

Introduction:

LEA: Brawley Union High School District Contact: Dr. Hasmik Danielian LCAP Year: 2015-16

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>Brawley Union High School District (BUHSD) is committed to the importance of involving its parents, students, staff, and community members in the development of the Local Control Accountability Plan (LCAP). As a result, the district in conjunction with all of its stakeholders was able to create a cohesive plan that included identifying the needs of improvement as well as establishing goals and strategies in assist in the improvement process.</p> <p>BUHSD’s LCAP process included several meetings with various stakeholder groups with the focus being on the eight state priorities. Among the groups involved in the meetings were parents representing English Learners, socio-economically disadvantaged, foster youth, parents of AP students, teachers (including union officers), support staff, classified staff (including union officers), administration, students (to include English Learners, Special Education, Socio-economically disadvantaged youth, student leaders (ASB) , and foster youth) as well as community members, and the regional ROP office. Committees that were consulted on the creation of the plan included: School Site Councils, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Migrant</p>	<p>Through the LCAP process, the district was able to gather suggestions and concerns from a wide variety of stakeholders that are not normally representing. It was eye opening to learn what the community members, parents, students and staff had to offer regarding the educational system. These stakeholders provided valuable suggestions in each of the state priorities.</p> <p>The stakeholders were able to assist in the correlation between existing plans and the LCAP’s 8 State Priorities and the need to continually build and improve upon student achievement and parent involvement.</p> <p>Gaining insight from various groups allowed the district to realize needs that may not have been previously considered. The areas of weakness that stakeholders identified were created</p>

<p>Program, Parent Connection, Title III Committee, Think Tank, District School Leadership Team (DSLTL), and students such as ASB cabinet, English learners, honors students, special education students and students from socio economically disadvantaged families.</p> <p>During these meetings, the eight state priorities were explained and stakeholders were able to discern what the district’s strengths and weaknesses are regarding each priority. Each group was able to discuss why they suggested the items they did. The data were combined and at subsequent meetings, stakeholders identified their top two most important areas for improvement for every state priority. As a group, stakeholder were able to explain why they chose certain areas of weakness as most important. Through these meetings and reviewing the stakeholder data gathered during these meetings, the district was able to find common threads amongst the various groups and was able to develop a list of needs. All of the information and data gathered is posted to the district’s website so that anyone who has a question or concern can address the superintendent in writing. The superintendent will answer all questions on the website to ensure a wide audience receives answers to any concerns.</p> <p>From these meetings, the district was able to develop a rough draft that is representative of all stakeholders. Prior to finalizing the document for the school board, each committee will be able to review the draft for final approval.</p>	<p>into action steps to span over three years that can be accomplished through the opportunity for local control accountability within our district. The input gained from the stakeholders is the foundation in which the LCAP is created. The major areas of focus based on stakeholder input were: expanding ROP/CTE opportunities, create additional science labs, develop a literacy lab as well as a college and career readiness lab.</p>
<p>Annual Update: During the annual update for LCAP, BUHSD involved various parent groups, held staff meetings and presented at numerous committees during their regularly scheduled meetings. Groups that were involved in the updating process include: ELAC, DELAC, School Site Councils, Migrant, teacher’s union, whole staff, classified union, Think Tank, Leadership Committee, Parent Connection, Student ASB Cabinet, English learners, special population students and socio economically disadvantaged students.</p> <p>During these meetings the district’s LCAP goals were reviewed. The facilitator discussed what actions had been taken, what had been planned, and what is yet to be completed. Groups provided input regarding their knowledge of what had been completed and their suggestions on actions that need to be taken for this and the next school year. During these meetings the facilitator asked them to classify what actions were most important and explain their reasoning. They were reminded that they may write the superintendent directly with any questions they needed answered and she would respond in writing.</p>	<p>Annual Update: One main item of concern from the parent groups was communication. They felt as though they aren’t always apprised of updates or events.</p> <p>In the LCAP we will incorporate training for parents to be able to navigate the district’s website, and grading portal. The district is also going to upgrade its phone system to a more user friendly one that is slightly more expensive.</p> <p>The stakeholders were able to easily discern the correlation between the single school plans and the LCAP. They appreciated that the same goals were consistent throughout all plans.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	Develop a comprehensive core and support program to assist in increasing student achievement by 2% each year for the next three years.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____		
Identified Need :	Data show a need to improve student achievement in BUHSD. Overall BUHSD has an 80% passing rate for CAHSEE math and 81 % passing rate for English as measured by state results on CAHSEE. There is a need to improve CAHSEE proficiency rates. Current state target for ELA and math is 100%. BUHSD is currently at 52.1% ELA and 53.3% math. The district would like to increase their proficiency rates by 2% annually as measured by state CAHSEE results The district is committed to attaining proficiency on CAASPP in accordance with state established growth targets BUHSD will ensure that all teachers employed by the district will be considered highly qualified.			
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Students will improve on CAHSEE passing rates from 82% to 84% for ELA and from 83% to 85% for math Students will improve on CAHSEE proficiency rates from 57.1% ELA to 62.1% and 58.3% math to 63.3% BUHSD will maintain its current employment rate of 100% highly qualified teachers as defined by the state of California			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	The district will research and purchase CAHSEE support materials and/or materials appropriate to state testing requirements.	LEA-wide	<u>X</u> ALL	Purchase supplemental CAHSEE resources
	BUHSD will implement course level support programs as well as		OR: __Low Income pupils __English Learners	

