

**Introduction:**

**LEA: Black Butte Union Elementary School District**    **Contact (Name, Title, Email, Phone Number): Don Aust, Superintendent/Principal,**  
[daust@blackbutteschool.org](mailto:daust@blackbutteschool.org) 530-474-3125    **LCAP Year: 2016-2017**

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

### **State Priorities**

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

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

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

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

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

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

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

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

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Meetings were held with all stake holder groups, site council (acting as parent advisory committee), parent/community group, teaching staff, District Leadership Team, student council, CTA, Teamsters and the school board to review and develop the 2016-17 LCAP.</p> <p>District Leadership Team: 9/28/16, 12/3/16 and 3/21/16  Pupils: Junior High Student Council: 11/12/15, 2/11/16, 4/15/16  Unions – CTA: 12/12/15, 3/6/16, 3/13/16, 3/27/16, 4/17/16  Teamsters: 12/16/15, 2/4/16, 3/11/16, 4/22/16  Parents: 9/4/15, 12/11/15, 2/11/16, 4/21/16  Community: 9/24/15, 10/10/15, 3/9/16, 4/21/16  School Personnel: 8/25/15, 9/29/15, 10/20/15, 2/2/16, 3/13/16, 4/18/16  School Board: 8/20/15, 9/17/15, 10/15/15, 11/12/15, 12/17/15, 12/17/15, 1/21/16, 2/18/16, 3/18/16, 4/22/16, 5/20/16</p>	<p>All stakeholders were given the opportunity to review LCAP progress and give input into the development of the new LCAP.</p> <p>It came out loud and clear that all stakeholders would like to continue the music program.</p> <p>Teachers would like more emphasis and training in writing pedagogy.</p> <p>The students shared that they would like to continue music and sports.</p> <p>Parent surveys indicated a need for better communication</p>

<p>LCAP and budget public hearing held on June 28, 2016</p> <p><b>LCAP and budget approval to be held on June 30, 2016</b></p>	<p>from the school.</p> <p>Overall, the stakeholders emphasized continuing with the current plan and continuing the actions and services. No significant changes occurred as a result of the public hearing. LCAP and budget was approved by the governing board.</p>
<p><b>Annual Update:</b>          Meetings were held with all stake holder groups, site council (acting as parent advisory committee), parent/community group, teaching staff, student council, CTA, Teamsters and the school board to review the progress on the 2015-16 LCAP and get input for the development of the annual update.</p> <p>District Leadership Team: 9/28/16, 12/3/16 and 3/21/16          Pupils: Junior High Student Council: 11/12/15, 2/11/16, 4/15/16          Unions – CTA: 12/12/15, 3/6/16, 3/13/16, 3/27/16, 4/17/16                    Teamsters: 12/16/15, 2/4/16, 3/11/16, 4/22/16          Parents: 9/4/15, 12/11/15, 2/11/16, 4/21/16          Community: 9/24/15, 10/10/15, 3/9/16, 4/21/16          School Personnel: 8/25/15, 9/29/15, 10/20/15, 2/2/16, 3/13/16, 4/18/16          School Board: 8/20/15, 9/17/15, 10/15/15, 11/12/15, 12/17/15, 12/17/15, 1/21/16, 2/18/16, 3/18/16, 4/22/16, 5/20/16</p>	<p><b>Annual Update:</b>          All stakeholder groups were involved in reviewing updates to the 15/16 Goals and giving input throughout the year.</p> <p>The stakeholders continue to support the current plan and the actions and services that have been developed. They would like to see more emphasis placed on analyzing school data to drive instruction. Five minimum days have been scheduled for the 16/17 school year to spend on this activity.</p>

**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 school sites 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?



c. Inst Aides		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$36,730 Salaries \$ 6,375 Benes  Source: Title I 0000-1110 0000-2110 0000-3000 0000-4310
4. Maintain additional teacher in K-5	Elementary	__ALL  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$61,001 Salary \$19,665 Benes \$6,786 Inst. Mat  Source: Supplemental 1110-1110 1110-3000 1110-5710
5. Provide two parent trainings on math and language arts curriculum.	Elementary	__ALL  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$1,604  Source: Supplemental 0000-4310

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	State Priority 8: Local Outcomes 35% of 3 <sup>rd</sup> graders will score "Meets or Exceeds Standards" on 2017/18 SBAC (Baseline: 13% 3 <sup>rd</sup> graders scored "Meets or Exceeds Standards" on 2014/15 SBAC. 2015/16 SBAC score TBD)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to update library materials per library plan.	Elementary	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$1,600  Source: Base 7395-4210
2. Maintain AIMS Web, Accelerated Reader	Elementary	__ALL	Cost: \$1,390

		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$5,348 Cost: \$16,044  Source: Supplemental 1110-5805 1110-5805 1110-5630
3. Maintain Intervention Program a. Teacher b. Instructional materials c. Inst Aides	Elementary	__ALL  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$75,196 Salary \$22,930 Benes \$3,200 Inst Mat  \$38,567 Salaries \$ 7,013 Benes  Source: Title I 0000-1110 0000-2110 0000-3000 0000-4310
4. Maintain additional teacher in K-5	Elementary	__ALL  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$65,122 Salary \$22,701 Benes \$7,380 Inst. Mat  Source: Supplemental 1110-1110 1110-3000 1110-5710
5. Provide two parent trainings on math and language arts curriculum.	Elementary	__ALL  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$2,139  Source: Supplemental 0000-4310

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	State Priority 8: Local Outcomes 45% of 3 <sup>rd</sup> graders will score "Meets or Exceeds Standards" on 2018/19 SBAC (Baseline: 13% 3 <sup>rd</sup> graders scored "Meets or Exceeds Standards" on 2014/15 SBAC. 2015/16 SBAC score TBD)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to update library materials per library plan.	Elementary	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Cost: \$1,700  Source: Base 7395-4210
2. Maintain AIMS Web, Accelerated Reader	Elementary	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost: \$1,497 Cost: \$5,562 Cost: \$14,974  Source: Supplemental 1110-5805 1110-5805 1110-5630
3. Maintain Intervention Program d. Teacher e. Instructional materials f. Inst Aides	Elementary	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost: \$78,956 Salary \$25,218 Benes \$3,500 Inst Mat  \$40,495 Salaries \$ 7,714 Benes  Source: Title I 0000-1110 0000-2110 0000-3000 0000-4310
4. Maintain additional teacher in K-5	Elementary	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost: \$67,254 Salary \$23,794 Benes \$7,166 Inst. Mat  Source: Supplemental 1110-1110 1110-3000 1110-5710
5. Provide two parent trainings on math and	Elementary	<input type="checkbox"/> ALL -----	Cost: \$2,246

