary increases were 7% instead of the 5% estimated at budget adoption. In addition, salary schedule was squared to maintain competitive salaries with neighboring districts.	Certificated Salaries \$527,799 LCFF S/C

<b>Scope of service:</b>	All Schools and District wide Grades: All		<b>Scope of service:</b>	All Schools and District Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.2 To support and retain a highly qualified staff, coordinators, academic coaches, and progress monitoring staff will be retained and/or hired.		Classified salaries support staff \$759,693 LCFF S/C	Highly qualified staff was retained by increasing salaries within a competitive range with neighboring districts. In addition, in efforts to increase intervention support for literacy librarian time was increased and additional intervention aides were hired.	Classified Salaries \$829,852.70	
<b>Scope of service:</b>	All Schools and District Wide Grades: All		<b>Scope of service:</b>	All Schools and District Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>1.3 Parent Involvement Plan will be developed and implemented at each school site and designed to increase parent involvement. The parent involvement plan will include strategies to invite parent input in school and district decisions. The plan may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Website coordinator for parent communication</li> <li>• Parent Advisory Committee-LCAP group</li> <li>• Translation services to engage parents</li> <li>• Parent communication: AERIES/Blackboard Connect/District Newsletter/Community</li> </ul>		<p>District/Site Parent Involvement Support Materials \$66,521 LCFF S/C</p> <p>Community Outreach Liaison Staff \$30,776 LCFF S/C</p> <p>Online Programs and Printed Materials \$12,606 LCFF S/C</p>	<p>The idea of the district parent involvement plan manifested itself in a parent involvement goal in each individual single school plan. Stipends were added to staff members in each school site with the responsibility of website update for parent communication. Parents continue to be actively involved in the district's LCAP committee, translation services are provided at parent activities. LCAP funds contribute to parent communication such as: AERIES, Blackboard Connect, District Newsletter, Community.</p> <p>A community outreach liaison was hired and will be ongoing.</p>	<p>Certificated Salaries \$8,888 LCFF S/C</p> <p>Classified Salaries \$5,200.19 LCFF S/C</p> <p>Materials and Supplies \$4,500 LCFF S/C</p> <p>Travel and Conference \$364.98 LCFF S/C</p> <p>Other Contracted Services \$35,591.88 LCFF S/C</p> <p>Community Outreach Liaison Staff \$41,123 LCFF S/C</p>	
<p><b>Scope of service:</b></p>	<p>All Schools and District Wide</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All Schools and District Wide</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>1.4 Hire and retain certificated admin positions to positively impact climate, and allow more principal interaction with the school instructional program. Retain School Resource Officer and retain OLWEUS/Sprigeo bullying prevention programs.</p>		<p>Hire/Retain Site Administrator staff \$284,072 LCFF S/C</p> <p>School Resource Officer staff \$35,625 LCFF S/C</p> <p>Hire Middle School Counselor \$108,507 LCFF S/C</p> <p>Anti-Bullying Program \$26,408 LCFF S/C</p>	<p>Full time Vice Principals were added to each school site.</p> <p>School Resource Officer continues to provide services through a contractual agreement with PPD.</p> <p>Hired a Middle School Counselor. 50% of Counselor salary was funded by CTE grant.</p> <p>Anti-Bullying Program (Sprigeo)</p>	<p>Certificated Salaries \$305,754 LCFF S/C</p> <p>School Resource Officer \$35,625 LCFF S/C</p> <p>Middle School Counselor \$54,546 LCFF S/C</p> <p>Anti-Bullying Program \$26,408 LCFF S/C</p>	
<p><b>Scope of service:</b></p>	<p>All Schools and District Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All Schools and District Wide</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			
<p>1.5 Maintain incentive program for attendance and retain staff for coordinated efforts to decrease suspensions/expulsions</p>		<p>Attendance Incentive Materials \$25,000 LCFF S/C</p> <p>In-house detention staff \$25,627 LCFF S/C</p> <p>Hire truancy Officer \$14,518 LCFF S/C</p>	<p>District wide attendance program provided funding for individual site incentives. District wide celebration events occurred four times throughout the year.</p> <p>In house detention staff was hired and maintained.</p> <p>A truancy officer was not secured for the 15-16 school year due to inability to attract a qualified individual with the budgeted amount.</p>	<p>Attendance incentive materials \$13,300 LCFF S/C</p> <p>Attendance transportation \$5,361.50 LCFF S/C</p> <p>Attendance contracted services \$9,511 LCFF S/C</p> <p>In-house detention staff \$25,627 LCFF S/C</p>		
<p><b>Scope of service:</b></p>	<p>All Schools and District Wide</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All Schools and District Wide</p> <p>Grades: All</p>		