Board Approved: June 23, 2015

intervention programs to assist students in passing and receiving proficient on the CAHSEE and/or other state testing requirements.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000.00 LCFF 4000
The district will develop subject specific intervention programs for math and English	LEA-wide	<input checked="" type="checkbox"/> ALL	Substitutes (Pull out days) \$5647 (277 hours) – LCFF 1000
		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)_____	
BUHSD will develop support programs outside of school hours	LEA-wide	<input checked="" type="checkbox"/> ALL	Extra Duty Pay – Certificated and Classified \$1816 - LCFF 2 Teachers 4 hours x 4 Saturdays 1000 2000
		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)_____	
The district will hire two full time instructional aides to assist students who are struggling in the area of mathematics.	LEA-wide	<input type="checkbox"/> ALL	\$60,000.00 2 FTE instructional aides Supplemental and Concentration 2000
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
BUHSD will develop a rotational textbook adoption schedule which will include: mathematics, ELA, science and social science	LEA-wide	<input checked="" type="checkbox"/> ALL	Math Adoption \$250,000 \$115,946 – 6300 \$134,054 – LCFF/CCSS 4000
		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)_____	
The district provide professional development to all staff regarding best practices for the development of 21 st century teaching and learning	LEA-wide	<input checked="" type="checkbox"/> ALL	21 st Century Skills Training \$80,000
		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)_____	\$15,000 – LCFF \$65,000 – Title I 5000 Project Based Learning Training \$10,000 – LCFF 5000
Provide student incentives for district wide academic vocabulary campaign	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)_____	Student Achievement Incentives \$1,500 – LCFF 4000
The district will provide teachers with release time in order to incorporate 21 st century skills into their 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)_____	Extra Duty Pay (Summer) 30 hours x 60 teachers \$72,264 – LCFF 1000
Teachers will be provided training and release time to develop district benchmark assessments aligned to CCSS The district will facilitate additional collaboration time outside of the work day for staff to create cohesive unit plans	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)_____	Substitutes (Pull Out time) \$5,647 (277 hours) – LCFF 1000 Subject specific training \$15,000 - LCFF 5000 Project Based Learning Training \$10,000 – LCFF 5000
All low income-income, English learner and/or foster youth will have access and priority to strategic intervention and/or enrichment courses	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	\$15,000 SDAIE Training - Supplemental and

ELD/SEI specific training for certificated staff		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Concentration 5000
Modify and implement benchmark assessments specific for EL students to monitor ongoing English language development progress throughout the year	LEA-wide	<input type="checkbox"/> ALL	Substitutes \$5,647 (277 hours) - Supplemental and Concentration 1000
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide support outside of the regular school day to assist low income and foster youth in reaching proficiency on mandated assessments	LEA-wide	<input type="checkbox"/> ALL	Extra Duty Pay – Certificated \$6000- LCFF After School EL tutoring 1000
		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)_____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Students will improve on CAHSEE passing rates by 2% in both ELA and mathematics
	Students will improve on CAHSEE proficiency rates by 2% in both ELA and mathematics
	BUHSD will maintain its current employment rate of 100% highly qualified teachers as defined by the state of California