language arts curriculum.	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Source: Supplemental 0000-4310
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<b>GOAL 2 :</b>	100% of teachers will align their instruction and student learning to the State Standards for ELA, Math & Literacy in the content areas.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need :	Increase teacher/student knowledge of CCSS, instructional alignment and student learning to have a positive impact on student achievement. 2014/15 Baseline: 3 <sup>rd</sup> grade: 13% ELA, 6% Math, 4 <sup>th</sup> Grade: 29% ELA, 13% Math, 5 <sup>th</sup> Grade: 53% ELA, 42% Math, 6 <sup>th</sup> Grade: 33% ELA, 28% Math, 7 <sup>th</sup> Grade: 40% ELA, 28% Math, 8 <sup>th</sup> Grade: 56% ELA, 44% Math
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	State Priority 1: Basic Services A. 100% of teachers in the LEA will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. B. 100% of pupils in the school district will have sufficient access to the standards-aligned instructional materials State Priority 2: State Standards C. 100% of teachers will implement state board adopted academic content and performance standards for all students. D. K-8 teachers will utilize standards aligned math assessments at least three times a year to monitor student progress in California State Standards. E. At any time an ELL student enrolls in the district, they will be provided with access to the State Standards and the ELD standards for the purposes of gaining content knowledge and English language proficiency. State Priority 4: Pupil Achievement F. 10% more Grade 3-8 students will meet or exceed state standards on the SBAC (2014/15 Baseline: 3 <sup>rd</sup> grade: 13% ELA, 6% Math, 4 <sup>th</sup> Grade: 29% ELA, 13% Math, 5 <sup>th</sup> Grade: 53% ELA, 42% Math, 6 <sup>th</sup> Grade: 33% ELA, 28% Math, 7 <sup>th</sup> Grade: 40% ELA, 28% Math, 8 <sup>th</sup> Grade: 56% ELA, 44% Math)
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G. Black Butte has less than 10 ELL students enrolled: CELDT and Reclassification data will not be shared publicly to maintain the privacy of its' enrolled ELL Students. Black Butte will focus on increased proficiency outcomes for all enrolled ELL students.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Teachers will participate in professional development regarding the new ELA adoption.	LEA Wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Training Cost: \$ 2,500 Sub Cost: \$ 1,000 Inst Mat: Cost: \$ 500 Source: Title II 0000-5210 0000-1112 0000-4510  Consumables \$2000 Base 7156-4140
2. Maintain technology training and tech support for hardware/software.	LEA Wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	SUHSD IT Dept support. Cost: \$5,903  Source: Title II 0000-5805
3. Continue to participate in SCOE Co-Op for professional development	LEA Wide	__ ALL ----- OR: <u>X</u> Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	CO-OP Cost: \$6,000  Source: Title I, REAP 0000-5805
4. Implement standards aligned math assessment K-8 at least three times a year.	LEA Wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Assessment Software Cost: \$300  Source: Base 1110-1110

5. Continue NGSS professional development	LEA Wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	CoOp optional dollars  Cost: \$500 Source: Title II 0000-5210
6. Continue to utilize Progress Advisor to improve teacher pedagogy.	LEA Wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$500  Source: Base 7100-5801
7. As part of annual SARC review, monitor all students have access to standards aligned curriculum.	LEA Wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: No Cost
8. Continue to provide second bus run "School to Home" transportation for : Sports/SHARE/After School Intervention	LEA Wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: Salary: \$15,187, Benefits: \$7,610, Source: Supplemental 7230-2250 7230-3000 7230-4000  Fuel, maintenance and transportation supplies to facilitate the operation Cost: \$18,906, Source: Supplemental 7230-4000 7230-5000  Sports/Clubs:

			<p>Salary: \$15,224, Benefits: \$2,995, Fees: \$3,208 Source: Supplemental 0070-1115 0070-2915 0070-3000 0070-5000</p> <p>Family Fees: \$8,557 Source: Supplemental 0101-5805</p>
<p>9. Coordinate with SCOE HR monitoring of HQT and proper assignments.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost: No Cost</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority 1: Basic Services</p> <ul style="list-style-type: none"> <li>A. 100% of teachers in the LEA will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.</li> <li>B. 100% of pupils in the school district will have sufficient access to the standards-aligned instructional materials</li> </ul> <p>State Priority 2: State Standards</p> <ul style="list-style-type: none"> <li>C. 100% of teachers will implement state board adopted academic content and performance standards for all students.</li> <li>D. K-8 teachers will utilize standards aligned math assessments at least three times a year to monitor student progress in California State Standards.</li> <li>E. At any time an ELL student enrolls in the district, they will be provided with access to the State Standards and the ELD standards for the purposes of gaining content knowledge and English language proficiency.</li> </ul> <p>State Priority 4: Pupil Achievement</p> <ul style="list-style-type: none"> <li>F. 10% more Grade 3-8 students will meet or exceed state standards on the SBAC (2015/16 Baseline: 3<sup>rd</sup> grade: 13% ELA, 6% Math, 4<sup>th</sup> Grade: 29% ELA, 13% Math, 5<sup>th</sup> Grade: 53% ELA, 42% Math, 6<sup>th</sup> Grade:</li> </ul>
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33% ELA, 28% Math, 7<sup>th</sup> Grade: 40% ELA, 28% Math, 8<sup>th</sup> Grade: 56% ELA, 44% Math)  
 G. Black Butte has less than 10 ELL students enrolled: CELDT and Reclassification data will not be shared publicly to maintain the privacy of its' enrolled ELL Students. Black Butte will focus on increased proficiency outcomes for all enrolled ELL students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Teachers will participate in professional development regarding the new ELA adoption.	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Training Cost: \$ 2,500 Sub Cost: \$ 1,000 Inst Mat: Cost \$ 500 Source: Title II 0000-5210 0000-1112 0000-4510  Consumables \$2000 Base 7156-4140
2. Maintain technology training and tech support for hardware/software.	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	SUHSD IT Dept support. Cost: \$6,100  Source: Title II 0000-5805
3. Implement standards aligned math assessment K-8 at least three times a year.	LEA Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Assessment Software Cost: \$300  Source: Base 1110-1110
4. Continue to participate in SCOE Co-Op for professional development	LEA Wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	CO-OP Cost: \$6,000  Source: Title I, REAP