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.6 Maintain facilities in good repair		Deferred Maintenance Contribution \$300,00 LCFF S/C	District contributed \$300,000 in order to maintain facilities in good repair. Any remaining balance will be used first as carryover in the 16-17 year.  The following repairs were made to our campuses: <ul style="list-style-type: none"> <li>• Carpeting in classrooms</li> <li>• HVAC</li> <li>• Roofing</li> <li>• Asphalt</li> <li>• Concrete</li> <li>• Upgrades to fire control panels</li> </ul>	Repairs to facilities \$225,001.91 LC FF S/C
<b>Scope of service:</b>	All Schools and District Wide  Grades: All		Scope of service:	All Schools and District Wide  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<b>What changes in actions, services, and expenditures</b>	<p>We will continue to monitor teacher retention rates. In addition the district will be diligent to pursuing creative ways to compensate teachers outside the salary schedule. The district will also continue with the CKH initiative and train any newly hired staff in support of student learning, safe, clean and secure campuses and parent involvement.</p> <p>It is our goal to increase the number of parents participating in our parent surveys through creating incentives.</p>
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<b>Original Goal from prior year LCAP:</b>	Goal 2- BSD will provide a child centered education focused on student learning	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local:				
Goal Applies to:	<table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>All Non-Charter Schools</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table>	Schools:	All Non-Charter Schools	Grades:	All	
Schools:	All Non-Charter Schools					
Grades:	All					
Applicable Pupil Subgroups:	All					