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will research and purchase CAHSEE support materials and/or materials appropriate to state testing requirements. BUHSD will implement course level support programs as well as intervention programs to assist students in passing and receiving proficient on the CAHSEE and/or other state testing requirements.	LEA-wide	<input checked="" type="checkbox"/> ALL	Purchase supplemental CAHSEE resources \$5,000.00 LCFF 4000
		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)_____	
The district will develop subject specific intervention programs for math and English	LEA-wide	<input checked="" type="checkbox"/> ALL	Substitutes (Pull out days) \$5647 (277 hours) – LCFF 1000
		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)_____	
BUHSD will develop support programs outside of school hours	LEA-wide	<input checked="" type="checkbox"/> ALL	Extra Duty Pay – Certificated and
		OR:	

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Classified \$1816 - LCFF 2 Teachers 4 hours x 4 Saturdays 1000 2000
The district will maintain 2 math instructional aide positions to assist students who are struggling in the area of mathematics	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$60,000.00 2 FTE instructional aides Supplemental and Concentration 2000
BUHSD will continue its rotational textbook adoption schedule which will include: mathematics, ELA, science and social science	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)_____	ELA Adoption \$250,000 LCFF 4000
The district provide professional development to all staff regarding best practices for the development of 21 st century teaching and learning	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)_____	21 st Century Skills Training \$80,000 \$15,000 – LCFF \$65,000 – Title I 5000 Project Based Learning Training \$10,000 – LCFF 5000
Provide student incentives for district wide academic vocabulary and writing campaign	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)_____	Student Achievement Incentives \$3,500 – LCFF 4000

<p>The district will provide teachers with release time in order to incorporate 21st century skills</p>	<p>LEA-wide</p>	<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 <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Extra Duty Pay (Summer) 30 hours x 60 teachers \$72,264 – LCFF 1000</p>
<p>Teachers will be provided training and release time to develop district benchmark assessments aligned to CCSS</p> <p>The district will facilitate additional collaboration time outside of the work day for staff to create cohesive unit plans</p>	<p>LEA-wide</p>	<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 <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Substitutes (Pull Out time) \$5,647 (277 hours) – LCFF 1000</p> <p>Subject specific training \$15,000 - LCFF 5000</p> <p>Project Based Learning Training \$10,000 – LCFF 5000</p>
<p>All low income-income, English learner and/or foster youth will have access and priority to strategic intervention and/or enrichment courses</p> <p>ELD/SEI specific training for certificated staff</p>	<p>LEA-wide</p>	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000 SDAIE Training - Supplemental and Concentration 5000</p>
<p>Review and revise benchmark assessments specific for EL students to monitor ongoing English language development progress throughout the year</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Substitutes \$5,647 (277 hours) - Supplemental and Concentration 1000</p>
<p>Provide support outside of the regular school day to assist low</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p>	<p>Extra Duty Pay –</p>

income and foster youth in reaching proficiency on mandated assessments		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated \$6000- LCFF After School EL tutoring 1000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Students will improve on CAHSEE passing rates by 2% in both ELA and mathematics Students will improve on CAHSEE proficiency rates by 2% in both ELA and mathematics BUHSD will maintain its current employment rate of 100% highly qualified teachers as defined by the state of California		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will review and purchase CAHSEE support materials and/or materials appropriate to state testing requirements. BUHSD will review and revise course level support programs as well as intervention programs to assist students in passing and receiving proficient on the CAHSEE and/or other state testing requirements.	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)_____	Purchase supplemental CAHSEE resources \$5,000.00 LCFF 4000
The district will maintain subject specific intervention programs for math and English	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)_____	Substitutes (Pull out days) \$5647 (277 hours) – LCFF 1000
BUHSD will maintain and revise support programs outside of school hours	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)_____	Extra Duty Pay – Certificated and Classified \$1816 - LCFF 2 Teachers 4 hours x 4 Saturdays 1000 2000
The district will maintain 2 math instructional aide positions to assist students who are struggling in the area of mathematics	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	\$60,000.00 2 FTE instructional aides Supplemental