		__ Other Subgroups:(Specify)_____	0000-5805
5. Continue NGSS professional development	LEA Wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	CoOp optional dollars  Cost: \$500 Source: Title II 0000-5210
6. Continue to utilize Progress Advisor to improve teacher pedagogy.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Cost: \$525  Source: Base 7100-5801
7. As part of annual SARC review, monitor all students have access to standards aligned curriculum.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Cost: No Cost
8. Coordinate with SCOE HR monitoring of HQT and proper assignments.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Cost: No Cost
9. Continue to provide second bus run "School to Home" transportation for : Sports/SHARE/After School Intervention	LEA Wide	__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Salary: \$16,947, Benefits: \$8,439 Source: Supplemental 7230-2250 7230-3000 7230-4000  Fuel, maintenance and transportation supplies to

			<p>facilitate the operation                  Cost: \$19,473                  Source:                  Supplemental                  7230-4000                  7230-5000</p> <p>Sports/Clubs:                  Salary: \$17,500,                  Benefits: \$4,500,                  Fees: \$4,740</p> <p>Source:                  Supplemental                  0070-1115                  0070-2915                  0070-3000                  0070-5000</p> <p>Family Fees:                  \$9,092                  Source:                  Supplemental                  0101-5805</p>
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**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority 1: Basic Services</p> <ul style="list-style-type: none"> <li>A. 100% of teachers in the LEA will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.</li> <li>B. 100% of pupils in the school district will have sufficient access to the standards-aligned instructional materials</li> </ul> <p>State Priority 2: State Standards</p> <ul style="list-style-type: none"> <li>C. 100% of teachers will implement state board adopted academic content and performance standards for all students.</li> <li>D. K-8 teachers will utilize standards aligned math assessments at least three times a year to monitor student progress in California State Standards.</li> <li>E. At any time an ELL student enrolls in the district, they will be provided with access to the State Standards and the ELD standards for the purposes of gaining content knowledge and English language proficiency.</li> </ul> <p>State Priority 4: Pupil Achievement</p>
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- F. 10% more Grade 3-8 students will meet or exceed state standards on the SBAC (2015/16 Baseline: 3<sup>rd</sup> grade: 13% ELA, 6% Math, 4<sup>th</sup> Grade: 29% ELA, 13% Math, 5<sup>th</sup> Grade: 53% ELA, 42% Math, 6<sup>th</sup> Grade: 33% ELA, 28% Math, 7<sup>th</sup> Grade: 40% ELA, 28% Math, 8<sup>th</sup> Grade: 56% ELA, 44% Math)
- G. Black Butte has less than 10 ELL students enrolled: CELDT and Reclassification data will not be shared publicly to maintain the privacy of its' enrolled ELL Students. Black Butte will focus on increased proficiency outcomes for all enrolled ELL students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Teachers will participate in professional development regarding the new ELA adoption.	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Training Cost: \$ 2,500 Sub Cost: \$ 1,000 Inst Mat: Cost \$ 500 Source: Title II 0000-5210 0000-1112 0000-4510  Consumables \$3000 Base 7156-4140
2. Maintain technology training and tech support for hardware/software.	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	SUHSD IT Dept support. Cost: \$6,300  Source: Title II 0000-5805
3. Implement standards aligned math assessment K-8 at least three times a year.	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Assessment Software Cost: \$300  Source: Base 1110-1110
4. Continue to participate in SCOE Co-Op for	LEA Wide	<input type="checkbox"/> ALL -----	CO-OP

professional development		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$6,000 Source: Title I, REAP 0000-5805
5. Continue NGSS professional development	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	CoOp optional dollars Cost: \$500 Source: Title II 0000-5210
6. Continue to utilize Progress Advisor to improve teacher pedagogy.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$550 Source: Base 7100-5801
7. As part of annual SARC review, monitor all students have access to standards aligned curriculum.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: No Cost
8. Coordinate with SCOE HR monitoring of HQT and proper assignments.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: No Cost
9. Continue to provide second bus run "School to Home" transportation for : Sports/SHARE/After School Intervention	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Salary: \$16,738, Benefits: \$9,210, Source: Supplemental 7230-2250 7230-3000 7230-4000 Fuel,

				maintenance and transportation supplies to facilitate the operation Cost: \$20,060 Source: Supplemental 7230-4000 7230-5000  Sports/Clubs: Salary: \$16,000, Benefits: \$4,601 Fees: \$4,000  Source: Supplemental 0070-1115 0070-2915 0070-3000 0070-5000  Family Fees: \$9,626 Source: Supplemental 0101-5805
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<b>GOAL 3:</b>	K-8 students will be given more opportunities to explore real world problems through performance tasks, writing experiences, research using technology and service learning opportunities as documented in student, parent, teacher surveys, self-reflections, and observation by teachers and administration.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	More opportunities for students to explore real world problems and improve their writing skills
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Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	State Priority 4: A. 3-8 students will utilize SBAC Interim Assessments or Block assessments to practice performance tasks – At least one Interim or Block assessment will be given per class, per grade level
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State Priority 8: B. K-8 students will engage in standards aligned writing assignments C. Continue to provide service learning opportunities			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Staff development support on writing curriculum and performance tasks.	LEA Wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost: \$ 2,200  Sub Cost: \$ 800 Source: Title II 0000-5210 0000-1112
2. Teachers will share student writing samples once per month at staff meeting.	LEA Wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost
3. After school activities for service learning.	LEA Wide	<input type="checkbox"/> ALL  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Teacher led student council and com. Service activities. Salary: \$1,284 Benefits: \$160 Inst. Mat: \$535 Source: Supplemental 1110-1115 1110-3000 0000-4310
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	State Priority 4: A. 3-8 students will utilize SBAC Interim Assessments or Block assessments to practice performance tasks – At least one Interim or Block assessment will be given per class, per grade level		

State Priority 8: B. K-8 students will engage in standards aligned writing assignments C. Continue to provide service learning opportunities			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Staff development support on writing curriculum and performance tasks.	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Cost: \$ 2,400 Sub Cost: \$ 875 Source: Title II 0000-5210 0000-1112
2. Teachers will share student writing samples once per month at staff meeting.	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	No cost
3. After school activities for service learning.	LEA Wide	___ ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Teacher led student council and com. Service activities. Salary: \$1,444 Benefits: \$214 Inst. Mat: \$535 Source: Supplemental 1110-1115 1110-3000 0000-4310
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	State Priority 4: A. 3-8 students will utilize SBAC Interim Assessments or Block assessments to practice performance tasks – At least one Interim or Block assessment will be given per class, per grade level State Priority 8:		

		B. K-8 students will engage in standards aligned writing assignments C. Continue to provide service learning opportunities	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Staff development support on writing curriculum and performance tasks.	LEA Wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Cost: \$ 2,400 Sub Cost: \$ 1,000 Source: Title II 0000-5210 0000-1112
2. Teachers will share student writing samples once per month at staff meeting.	LEA Wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	No cost
3. After school activities for service learning.	LEA Wide	<u> </u> ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Teacher led student council and com. Service activities. Salary: \$1,476 Benefits: \$267 Inst. Mat: \$535 Source: Supplemental 1110-1115 1110-3000 0000-4310
<b>GOAL 4:</b>	All students will be promoted from Junior High to High School ready for success with an awareness and knowledge of College and Career opportunities.		Related State and/or Local Priorities: 1__ 2__ 3_ X _ 4__ 5__ 6__ 7_ X _ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Exposure to college and career opportunities to better prepare students for High School and their college and careers.		