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>For all students and all sub groups:</p> <ul style="list-style-type: none"> <li>• Smarter Balanced baseline will be established based upon the 2016 Spring test administration.</li> <li>• All Annual Measurable Achievement Objectives set by the state will be met</li> <li>• Reclassification of English Language Learners will increase from 4.9% to 5.9%</li> <li>• 100% of teachers receive Professional Learning on EL support and common core instruction.</li> <li>• 100% of teachers will receive Professional Learning on instructional technology</li> <li>• District compliance with Williams Settlement for each site as evidenced by satisfactory ratings</li> <li>• As API is reinstated all subgroups will meet expected proficiency levels.</li> </ul>		<p>Smarter Balanced has been established as an achievement measure. At the time of this revision Smarter Balance data had not been aggregated. Preliminary numbers as follows:</p> <p>ELA</p> <ul style="list-style-type: none"> <li>• 2014-15 34% at or exceeding</li> <li>• 2015-16 36% at or exceeding</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• 2014-15 20% at or exceeding</li> <li>• 2015-16 21 % at or exceeding</li> </ul> <p>Update will be given in 2016-17 annual update.</p> <p>Included in Goal 2.2</p> <p>Included in Goal 2.2</p> <p>Included in Goal 2.2</p> <p>Included in Goal 3</p> <p>Included in Goal 1</p> <p>At the time of revision API has not been reinstated</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
2.1 A broad course of study is provided for all students which includes implementation of common core state standards in English Language Arts, Mathematics and English Language Development standards. All students have access to appropriate materials. All students to include the following subgroups: <ul style="list-style-type: none"> <li>• Low income pupils</li> <li>• English Learners</li> <li>• Foster youth</li> <li>• Redesignated fluent English proficient</li> <li>• All other subgroups</li> </ul>		Included in 2.2	The district is currently in the process of adopting new state standards material in English Language Arts. The process includes examination of content and its appropriate access for all subgroups.  Engage New York Math Curriculum, aligned with new state standards is currently used by K-6 students. Math adoption for 7-8 students was completed in 2014-15.		Included in 2.2
<b>Scope of service:</b>	All Schools and District wide  Grades: All		Scope of service:	All Schools and District Wide  Grades: All	
X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>2.2 Targeted support for at-risk groups and maintain graduation rates. Early intervention to assure student success K-8</p>		<p>District and Site Intervention Programs and Services \$518,390 LCFF S/C</p> <p>Hire Lead Psychologist \$127,235 LCFF S/C</p> <p>Library, Resource and Guided Reading Books \$75,000 LCFF S/C</p>	<p>District tasked school sites to incorporate intervention goals within their single school plans. LCAP dollars were allocated to sites for intervention expenditures.</p> <p>Lead Psychologist was added to the support staff serving all district schools.</p> <p>District contributed LCAP funds to support Library and guided reading books.</p>	<p>Certificated Salaries \$55,035.46 LCFF S/C</p> <p>Classified Salaries \$124,152 LCFF S/C</p> <p>Materials and Supplies \$200,609.54 LCFF S/C</p> <p>Travel and Conference \$13,415.40 LCFF S/C</p> <p>Library Resources \$11,870.06 LCFF S/C</p> <p>Other Contracted Services \$133,097.06 LCFF S/C</p> <p>Lead Psychologist \$127,235 LCFF S/C</p>	
<p><b>Scope of service:</b></p>	<p>All Schools and District Wide</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All Schools and District Wide</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>2.3 Professional Learning around supporting ELL students &amp; meeting AMAO Goals</p>		<p>EL Classified Aide Support \$91,550 LCFF S/C</p>	<p>District hired an English Development Coordinator to support professional development and establishment of structured ELD programs at the schools sites English Learner support and intervention was expanded with classified aide support.</p> <p>For 14-15 AMAO 1 was not met at 59.1% (the state target was 60.5%)</p> <p>For 14-15 AMAO 2 less than five years met at 27.9% (state target was 24.2%)</p> <p>For 14-15 AMAO 2 more than five years was met at 55.2% (state target was 50.9%)</p>	<p>Included in 1.2 and 2.2</p>
<p><b>Scope of service:</b></p>	<p>All Schools and District Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All Schools and District Wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>2.4 Implementation of technology plan-Board supported quicker implementation of district's technology plan. Phase four implementation planned for 2017 will be implemented during the 2015-16 school year with 1:1 devices for all 4th-12th grade students and 1:6 devices for Kindergarten-3rd grade.</p>		<p>One-to-World Computers \$296,714 LCFF S/C</p> <p>Electronic Library Services \$30,000 LCFF S/C</p>	<p>Phase four of the district technology plan was implemented during the 2015-16 school year with 1:1 devices for all 4-12th students and for all 1:1 devices for K-3rd grade.</p>	<p>1:World Computers \$120,483.44 LCFF S/C</p> <p>Electronic Library Services \$11,831.07 LCFF S/C</p>	
<p><b>Scope of service:</b></p>	<p>All Schools and District Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All Schools and District Wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>2.5 Retain Increase of instructional day minutes (15)</p>		<p>Certificated Staff \$296,350 LCFF S/C</p>	<p>Maintained additional 15 minutes of instruction per day. Differences between budget and actual expenditures was negotiated salary increase was 7% in place of 5% estimated and salary schedules was squared in order to compete with neighboring districts.</p>	<p>Certificated Salaries \$351,514 LCFF S/C</p>	