		Subgroups: (Specify) _____	and Concentration 2000
BUHSD will continue its rotational textbook adoption schedule which will include: mathematics, ELA, science and social science	LEA-wide	<input checked="" type="checkbox"/> ALL	Science Adoption \$250,000 LCFF 4000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	
The district provide professional development to all staff regarding best practices for the development of 21 st century teaching and learning	LEA-wide	<input checked="" type="checkbox"/> ALL	21 st Century Skills Training \$80,000 \$15,000 – LCFF \$65,000 – Title I 5000 Project Based Learning Training \$10,000 – LCFF 5000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	
Provide student incentives for district wide academic vocabulary and writing campaign	LEA-wide	<input checked="" type="checkbox"/> ALL	Student Achievement Incentives \$1,500 – LCFF 4000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	
The district will provide teachers with release time in order to incorporate 21 st century skills	LEA-wide	<input checked="" type="checkbox"/> ALL	Extra Duty Pay (Summer) 30 hours x 60 teachers \$72,264 – LCFF 1000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	
Teachers will be provided training and release time to develop district benchmark assessments aligned to CCSS The district will facilitate additional collaboration time outside of the work day for staff to create cohesive unit plans	LEA-wide	<input checked="" type="checkbox"/> ALL	Substitutes (Pull Out Time) \$5,647 (277 hours) – LCFF 1000 Subject specific training \$15,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	

			– LCFF 5000 Project based learning training \$10,000 – LCFF 5000
All low income-income, English learner and/or foster youth will have access and priority to strategic intervention and/or enrichment courses ELD/SEI specific training for certificated staff	LEA-wide	__ALL OR: __X Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$15,000 SDAIE Training - Supplemental and Concentration 5000
Review and revise benchmark assessments specific for EL students to monitor ongoing English language development progress throughout the year	LEA-wide	__ALL OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Substitutes \$5,647 (277 hours) - Supplemental and Concentration 1000
Provide support outside of the regular school day to assist low income and foster youth in reaching proficiency on mandated assessments	LEA-wide	__ALL OR: __X Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Extra Duty Pay – Certificated \$6000- LCFF After School EL tutoring 1000

GOAL 2:	The district will facilitate academic support programs for English learners to assist them in meeting state mandated AMAO targets	Related State and/or Local Priorities: 1__ 2__X 3__ 4__X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	The district has a need to maintain and improve ELs progress toward learning English. AMAO 1 – 65.5% (Target – 60.5%); AMAO 2 – 18.1% and 58.8% (Targets – 24.2% and 50.9%); AMAO 3 – ELA % (Target 100%) Math % (Target 100%) as measured by State CELDT and CAHSEE results		
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups:	EL
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Students will improve by English proficiency by 1% annually The district will increase it reclassification rate by 5% annually		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and maintain a language lab and acquire technology resources to support student achievement and assist struggling students	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Software upgrades \$25,000 Computers and related upgrades \$25,000 Supplemental and Concentration 4000
Provide support outside of the regular school day to assist English learners, low income and foster youth in reaching proficiency on mandated assessments Provide EL Summer school for language enrichment	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	After School EL Tutoring Extra Duty Pay \$6,000 Supplemental and Concentration Fund 1000 EL Summer School Extra Duty 2 Teachers x 55 hours and supplies = \$10,000 Supplemental and Concentration Fund

			1000 4000
Professional development in implementation of school-wide English Learner instructional strategies BUHSD will implement districtwide EL instructional strategies.	LEA-wide	__ALL OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	SDAIE Strategies \$10,000 Supplemental and Concentration Fund 5000
BUHSD will purchase English 3D renewables as well as the Vocabulary Toolkit to assist students in gaining English proficiency	LEA-wide	__ALL OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	English 3D \$13,657.50 Supplemental and Concentration Fund 4000 Vocabulary Toolkit \$9152.00 Supplemental and Concentration Fund 4000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Students will improve by English proficiency by 1% annually The district will increase it reclassification rate by 5% annually		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify and acquire technology resources to support student achievement for struggling students and maintain the language lab.	LEA-wide	__ALL OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Software upgrades \$25,000 Computers and related upgrades

			\$25,000 Supplemental and Concentration 4000
Provide support outside of the regular school day to assist English learners, low income and foster youth in reaching proficiency on mandated assessments Provide EL Summer school for language enrichment	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	After School EL Tutoring Extra Duty Pay \$6,000 Supplemental and Concentration Fund 1000 EL Summer School Extra Duty 2 Teachers x 55 hours and supplies = \$10,000 Supplemental and Concentration Fund 1000 4000
Professional development in implementation of school-wide English Learner instructional strategies BUHSD will continue to implement districtwide EL instructional strategies.	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	SDAIE Strategies \$10,000 Supplemental and Concentration Fund 5000
BUHSD will purchase English 3D renewables as well as the Vocabulary Toolkit to assist students in gaining English proficiency	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	English 3D \$13,657.50 Supplemental and Concentration Fund