Goal Applies to:	Schools: Black Butte Junior High			
	Applicable Pupil Subgroups: ALL			
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	State Priority 3: A. Involve parents, including parents of unduplicated pupils and students with exceptional needs, in parent education and parent events for college and career readiness (high school information night)			
	State Priority 7: B. All students will have access to a Broad Course of Study as defined by Ed Code 51220 C. Students will review programs for College/Career			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	1. Maintain 8 <sup>th</sup> grade Advisor. 2. Research college and career curriculum for grades 6-8	Junior High	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1. Salary: \$1,390 Benefits: \$321 Inst. Mat: \$535 Source: Supplemental 1110-1115 1110-3000 0000-4310  2. No Cost
	3. Maintain partnership with Foothill High School Counselor to provide information on high school and A-G requirements to prepare students and parents for college and career.	Junior High	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost
	4. Provide leadership training for grades 6-8 including guest speakers/motivational seminars/assemblies.	Grades 6-8	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost: \$600  Source: Base 0345-5805
	5. Monitor Master Schedule to ensure that 7-8	Grades 7-	<input checked="" type="checkbox"/> ALL	No Cost

students have access to a broad course of study as required by EC 5251210 and 51220 (a)-(i)	8	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6. Participate in career day activities and field trips such as visiting colleges.	Jr. High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$600.00  Source: Base 0345-5805
7. Provide Jr. High computer/study skills, Intervention Class and Foreign Language	Jr. High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	.34 FTE Certificated Salary: \$21,608 Benefits: \$6,569  Source: Base 1110-1110 1110-3000
8. Maintain additional Teacher in 6-8	Grades 6-8	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1 FTE Certificated Salary: \$50,016 Benefits: \$17,658 Source: Title I 0000-1110 0000-3000 Supplemental 1110-1110 1110-3000

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>State Priority 3:  A. Involve parents, including parents of unduplicated pupils and students with exceptional needs, in parent education and parent events for college and career readiness (high school information night)</p> <p>State Priority 7:  B. All students will have access to a Broad Course of Study as defined by Ed Code 51220</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1. Maintain 8<sup>th</sup> grade Advisor. 2. Purchase 6-8<sup>th</sup> College/Career Curriculum</p>	Jr. High	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1.Salary: \$1,444 Benefits: \$342 Inst. Mat: \$535 Source: Supplemental 1110-1115 1110-3000 0000-4310</p> <p>2. Cost: \$1,337 Source: Supplemental</p>
<p>3. Maintain partnership with Foothill High School Counselor to provide information on high school and A-G requirements to prepare students and parents for college and career.</p>	Jr. High	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost: \$450</p> <p>Source: Supplemental</p>
<p>4. Provide leadership training for grades 6-8 including guest speakers/motivational seminars/assemblies.</p>	Jr. High	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost: \$600</p> <p>Source: Base 0345-5805</p>
<p>5. Monitor Master Schedule to ensure that 7-8 students have access to a broad course of study as required by EC 5251210 and 51220 (a)-(i)</p>	Grades 7-8	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost: \$405</p> <p>Source: Supplemental 1110-1110</p>
<p>6. Participate in career day activities and field trips such as visiting colleges.</p>	Jr. High	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost: \$600.00</p> <p>Source: Base 0345-5805</p>

7. Provide Jr. High computer/study skills, Intervention Class and Foreign Language	Jr. High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	.34 FTE Certificated Salary:\$22,688 Benefits:\$7,226  Source: Base 1110-1110 1110-3000
8. Maintain additional Teacher in 6-8	Jr. High	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1 FTE Certificated Salary: \$52,518 Benefits: \$19,421 Source: Title I 0000-1110 0000-3000 Supplemental 1110-1110 1110-3000

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	State Priority 3: A. Involve parents, including parents of unduplicated pupils and students with exceptional needs, in parent education and parent events for college and career readiness (high school information night) State Priority 7: B. All students will have access to a Broad Course of Study as defined by Ed Code 51220
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain 8 <sup>th</sup> grade Advisor.	Jr. High	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Salary: \$1,476 Benefits: \$374 Inst. Mat: \$535 Source: Supplemental 1110-1115 1110-3000 0000-4310
2. Maintain partnership with Foothill High School Counselor to provide information on high school and A-G requirements to prepare students and parents for college	Jr. High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost

and career.			
3. Provide leadership training for grades 6-8 including guest speakers/motivational seminars/assemblies.	Jr. High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$600  Source: Base 0345-5805
4. Monitor Master Schedule to ensure that 7-8 students have access to a broad course of study as required by EC 5251210 and 51220 (a)-(i)	Grades 7-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
5. Participate in career day activities and field trips such as visiting colleges.	Jr. High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$600.00  Source: Base 0345-5805
6. Provide Jr. High computer/study skills, Intervention Class and Foreign Language	Jr. High	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	.34 FTE Certificated Salary: \$23,823 Benefits: \$7,949  Source: Base 1110-1110 1110-3000
7. Maintain additional Teacher in 6-8	Jr. High	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	1 FTE Certificated Salary: \$55,123 Benefits: \$21,127 Source: Title I 0000-1110 0000-3000 Supplemental 1110-1110 1110-3000

<b>GOAL:</b> 5	Goal 5: The district will increase school connectedness by providing a socially, physically, and emotionally safe environment culturally responsive to all students and families.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : Increased Home/School connectedness for all subgroups and all families

Goal Applies to: Schools: ALL

Applicable Pupil Subgroups: ALL

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	<p>State Priority 1: A. Maintain Facilities at Good or better on the FIT assessment</p> <p>State Priority 3: B. Increase the return rate of Parent surveys by 5%</p> <p>State Priority 5: C. Increase attendance rates by 1% in Jr. High and by 3% at elementary (Baseline: Jr. High 96.5%, Elementary 90.8%) D. Decrease chronic absenteeism by .1% (Baseline: .5%) E. Maintain 0% Middle School Dropout rate. F. Maintain Music Program K-8</p> <p>State Priority 6: G. Decrease suspension rate by .5% (Baseline: 14/15 53 total, 15/16 22 total) H. Maintain 0% expulsion rate</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue positive student recognition awards	LEA Wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost: \$2,139.00</p> <p>Source: Supplemental 0000-4310</p>
2. Continue to maintain facilities for upkeep and modernization	LEA Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Cost: \$20,000.00</p> <p>Source: Base</p>