<p><b>Scope of service:</b></p>	<p>All Schools and District Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All Schools and District Wide</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>Through all annual measurable achievement measures the district will focus on subgroups to further student achievement. Additional programs will be considered to support student achievement. (ie..Schoolzilla (Data aggregation). Professional Development opportunities for staff. Intervention opportunities at site etc.</p> <p>District compliance with Williams Settlement efforts will continue by pursuit of a proposed general bond from our district community voters.</p> <p>District wide focus on English Learners through targeted English language development (basic and designated services)</p> <p>The district will continue to unfold the 1:World initiative through the district technology plan.</p>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p>Goal 3-BSD will provide professional learning and training with continued support to prepare students to be college and world ready</p>	<p>Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools: All Non-Charter Schools</p> <p>Grades: All</p>	
	<p>Applicable Pupil Subgroups: All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• New teacher survey will reflect positive feedback of support during the first two years.</li> <li>• Retention of new teachers will increase by 2%</li> <li>• Evidence of CCSS instructional implementation observed by administration and coaches</li> <li>• Implementation of desired strategies observed in classrooms by administration and coaches</li> <li>• Increase parent participation and attendance at school eve</li> <li>• CKH training for all staff members and implementation observed at all school sites</li> <li>• Qualitative data collected by principal observation to support teacher implementation of PD</li> <li>• Quality substitute coverage to support student learning</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<p>71% of new teacher survey showed positive feedback</p> <p>Retention of new teachers was increased by 6%</p> <p>Administration and coaches have observed daily teacher instruction to ensure CCSS instructional implementation is taking place.</p> <p>Administrative classroom walkthroughs occur daily to call for district wide implementation of strategies with feedback to teachers to promote student achievement (up and above evaluation process).</p> <p>Each school site has implemented opportunities for increased parent involvement in their single school site plans and with evidence of increased parent participation. The district has supported parent voice and implemented programs to support their needs and interests.</p> <p>CKH took place for all newly hired staff and is evident in the culture of our campuses throughout the district. As a result of the impact of CKH, staff and stakeholders have expressed the importance of the program as a priority in the district..</p> <p>Principals show support in obtaining professional development for both new hire and veteran teachers on their campuses. Teachers have expressed the gratitude of support from administrators and district support. The district has contracted with the English Learner Group for additional professional development support in English Lanugage development.</p> <p>The district recognized the importance of quality substitutes by increasing the daily rate of sub pay.</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
3.1 Continue/retain professional learning for all teachers in instruction and Common Core. Retain additional days for new teachers. Retain services from The English Learner Group to maintain success with English Language Learners (meet AMAO's).		Professional Development \$168,524 LCFF S/C  Materials \$20,000 LCFF S/C  English Language Learner services \$76,200 LCFF S/C	Maintain professional development with various opportunities for all teachers. Continue additional pre-service days (total of 5) for all teachers new to the district.  Continue contractual services with the English Learner Group.	Professional Development Salaries \$112,334 LCFF S/C  Materials and Supplies \$25,907.13 LCFF S/C  Equipment \$15,098.87 LCFF S/C  Travel and Conference \$7,198.79 LCFF S/C  English Learner Group \$84,375.50 LCFF S/C  Other Contracted Services \$14,631 LCFF S/C	
<b>Scope of service:</b>	All Schools and District Wide  Grades: All		<b>Scope of service:</b>	All Schools and District Wide  Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>3.2 Parent training for greater articulation of school programs which may include: AERIES, Common Core Standards</p>		<p>Included in Goal 1.3</p>	<p>The district has provided training for parents on school programs such as: Parent Math Night, Technology, CKH Parent Night, Grandparents Raising Grandchildren.</p> <p>The district participates in the Migrant PIQUE program.</p> <p>The district has assisted in the development of Grandparents Raising Grandchildren support group.</p> <p>The district has promoted the Young Author's Faire for literacy.</p> <p>Education provided to parents and stakeholders through the LCAP process.</p> <p>Parent training offered as support of district wide initiative CKH.</p>		<p>Materials and Supplies \$26,241.09 LCFF S/C</p> <p>Transportation for Student Event \$2,008 LCFF S/C</p> <p>Author Faire contracted services \$5,379.67 LCFF S/C</p>
<p><b>Scope of service:</b></p>	<p>All Schools and District Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All Schools and District Wide</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
3.3 All Stakeholders trained in Capturing Kids Hearts to create a learner-centered environment		Training \$45,000 LCFF S/C	CKH training was provided for all staff and will continue provided to all new hires (classified and certificated) in the district in 2016-17.  Actual expenses are higher than anticipated due to amount of new hires needing training.	Other contracted Services \$68,562 LCFF S/C
<b>Scope of service:</b>	All Schools and District Wide  Grades: All		Scope of service:	All Schools and District Wide  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