			4000 Vocabulary Toolkit \$9152.00 Supplemental and Concentration Fund 4000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Students will improve by English proficiency by 1% annually The district will increase it reclassification rate by 5% annually		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify and acquire technology resources to support student achievement for struggling students and maintain the language lab.	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Software upgrades \$25,000 Computers and related upgrades \$25,000 Supplemental and Concentration 4000
Provide support outside of the regular school day to assist English learners, low income and foster youth in reaching proficiency on mandated assessments Provide EL Summer school for language enrichment	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	After School EL Tutoring Extra Duty Pay \$6,000 Supplemental and Concentration Fund 1000 EL Summer School Extra Duty 2 Teachers x 55 hours and

			supplies = \$10,000 Supplemental and Concentration Fund 1000 4000
Professional development in implementation of school-wide English Learner instructional strategies BUHSD will continue to implement districtwide EL instructional strategies.	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	SDAIE Strategies \$10,000 Supplemental and Concentration Fund 5000
BUHSD will purchase English 3D renewables as well as the Vocabulary Toolkit to assist students in gaining English proficiency	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	English 3D \$13,657.50 Supplemental and Concentration Fund 4000 Vocabulary Toolkit \$9152.00 Supplemental and Concentration Fund 4000

GOAL 3:	The district will facilitate an increase in college and career readiness by 2% annually.	Related State and/or Local Priorities: 1__ 2_ <u>X</u> 3__ 4_ <u>X</u> 5__ 6_ 7_ <u>X</u> 8_ <u>X</u> COE only: 9__ 10__ Local : Specify _____
Identified Need :	There is a necessity to increase college readiness by 2% annually and maintain or improve career readiness. The district will increase college readiness as measured through CAASPP Grade 11, A-G completion and AP scores.	

	Current A-G Rate - 27.3% Current EAP College Ready – 37% ELA and 56% Math Current AP scores of 3 or higher - 59% IVC Accuplacer College Ready Reading 30% English 24% Math 5% Other Outcomes: CAN Exam – 100% passing rate IVC Medical Terminology Test – 86% Nursing Asst. IVC credit 80% passing rate		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	The district will increase by 2% annually on CAASPP Grade 11, Accuplacer, AP scores of 3 or higher, IVC Medical terminology exam, A-G completion, and Nursing Asst. IVC credit
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facilitate career interest inventory for all students such as Career Locker	LEA-wide	<input checked="" type="checkbox"/> ALL	Career Locker Licenses \$1975 (500 licenses) – LCFF 4000
		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)_____	
Promote and expand ROP and CTE courses; Increase courses that would “front load” content for current career pathways; Expand career information opportunities such as career fairs and guest speakers. Provide relevant supplies and materials to current and new ROP courses.	LEA-wide	<input checked="" type="checkbox"/> ALL	Substitutes (Pull Out Time) \$800 (2 hrs x 10 teachers) - LCFF 1000 Materials, Textbooks and Supplies \$120,000 – LCFF 4000
		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)_____	
Implement SAT/ACT test preparation sessions for students	BUHS	<input checked="" type="checkbox"/> ALL	SAT/ACT Prep Materials \$1,500 – LCFF 4000
		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)_____	Extra Duty Pay – Certificated \$605 – LCFF 1000
Purchase AP study skills courses Expand AP course offerings and submit syllabi for approval	BUHS	<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)_____	AP Curriculum \$100,000 – LCFF 4000 AP Training \$15,000 – LCFF 5000 Online AP Courses APEX Learning \$250 per student x 20 licenses = \$5,000 – LCFF 4000
BUHSD will offer support/intervention courses and supplemental curriculum to assist in the implementation of Common Core, History and Next Generation Science standards for struggling students.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Scholastic Magazine Subscriptions \$3,689.03 – Supplemental and Concentration 4000 Supplemental Materials (History) \$1128 Supplemental and Concentration 4000
English learners will participate in field trips and real world	LEA-wide	<input type="checkbox"/> ALL	EL