		__ Other Subgroups:(Specify)_____	14 Fund 0000-8091
3. Maintain Second Step	LEA Wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Cost: \$2,118.00  Source: Supplemental 1110-5805
4. Continue staff development support on social skills development program.	LEA Wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Cost: \$3,500.00  Source: Title I 3012-5210
5. Maintain cooperative agreement for counseling services with local medical clinic.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Cost: In Kind
6. Maintain Music Program.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	.4 FTE Certificated Salary: \$34,671 Benefits: \$4,422 Inst. Mat: \$535 Source: Supplemental 0346-1110 0346-3000 0346-4310
7. Maintain Administrative support for High Risk students and Families at both campuses	LEA Wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	.3 FTE Confidential Salary: \$30,292 Benefits: \$10,757  Source: Supplemental 2700-2410 2700-3000

<p>8. Continue to provide opportunities for parents, community, students and staff to give input into district decisions.</p> <ul style="list-style-type: none"> <li>a. Public Meetings</li> <li>b. Parent Meetings</li> <li>c. Parent Survey</li> <li>d. Pupil Meetings</li> <li>e. Staff Meetings</li> </ul>	<p>LEA Wide</p>	<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost: In Kind</p>
<p><b>LCAP Year 2: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority 1:  A. Maintain Facilities at Good or better on the FIT assessment</p> <p>State Priority 3:  B. Increase the return rate of Parent surveys by 5%</p> <p>State Priority 5:  C. Increase attendance rates by 1% in Jr. High and by 3% at elementary (Baseline: TBD)  D. Decrease chronic absenteeism by 1% (Baseline: TBD)  E. Maintain 0% Middle School Dropout rate.</p> <p>State Priority 6:  F. Decrease suspension rate by .5% (Baseline: TBD)  G. Maintain 0% expulsion rate</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Continue positive student recognition awards</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost: \$2,246.00</p> <p>Source: Supplemental 0000-4310</p>
<p>2. Continue to maintain facilities for upkeep and modernization</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost: \$20,000.00</p> <p>Source: Base 14 Fund</p>

			0000-8091
3. Maintain Second Step	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$2,246.00  Source: Supplemental 1110-5805
4. Continue staff development support on social skills development program.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$3,500.00  Source: Title I 3012-5210
5. Maintain cooperative agreement for counseling services with local medical clinic.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: In Kind
6. Maintain Music Program.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	.5 FTE Certificated Salary: \$43,378 Benefits: \$6,118 Inst. mat: \$535 Source: Supplemental 0346-1110 0346-3000 0346-4310
7. Maintain Administrative support for High Risk students and Families at both campuses	LEA Wide	<input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	.3 FTE Confidential Salary: \$31,807 Benefits: \$11,833  Source: Supplemental 2700-2410 2700-3000

<p>8. Continue to provide opportunities for parents, community, students and staff to give input into district decisions.</p> <ul style="list-style-type: none"> <li>a. Public Meetings</li> <li>b. Parent Meetings</li> <li>c. Parent Survey</li> <li>d. Pupil Meetings</li> <li>e. Staff Meetings</li> </ul>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost: In Kind</p>
<p><b>LCAP Year 3: 2018-19</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority 1: A. Maintain Facilities at Good or better on the FIT assessment</p> <p>State Priority 3: B. Increase the return rate of Parent surveys by 5%</p> <p>State Priority 5: C. Increase attendance rates by 1% in Jr. High and by 3% at elementary (Baseline: TBD) D. Decrease chronic absenteeism by 1% (Baseline: TBD) E. Maintain 0% Middle School Dropout rate.</p> <p>State Priority 6: F. Decrease suspension rate by .5% (Baseline: TBD) G. Maintain 0% expulsion rate</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Continue positive student recognition awards</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Cost: \$2,353.00</p> <p>Source: Supplemental 0000-4310</p>
<p>2. Continue to maintain facilities for upkeep and modernization</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost: \$20,000.00</p> <p>Source: Base 14 Fund 0000-8091</p>

3. Maintain Second Step	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$2,353.00  Source: Supplemental 1110-5805
4. Continue staff development support on social skills development program.	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: \$3,500.00  Source: Title I 3012-5210
5. Maintain cooperative agreement for counseling services with local medical clinic.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost: In Kind
6. Maintain Music Program.	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	.5 FTE Certificated Salary: \$45,506 Benefits: \$6,792 Inst. Mat: \$547 Source: Supplemental 0346-1110 0346-3000 0346-4310
7. Maintain Administrative support for High Risk Students and Families at both Campuses	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	.3 FTE Confidential Salary: \$33,397 Benefits: \$13,015  Source: Supplemental 2700-2410 2700-3000
8. Continue to provide opportunities for	LEA Wide	<input checked="" type="checkbox"/> ALL	Cost:

<p>parents, community, students and staff to give input into district decisions.</p> <ul style="list-style-type: none"> <li>a. Public Meetings</li> <li>b. Parent Meetings</li> <li>c. Parent Survey</li> <li>d. Pupil Meetings</li> <li>e. Staff Meetings</li> </ul>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>In Kind</p>
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**Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

### Annual Update

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

**Guiding Questions:**

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

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	Goal 1: By Spring 2017, 80% of our third grade students will be reading on grade level as identified by the AIMSWeb/Maze and SBAC Reading Comprehension and Fluency Scores.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>10% increase in students reading at grade level in each grade based on AIMS/Web</li> <li>Provide two parent trainings with a total of 50% of parents in attendance</li> <li>Class sizes will remain lower than 25.</li> <li>100% of identified students in grades K-5 needing reading intervention will receive a 9 week cycle of intervention.</li> <li>Because Black Butte School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass rate, EAP, High School Dropout Rate, and High School Graduation Rate.</li> <li>Because Black Butte Union Elementary School District has zero English Learners, the following state required metrics do not apply: EL Progress toward English Proficiency (CELDT) and EL reclassification Rate.</li> </ol>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>Cohort Comparison Spring Scores: K N/A, 1<sup>st</sup> to 2<sup>nd</sup> 6% growth, 2<sup>nd</sup> to 3<sup>rd</sup> remained at 50% (no growth), 3<sup>rd</sup> to 4<sup>th</sup> went down 1%, 4<sup>th</sup> to 5<sup>th</sup> gained 12%, 5<sup>th</sup> to 6<sup>th</sup> gained 12%, 6<sup>th</sup> to 7<sup>th</sup> decreased by 7%, 7<sup>th</sup> to 8<sup>th</sup> increased by 7%. Overall average of 5.6% increase.</li> <li>Provided two parent trainings. At the 8<sup>th</sup> grade parent meeting, at least 50% of parents attended. Had less than 50% of parent attendance at Elementary Parent trainings.</li> <li>All class sizes remained lower than 25.</li> <li>100% of identified students received at least a 9 week cycle of intervention.</li> <li>N/A</li> <li>N/A</li> </ol>
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	