3.4 Stipends for teacher support and training (i.e. technology, teacher leaders, mentor teachers, etc..)		Included in Goal 1.1	Stipends were provided for the following positions:		Certificated Salaries \$126,952 LCFF S/C Other contracted Services (BTSA) \$6,369 LCFF S/C
<b>Scope of service:</b>	All Schools and District Wide Grades: All		Scope of service:	All Schools and District Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

3.5 Implementation of technology plan-Professional Learning portion		Included in Goal 2.3	<p>Summer Technology Institute (Paid 2 day conference style training)</p> <p>Monthly meetings with Director of Academic Technology and all TTL's.</p> <p>Voluntary after school professional development focused on technology as an instructional tool (monthly)</p> <p>Substitutes to release teachers to observe in master teacher classrooms for technology use (Included in Goal 3.1).</p> <p>Outside conferences such as with Apple and apps provided for staff and devices</p>	<p>Materials and Supplies \$6,088.59 LCFF S/C</p> <p>Travel and Conferences \$19,831.06 LCFF S/C</p> <p>Other Contacted Services, Software and Apps \$41,552.61 LCFF S/C</p>
<b>Scope of service:</b>	All Schools and District Wide Grades: All		<b>Scope of service:</b>	All Schools and District Wide Grades: All
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
3.6 Increase sub pay to ensure quality substitutes (also under goal 1) Permanent subs		Included in goal 3.1	Maintained increase in sub pay to ensure quality substitutes.	Included in goal 3.1
<b>Scope of service:</b>	All Schools Grades: All		<b>Scope of service:</b>	All Schools and District Wide Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<b>What changes in actions, services, and expenditures</b>	<p>Purposeful daily classroom visits by principals to ensure first best instruction is occurring for all students (all subgroups) and that necessary intervention is taking place when needed.</p> <p>Continue professional development and parent training to ensure staff and families have the necessary skills to address all types of learners and learning levels in the school and at home.</p> <p>Continue to increase parent involvement due to the fact that both research and our own anecdotes show that parent involvement increases student success.</p> <p>Continue Capturing Kids Hearts. This was first implemented during 2014-2015 and since all current staff has been trained. This has resulted in a more positive climate on our school campuses for both the staff and students. This leads to safer schools, increased learning and a higher staff retention rate.</p> <p>Continue to emphasize the importance of morale and school culture in efforts to retain staff which will result in a higher retention among our credentialed staff. This was demonstrated by the increase in retention in the 15-16 school year and the district believes continuing this will further continue to increase our retention rate of credentialed. As a result of the higher retention rate the district saw improvement in student overall academic achievement.</p>
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### 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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	4853447
<p>The details of these expenditures are itemized in section 2 of this plan and include a contract with the English Language Group, an English Language Coordinator, professional development, technology upgrades and implementation to better serve our targeted student population. Since our unduplicated student population count is 82.02%, and our charter schools develop their own LCAP, all of these actions and services are being performed on a district-wide basis. All actions and expenditures of Supplemental and Concentration funds were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. Given that almost 100% of our student population is in the unduplicated category the most efficient delivery of services is a district-wide implementation. Through the collective stakeholder conversations, comparative data analysis uncovered an unusually high number of inexperienced teachers in an intern capacity. The district's budget analysis reflects a decrease in expenditures for personnel from 92% in 2013-14 to 84% of the 2014-15 budget( Collect 15-16 personnel cost to add to this data). This drop is attributed to teacher salaries for inexperienced teachers as opposed to high salaries for veteran teachers. Through further investigation over the past three years, an alarming number of teachers left the district for higher paying jobs with a neighboring district attracted by their larger salary schedule as evidenced by the need to hire nearly 20% of the teaching staff for the 2014-15 school year. With an increase in funding for 2015-16, districts are hiring additional teachers for class size reduction, instructional coaches, other support staff and administration thus increasing the number of teachers leaving the district for higher paying jobs. Supplemental and concentration grants are provided to support fragile learners in specific subgroups. Research provides evidence that effective initial instruction is the highest correlation for improving student achievement. Through good faith bargaining, it is the district's intent to increase the number of professional development offerings for instructional staff. With little money for teacher raises over the past ten years, competition for talented teachers is skyrocketing and the district with the most financial gain wins the battle. Burton's LCAP stakeholders believe that competing salary schedules will better serve all subgroups in the district. Burton's bargaining units were successful in salary schedule increases in 15-16 to be more competitive with neighboring districts. However, salary increases will need to be maintained and/or increased to remain competitive and increases staff retention. With an ongoing additional fifteen minutes of instruction added to the instructional day last year to support the use of supplemental and concentration grants, stakeholders believe teachers demonstrate a level of commitment to all students. The district's LCAP reflects many additional supports specifically for identified subgroups.</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.

26.27	%
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Using the calculation tool provided by the state, Burton District has calculated that it will receive \$4,853,447 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 26.27%. Burton has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2016-17 supplemental and concentration grant funding for qualifying purposes. To improve instruction for English Learners, teachers and administrators participate in professional development and coaching is provided by the English Learner Group. These services provide educators with research-based strategies to increase student achievement of our English Learners. Additionally, and English Language Development Coordinator provides assistance and resources to site administrators and teachers to enhance the site English Language Development services. Particular emphasis is placed on identifying other designated and integrated services for English Learners.

Both SES and EL subgroups benefit from the continuation of Capturing Kids Hearts (CKH). Through CKH adults work to develop caring relationships with every child. These relationships serve to support early identification and resources for family issues, medical issues and academic concerns. Additionally a school counselor was added to support both subgroups at the middle school with these same concerns.

Both subgroups benefit from additional technology and intervention programs as supplemental to classroom instruction (ST Math, Lexia, etc.). Professional development (ELD, Kagan, Fezer, Number Talks, WMP/WMV, etc.) continues to prepare teachers with research based strategies to improve student achievement.

Both SES and EL subgroups receive support through supplemental programs in addition to classroom instruction. An intervention specialist was hired to work with site administration to support intervention for struggling students. The design of the intervention is site specific based on student need and include a progress monitoring component. These services may be in the forming of a pullout service during the instructional day or supplemental services after school.

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).