<p>experiences in order to ensure college and career readiness</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Transportation – Supplemental and Concentration \$15,000 Field Trips Supplemental and Concentration \$10,000 5000 Substitutes \$5,647 (277 hours) - Supplemental and Concentration 1000</p>
<p>The district will maintain a College and Career Readiness lab and ensure technology is updated.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Supplemental and Concentration \$20,000 Maintenance of Infrastructure Supplemental and Concentration 4000</p>
<p>BUHSD will purchase college and career readiness incentives to be utilized at events such as the iCan event and other parent awareness presentations</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 College and Career Readiness Incentives Supplemental and Concentration 4000</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>The district will increase by 2% annually on CAASPP Grade 11, Accuplacer, AP scores of 3 or higher, IVC Medical terminology exam, A-G completion, and Nursing Asst. IVC credit</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facilitate career interest inventory for all students such as Career Locker	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)_____	Career Locker Licenses \$1975 (500 licenses) – LCFF 4000
Promote and expand ROP and CTE courses; Increase courses that would “front load” content for current career pathways; Expand career information opportunities such as career fairs and guest speakers. Provide relevant supplies and materials to current and new ROP courses.	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)_____	Substitutes (Pull Out Time) \$800 (2 hrs x 10 teachers) - LCFF 1000 Materials, Textbooks and Supplies \$120,000 – LCFF 4000
Implement SAT/ACT test preparation sessions for students	BUHS	<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)_____	SAT/ACT Prep Materials \$1,500 – LCFF 4000 Extra Duty Pay – Certificated \$605 – LCFF 1000
Purchase AP study skills courses Expand AP course offerings and submit syllabi for approval	BUHS	<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)_____	AP Curriculum \$100,000 – LCFF 4000 AP Training \$15,000 – LCFF 5000 Online AP Courses APEX Learning \$250 per student

<p>BUHSD will offer support/intervention courses and supplemental curriculum to assist in the implementation of Common Core, History and Next Generation Science standards for struggling students.</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>x 20 licenses = \$5,000 – LCFF 4000 Scholastic Magazine Subscriptions \$3,689.03 – Supplemental and Concentration 4000 Supplemental Materials (History) \$1128 Supplemental and Concentration 4000</p>
<p>English learners will participate in field trips and real world experiences in order to ensure college and career readiness</p>	<p>LEA-wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>EL Transportation – Supplemental and Concentration \$15,000 Field Trips Supplemental and Concentration \$10,,000 5000 Substitutes \$5,647 (277 hours) - Supplemental and Concentration 1000</p>
<p>The district will maintain a College and Career Readiness</p>	<p>LEA-wide</p>	<p><u> </u> ALL</p>	<p>Supplemental</p>

lab and ensure technology is updated.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	and Concentration \$20,000 Maintenance of Infrastructure Supplemental and Concentration 4000
BUHSD will purchase college and career readiness incentives to be utilized at events such as the iCan event and other parent awareness presentations	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 College and Career Readiness Incentives Supplemental and Concentration 4000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	The district will increase by 2% annually on CAASPP Grade 11, Accuplacer, AP scores of 3 or higher, IVC Medical terminology exam, A-G completion, and Nursing Asst. IVC credit		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facilitate career interest inventory for all students such as Career Locker	LEA-wide	__X__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)_____	Career Locker Licenses \$1975 (500 licenses) – LCFF 4000
Promote and expand ROP and CTE courses; Increase courses that would “front load” content for current career pathways; Expand career information opportunities such as career fairs and guest speakers. Provide relevant supplies and materials to current and new ROP courses.	LEA-wide	__X__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)_____	Substitutes (Pull Out Time) \$800 (2 hrs x 10 teachers) - LCFF 1000 Materials, Textbooks and Supplies \$120,000 – LCFF 4000
Implement SAT/ACT test preparation sessions for students	BUHS	__X__ALL	SAT/ACT Prep

		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) _____	Materials \$1,500 – LCFF 4000 Extra Duty Pay – Certificated \$605 – LCFF 1000
Purchase AP study skills courses Expand AP course offerings and submit syllabi for approval	BUHS	<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) _____	AP Curriculum \$100,000 – LCFF 4000 AP Training \$15,000 – LCFF 5000 Online AP Courses APEX Learning \$250 per student x 20 licenses = \$5,000 – LCFF 4000
BUHSD will offer support/intervention courses and supplemental curriculum to assist in the implementation of Common Core, History and Next Generation Science standards for struggling students.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Scholastic Magazine Subscriptions \$3,689.03 – Supplemental and Concentration 4000 Supplemental Materials (History) \$1128 Supplemental and Concentration 4000