<p>1. Develop library plan and purchase new library materials</p>	<p>Purchase new library material Cost: \$1,500 Source: Base</p>	<p>1. This item was completed.</p>	<p>\$ 2,769  Source: Base</p>
<p>Scope of service:</p>	<p>LEA Wide</p>	<p>Scope of service:</p>	<p>LEA Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2. Purchase and use appropriate instructional materials  AIMS Web Membership  Accelerated Reader Membership Intervention Program  Scientific Learning</p> <p><b>Second Step</b></p> <p>3 set Chrome books</p>	<p>AIMS Web analyzing student testing &amp; data Cost: \$1,300, Source: Supplemental</p> <p>Accelerated Reader, testing reading comprehension. Cost: \$3,000, Source: Supplemental</p> <p>Sci Learn,\$5,801 Source: Supplemental</p> <p>Second Step,\$1,966 Source: Supplemental</p> <p>3 set chrome books, \$56,383 Source:</p>	<p>2. Purchased AIMS Web, Accelerated Reader, Scientific Learning material, Second Step materials and 9 sets of Chrome books. We are currently 1:1 1<sup>st</sup> thru 8<sup>th</sup> grade with Chromebooks.</p>	<p>\$ 1260  Source: Supplemental</p> <p>\$4,766 Source: Supplemental</p> <p>\$ 0</p> <p>\$ 0</p> <p>\$ 84,496 Source: Supplemental, Base</p>

		Supplemental			
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3. Additional Teacher in K-5  Inst material for Class		1 FTE Certificated Salary:\$54,270, Benefits:\$17,163 ,, Source: Supplemental  Inst. Mat, \$3,809 Source: Supplemental	3. We were able to maintain additional teacher in K-5.  Instructional materials were purchased for the class.  Having this additional teacher reduces for combination classes and keeps class sizes low. This is effective in maintaining a smaller student to teacher ratio and thereby providing opportunities for differentiated instruction.		\$ 56,404 \$ 17,346  Source: Supplemental  \$3,766 Source: Supplemental
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Intervention Program		1 FTE Certificated Salary:\$ 65,279, Benefits:\$18,967, Source: Title I	4. This was provided for both the elementary and jr. high. This is extremely effective in meeting the intervention needs of 1 <sup>st</sup> through 8 <sup>th</sup> graders.		\$ 68,205 \$ 19,144  Source: Title I

Scope of service:	LEA Wide		Scope of service:	LEA Wide	
__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5. 2nd School to Home transportation bus run: Sports/ SHARE/ After School Intervention		1.9 FTE (4 Aides), Classified Salary:\$36,730 , Benefits:\$6,375, Source: Title I  Salary, benefits, fuel, maintenance and transportation supplies to facilitate the operation of 2 out of 8 bus runs. Cost: \$39,809, Source: Supplemental	5. Transportation was maintained. We believe that students are better able to participate and be better engaged in school with the opportunity to play sports and participate in after school. The Jr. High students benefit from after school intervention as it provides another opportunity for students to increase their academic achievement.		\$ 42,955 \$ 6,870  Source: Title I  \$ 44,806  Source: Supplemental
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
6. Provide two parent trainings on math and language arts curriculum.		Food, Supplemental Staff Time, Guest Presenter.	6. This did not happen this year. We would like to continue this action in the 16/17 school year.		No Costs

		Cost: \$1000.00 Source: Base		
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are going to primarily continue to work on and provide the actions and services as they are listed here. After analysis, it was determined that these actions and services meet our LEAs needs. We will make this goal more focused on K-3 in the upcoming year.
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Original GOAL from prior year LCAP:	Goal 2: 100% of teachers will align their instruction and student learning to the State Standards for ELA, Math & Literacy in the content areas.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% of teachers will participate in at least 8 hours of training related to state standards.</li> <li>100% of teachers will be observed using strategies to teach state standards as measured by Progress Advisor criteria.</li> <li>Grade K-8 will be assessed using AIMSWeb/Maze 3 times per/year.</li> <li>Adopt and purchase new K-8 Language Arts program.</li> <li>All 3-8 grade students will have taken the interim SBAC assessments</li> <li>Maintain 100% fully credentialed teachers.</li> <li>No API in 2015.</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% of teachers participated in training related to state standards.</li> <li>100% of teachers were observed using strategies to teach state standards</li> <li>Grades K-8 were assessed using AIMSWeb/Maze 3 times per year.</li> <li>A K-8 ELA program was chosen and order put together, the program will actually be purchased in 2016/17.</li> <li>This outcome was not met. It will continue to be a priority for next school year.</li> <li>100% of teachers were fully credentialed.</li> <li>N/A</li> </ol>
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Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
1. Staff Development for support of new Math Curriculum		Teacher training Cost:\$ 3,500 Sub Cost: \$ 1,000 Inst Mat: \$ 500 Source: Title II  Consumables \$4000 Base	1. Professional development was offered for the new Math Curriculum. Our K-5 and Jr. High teachers participated in this training.  \$ 10,593  Source: Title II
Scope of service:	LEA Wide	Scope of service:	LEA Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Tech Support/ training for new curriculum and hardware/ software		SUHSD IT Dept support. Cost:\$5,676 Source: Title II	Tech Support/ training for new curriculum and hardware/ software was completed.  \$ 5,676  Source: Title II
Scope of service:	LEA Wide	Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. SCOE Co-Op support Staff Development		CO-OP Cost: \$7,000	2. Attended SCOE Co-Op support for Staff Development.  \$ 7,000

		Source: Title I, REAP			Source: REAP, Title I
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Begin to become familiar with Next Generation Science Standards		Included in CoOp costs	3. As part of SCOE professional development, participated in NGSS.		\$ 0
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5. Teacher class observations using Progress Advisor.		Annual Site License fee Cost: \$500.00 Source: Base	4. Began to use progress advisor to support classroom instruction will continue and be built upon in 2016/17.		\$ 500  Source: Base
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a		Actions and services will be continued in 2015/16 with a focus on writing. We found these actions and services and goal to be very effective in continuing our growth towards state			



2. Staff development support on writing curriculum and Performance tasks.		Teacher training Cost:\$ 2,200 Sub Cost: \$ 800 Source: Title II	2. This did not specifically happen. The district held a lot of professional development this year, but writing curriculum did not come into focus. We will focus on this for the 2016/17 school year.	\$ 3,773  Source: Title II
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Teachers share student writing samples once per month at staff meeting.		No cost	3. This did not happen, but will be a focus for the 2016/17 year.	\$ 0
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. After school activities for service learning.		Teacher led student council and com. Service activities. Salary: \$1,500 Benefits: \$300 Instructional Material: \$500 Source: Base	4. Students participated in service learning opportunities including work at the community library and campus beautification. These opportunities provide students an opportunity to give back and experience community engagement.	\$ 1,833  Source: Base
Scope of service:	LEA Wide		Scope of service:	LEA Wide

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5. Administer staff, parent and student surveys at least once per year.		Parent Link Cost:\$400 Source: Title I	5. A parent and student survey were developed and implemented. Staff was given opportunities to give input at staff meetings; we didn't do a formal survey for this stakeholder group.		\$ 552 Source: Title I
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Some of these actions/services did not occur in the 2015/16 due to the focus being on ELA adoption, NGSS, math and technology. We will prioritize writing in our professional development and teacher meetings in 2016/17.			
Original GOAL from prior year LCAP:	Goal 4: By 2017 all students will be promoted from Junior High to High School ready for success with an awareness and knowledge of college and Career opportunities.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____			
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	-Students will review programs for College/Career curriculum/activities such as College Club, Gear Up, Reach Higher Shasta, etc. -Begin implementation of College and Career program for grade 6-8. -Grade 6-8 participate in school-wide and/or county wide career day	Actual Annual Measurable Outcomes:	Students attended an Informational day at Shasta College The program started this year, the high school counselor came up and spoke to the 8 <sup>th</sup> graders regarding high school preparedness on three occasions. The 6-8 graders did not participate in the countywide career day All students had access to a Broad Course of Study.		

		-All students will have access to a Broad Course of Study as defined by Ed Code 51220.			
<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>
<p>1. Purchase new curriculum for college/career curriculum for grades 6-8</p> <p>8<sup>th</sup> Grade Advisor</p>		<p>College/career curriculum Cost: \$1,500 Source: Supplemental</p> <p>Classified Salary:\$1,293 Benefits:\$130 Source: Supplemental</p>	<p>1. Purchased a curriculum for college/career. Need to work on the implementation of the program in the 2016/17 school year. The 8<sup>th</sup> Grade Advisor focused on 8<sup>th</sup> Grade graduation.</p>		<p>\$ 1,250</p> <p>Source: Base</p> <p>\$ 1,228 \$ 130</p> <p>Source: Base</p>
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>2. Leadership training for grades 6-8, including guest/motivational seminar/speakers</p>		<p>Contract services for speakers Cost:\$ 800.00 Source: Base</p>	<p>2. Mr. Brown provided some motivational leadership talks. The intent of this action was to send student council members to a leadership trainings, but no appropriate leadership training was found. We will continue to research this for the 2016/17 school year.</p>		<p>\$ 0</p>

Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3. Participate in career day activities outside of campus/ field trips		Transportation and admission to career day activities Cost: \$1000.00 Source : Base	3. The intent of this action was to take trips to college campuses. This did not happen in 2015/16 except for Shasta College. We will focus on making this happen next year.		\$ 414 Source: Base
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Create/distribute surveys for parents and students for career day activities		Software Service for Surveys /data analysis for distribution Cost:\$400.00 Source: Base	4. Survey was distributed to parents and students on school safety and school connectedness.		\$ 552 Source: Title I
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

5. Band & Choir Program		.4 FTE Certificated Salary:\$26,512 Benefits:\$3,976 Source: Supplemental	5. Band and Choir were provided. This is a huge draw for students. All stakeholders made it very clear they want to continue the music program. The marching band stipend was provided for this year.	\$ 29,787 \$ 4,525 \$ 439
Marching band stipend		Certificated Salary:\$1,316 Benefits:\$276 Source: Supplemental		Source: Supplemental  \$ 1,319 \$ 193  Source: Base
Scope of service:	LEA Wide		Scope of service:	LEA Wide
__ALL			__ALL	
OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Jr. High 4th Period Computer, Intervention Class, and Foreign Language		34 FTE Certificated Salary:\$20939 Benefits:\$4,666 Source: Base	6. These programs were provided to Jr. High students. World Studies provided exposure to Spanish. The intervention class provided jr. high students with opportunities to target areas of deficit and improve their academic achievement.	\$ 21,503 \$ 6,187
Scope of service:	LEA Wide		Scope of service:	LEA Wide
__X__ ALL			__X__ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Additional Teacher in 6-8		1 FTE Certificated Salary:\$45,295	7. This teacher was maintained. Providing this additional teacher allows us to avoid combination classes and keeps class sizes down. This is	\$ 47,112 \$ 15,908

		Benefits:\$15,792 Source: Title I, Supplemental	effective in allowing us more opportunity in providing targeted instruction to our jr. high students.	Source: Supplemental, Title I
Scope of service:	LEA Wide		Scope of service:	LEA Wide
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal and action will continue for next year. The progress reviewed was positive for student outcomes and stakeholders continue to support the programs.		
Original GOAL from prior year LCAP:	Goal 5: By 2017, the district will increase school connectedness by providing a socially, physically, and emotionally safe environment culturally responsive to all students and families.		Related State and/or Local Priorities: 1__X__ 2__ 3__X__ 4__ 5__X__ 6__X__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% of students will participate in one of several school wide social skills development programs (Second Steps, Capturing Kids Heart, Read Between the Lines, Time to Teach, Fred Jones, Understanding Poverty)</li> <li>18 students receiving on-site counseling services from a local medical clinic</li> <li>100% of classroom teachers will participate in professional development related to social development, brain research, strategies for increasing family involvement, classroom behavior management, or positive student recognition.</li> <li>Annual update School Safety Plan working collaboratively with teachers, staff, and site council.</li> <li>Provide a well maintained and clean campus and</li> </ol>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% of students participated in social skills development programs</li> <li>22 students received on-site counseling services from a local medical clinic</li> <li>100% of teachers participated in professional development related to social skills.</li> <li>Safety Plan was updated.</li> <li>Maintained facilities at Good or better on FIT report.</li> <li>Attendance rates were evaluated. They did not decrease by 5%.</li> <li>Chronic absenteeism was not decreased by 5%.</li> <li>0% Middle School Dropout rate was maintained.</li> <li>Maintained 0% expulsion rate.</li> <li>Decreased elementary school suspension by __%.</li> </ol>