<p>English learners will participate in field trips and real world experiences in order to ensure college and career readiness</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>	<p>EL Transportation – Supplemental and Concentration \$15,000 Field Trips Supplemental and Concentration \$10,000 5000 Substitutes \$5,647 (277 hours) - Supplemental and Concentration 1000</p>
<p>The district will maintain a College and Career Readiness lab and ensure technology is updated.</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>	<p>Supplemental and Concentration \$20,000 Maintenance of Infrastructure Supplemental and Concentration 4000</p>
<p>BUHSD will purchase college and career readiness incentives to be utilized at events such as the iCan event and other parent awareness presentations</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>	<p>\$10,000 College and Career Readiness Incentives Supplemental and Concentration 4000</p>

GOAL 4: The district will establish a school climate that encourages attendance, positive behavior and increased academic Related State and/or Local Priorities:

success.

1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__
 COE only: 9__ 10__
 Local : Specify _____

Identified Need :

- There is need to increase positive school climate by .03% annually as measured through Aeries data.
- Attendance Rate – 94.8% (Increase .03% annually)
- Chronic Absenteeism 11.6% (decrease 1% annually)
- Dropout Rate – 8.2% (Decrease by 1% annually)
- Graduation Rate – 92.6% (Increase by .03% annually)
- Suspensions – 9% (Decrease by 1% annually)
- Tardies – (Decrease by .5% annually)
- Expulsions – 5% (Decrease by 1% annually)

Goal Applies to: Schools: ALL
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: The district will improve by .03% annually on attendance and graduation rate. BUHSD will decrease by 1% annually on chronic absenteeism, dropout rates, suspensions, expulsions and decrease the number of tardy referrals by .5% annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In order to ensure students have the appropriate skills for academic success, the district will purchase planners for all students.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$7000 Student planners 1800 planners LCFF 4000
The district will enhance the freshmen transition program curriculum. There is a need for students to acquire efficient study skills. Because of this the district will develop a study skills course utilizing curriculum such as Career Choices.	BUHS	<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) _____	Career Choices/Assets Curriculum \$20,000 – LCFF 4000

			(Teacher Pull Out 5 teachers x 30 hours) \$6,000 - LCFF 1000
BUHSD will hire 2 substitute teachers during collaboration days for extended day interventions for students addressing academic intervention, attendance and social emotional behaviors.	BUHS	<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)_____	2 substitutes x 22 collaboration days = \$1388 (1.5 hours each) LCFF 1000
In order to promote school involvement, the district will provide training to Link Crew in order to enhance the freshmen transition experience	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)_____	Materials and Supplies \$2,500 – LCFF 4000 Extra Duty Certificated - \$1500 – LCFF 1000
BUHSD will implement a club and activities fair for students to acquaint themselves with and sign up for clubs available at BUHSD	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)_____	Materials and Supplies \$2,500 - LCFF 4000
The district will contract with outside presenters regarding student motivation and involvement	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials and Supplies \$2,500 – Supplemental and Concentration 4000
The district will provide resources and training in Spanish for Spanish speaking parents to assist them in fostering student success	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)_____	Extra Duty \$1215 5hrs/month classified Supplemental and