	<p>modernized facility. Facilities will be maintained in good repair status per FIT report.</p> <p>6. Review and evaluate student attendance rate from 2013-2014 and decrease percentage by 5%.</p> <p>7. Decrease chronic absenteeism rate by 5 %.</p> <p>8. Maintain 0% Middle School dropout rate.</p> <p>9. Maintain 0% Expulsion rate.</p> <p>10. Decrease current elementary school suspension rate of 14.4% by 5% in 2014/15.</p> <p>11. Decrease current Junior High suspension rate of 20.6% by 5% in 2014/15.</p> <p>12. Administer and establish base line data for school climate survey, Fall 2015, follow up survey in spring 2016 to determine growth.</p>		<p>11. Decreased Junior High suspension rate by ____%</p> <p>12. School climate survey was given and baseline data gathered.</p>
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**LCAP Year: xxxx-xx**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Positive student recognition awards	Student Incentive Award, Cost: \$2000 Source: Supplemental	1. Students were given positive recognition awards monthly. This was very effective in raising the attendance rate for jr. high students. The suspension rate also went down at both schools.	\$ 2,960  Source: Base
Scope of service:	LEA Wide	Scope of service:	LEA Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2. Support technology connectedness at all campuses.	Increase communication speeds for technology effectiveness,	2.technology connectedness 100% at both campuses.	\$ 17,790  Source: Base

		Cost: \$17,900, Source: Base			
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3. Continue to support deferred maintenance program for upkeep & modernization of both campuses		Deferred Maintenance contribution. Cost: \$30,000 Source: Base	3. Facilities were maintained at both campuses.		\$ 30,000  Source: Base
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Parent Training		Additional instructional supplies and training. Cost: \$1,000.00, Source: Supplemental  Parent Training classes/ Inst. Cost: \$ 500, Source: Supplemental	4.Parent nights and events were held throughout the year. As mentioned in Goal 2, we did not provide the ELA and Math training. We did offer a parent information night for highschool which had an excellent turnout. Open house and Back to School Night were both well attended.		\$ 657  Source: Base
Scope of service:	LEA Wide		Scope of service:	LEA Wide	

<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5. Staff Development support on social skills development program.		Teacher training, Cost:\$ 1,000. Sub Cost: \$ 360 Source: Title II	5. 100% of teachers attended a social skills development training. We largely contribute our reduced suspension rates to teachers and administrators receiving this training.	\$ 3,105  Source: Title I, II
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6. Social skills and development program curriculum and instructional materials		College/career curriculum, Cost: \$1,000, Source: Title I	6. No materials were purchased this year.	\$ 0
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7. Enter cooperative agreement for counseling services with local medical clinic.		Facilities/support , Cost: In Kind, Source: Base	7. This has been a very positive relationship/partnership and service for our students and families. We provide this health center as a free service to our families. It is such an amazing resource for our families providing WIC, Yoga, Nutrition classes, early childhood training, etc..	\$ 0

Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue goal and services and actions to support student engagement. We were very impressed with teachers and students in terms of the reduced suspension rate. We hope to continue this positive trend and continue to provide the students and families in our district with a truly connected and safe environment.			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$303,950
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The district's unduplicated population is projected to represent 77.25% of district students therefore all of the funding will be utilized district wide.

-The district plans to use the supplemental/concentration funds generated by these students to maintain an additional 2.0 FTE in teaching staff to keep class sizes low district wide; and 1.0 FTE in certificated and 1.9 FTE in classified staff for the intervention program to plan, direct, assess and instruct students that are identified needing growth. By keeping smaller class sizes we can have more individualized instruction, work in smaller groups and have more 1:1 time for intervention. We believe these actions by their nature are inherently and principally directed at our disadvantaged population and will be effective in helping to address gaps in learning by creating a more individualized learning environment.

-The district plans to use the supplemental/concentration funds generated by these students to provide additional home to school transportation so that students can utilize our after school programs both academically and for music and sports. 70% of the students in this district are transported to and from school to home, without an additional school to home schedule the majority of our students could not take advantage of the after school programs. We believe the majority of our pupils that utilize transportation services are in our disadvantaged population, and thus this action is principally directed at those students. We believe this is effective action as it will enable our disadvantaged pupils to take advantage of additional instructional time and gain further connection and engagement in their education by participating in additional programs.

-The district plans to use the supplemental/concentration funds generated by these students to maintain a music teacher. We believe that music is essential to student success and is effective at engaging our disadvantaged pupils in their education as a whole. We believe this action is principally directed at our disadvantage population as they receive less access and engagement to the arts at home.

-The district plans to use the supplemental/concentration funds generated by these students to maintain a.4 FTE Teacher to maintain administrative support for high risk kids and families, and a specific schedule to ensure time available that is included in the curriculum. We believe this action is inherently and principally directed at the needs of our disadvantaged pupils as they tend to be our high risks pupils. We believe this is an effective action in helping to mitigate the emotional and outside influence that can be distracting to the educational process.

- The district plans to use the supplemental/concentration funds generated by these students to add additional technology principally directed at these students in the classroom since the majority of our families live below the poverty line and technology and communications are not a priority. We believe this is an effective action as it helps mitigate their lack of access in the home to learning through technology.

We have continued to provide additional administrative presence at both campuses to provide support for students with counseling for behavior and academic issues. We believe this approach is the most effective use of funds, 77.25% of our student population is

considered low income and we have 16% special needs, using this approach we have improved services to students in all areas as mentioned in Section 2, refer to that section for a more detailed analysis. Included in the above costs are time and resources devoted by admin staff to administer, monitor and maintain sup/con actions and services.

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

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

21.91	%
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The district's proportional share of expenditures increase is 21.91% for such pupils identified in 5 CCR (a) (7). The district through the LCAP process of soliciting, gathering and analyzing stakeholder input, has identified a need for a commitment to the increase expenditures as shown in section 3A and entirely in Section 2 where we have spent the increase in not only in targeted areas but by servicing students as a whole which also increased services to the unduplicated. We have maintained the addition of the 2.0 FTE teaching staff for low class sizes, 1.0 FTE in certificated and 1.9 FTE in classified staff for intervention and additional administrative support who have planned, directed, assessed and instructed students that are identified as needing additional assistance. The district continued to provide and actually increased additional home to school transportation so that students can utilize our after school programs for academic tutoring, music and sports. 72% of the students in this district are transported to and from school to home. Without an additional school to home transportation schedule the majority of our students could not take advantage of the after school programs. We believe that music is essential to student success and have .4 FTE teacher and specific times that are included in the schedule, we have continued to increase our technology for students in the classroom. Included in this percentage is time and resources devoted by admin staff to administer, monitor and maintain sup/con actions and services. We believe that the increased and improved services discussed here and in Sections 2 and 3a help us to meet and exceed the required minimum of serving our disadvantaged population by 21.91% more than the base services provide.



**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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