			Concentration 2000
The district will provide collaboration opportunities for cross curricular lesson development and project based learning opportunities	LEA-wide	<input type="checkbox"/> ALL	Substitutes \$5,647 (277 hours) - Supplemental and Concentration 1000
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	The district will improve by .03% annually on attendance and graduation rate. BUHSD will decrease by 1% annually on chronic absenteeism, dropout rates, suspensions, expulsions and decrease the number of tardy referrals by .5% annually.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In order to ensure students have the appropriate skills for academic success, the district will purchase planners for all students.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$7000 Student planners 1800 planners LCFF 4000
		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)_____	
The district will enhance the freshmen transition program curriculum. There is a need for students to acquire efficient study skills. Because of this the district will develop a study skills course utilizing curriculum such as Career Choices.	BUHS	<input checked="" type="checkbox"/> ALL	Career Choices/Assets Curriculum \$20,000 – LCFF 4000 (Teacher Pull Out 5 teachers x 30 hours) \$6,000 - LCFF 1000
		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)_____	
BUHSD will hire 2 substitute teachers during collaboration days for extended day interventions for students addressing academic intervention, attendance and social emotional behaviors.	BUHS	<input checked="" type="checkbox"/> ALL	2 substitutes x 22 collaboration days = \$1388 (1.5 hours each) LCFF 1000
		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>In order to promote school involvement, the district will provide training to Link Crew in order to enhance the freshmen transition experience</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 <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials and Supplies \$2,500 – LCFF 4000</p> <p>Extra Duty Certificated - \$1500 – LCFF 1000</p>
<p>BUHSD will implement a club and activities fair for students to acquaint themselves with and sign up for clubs available at BUHSD</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 <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials and Supplies \$2,500 - LCFF 4000</p>
<p>The district will contract with outside presenters regarding student motivation and involvement</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 <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials and Supplies \$2,500 – Supplemental and Concentration 4000</p>
<p>The district will provide resources and training in Spanish for Spanish speaking parents to assist them in fostering student success</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 <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Extra Duty \$1215 5hrs/month classified Supplemental and Concentration 2000</p>
<p>The district will provide collaboration opportunities for cross curricular lesson development and project based learning opportunities</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 <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Substitutes \$5,647 (277 hours) - Supplemental and Concentration 1000</p>
<p>LCAP Year 3: 2017-18</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>The district will improve by .03% annually on attendance and graduation rate. BUHSD will decrease by 1% annually on chronic absenteeism, dropout rates, suspensions, expulsions and decrease the number of tardy referrals by .5% annually.</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>In order to ensure students have the appropriate skills for academic success, the district will purchase planners for all students.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$7000 Student planners 1800 planners LCFF 4000</p>
<p>The district will enhance the freshmen transition program curriculum. There is a need for students to acquire efficient study skills. Because of this the district will develop a study skills course utilizing curriculum such as Career Choices.</p>	<p>BUHS</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Career Choices/Assets Curriculum \$20,000 – LCFF 4000 (Teacher Pull Out 5 teachers x 30 hours) \$6,000 - LCFF 1000</p>
<p>BUHSD will hire 2 substitute teachers during collaboration days for extended day interventions for students addressing academic intervention, attendance and social emotional behaviors.</p>	<p>BUHS</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>2 substitutes x 22 collaboration days = \$1388 (1.5 hours each) LCFF 1000</p>
<p>In order to promote school involvement, the district will provide training to Link Crew in order to enhance the freshmen transition experience</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Materials and Supplies \$2,500 – LCFF 4000 Extra Duty Certificated - \$1500 – LCFF 1000</p>
<p>BUHSD will implement a club and activities fair for students to acquaint themselves with and sign up for clubs available at BUHSD</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners</p>	<p>Materials and Supplies \$2,500 - LCFF 4000</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
The district will contract with outside presenters regarding student motivation and involvement	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials and Supplies \$2,500 – Supplemental and Concentration 4000
The district will provide resources and training in Spanish for Spanish speaking parents to assist them in fostering student success	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)_____	Extra Duty \$1215 5hrs/month classified Supplemental and Concentration 2000
The district will provide collaboration opportunities for cross curricular lesson development and project based learning opportunities	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Substitutes \$5,647 (277 hours) - Supplemental and Concentration 1000

GOAL 5:	The district will streamline communication efforts amongst stakeholders in order to foster awareness and parent involvement	Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> _ 4__ 5__ 6_ <input checked="" type="checkbox"/> _ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	BUHSD will survey parents, students and staff twice a year in order to increase the number of stakeholders who feel school connectedness and increased communication efforts.	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Increase parent involvement by 5% annually	

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Tech Training \$10,000 5000
BUHSD will provide technology training to parents in Spanish	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)_____	Parent Training \$5,000 Supplemental and Concentration 5000
The district will provide outreach to all parents, including parents of unduplicated students, English learners, and students with exceptional needs to encourage their attendance and participation in the decision making process for the district.	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)_____	Transportation \$500 Supplemental and Concentration 5000 Phone System (\$1500) Supplemental and Concentration 4000 Materials and Supplies \$500 Supplemental and Concentration 4000
The district will provide resources and training for parents to assist them in fostering student success The district will provided incentives for parent involvement in school committees.	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)_____	Parent Training \$5,000 Supplemental and Concentration 5000 Parent Involvement Incentives \$7,500

			LCFF 4000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase parent involvement by 5% annually		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will upgrade and maintain intercom system in order to ensure all staff received broadcasted messages	LEA-wide	<input checked="" type="checkbox"/> ALL	Intercom System Upgrades \$200,000 – LCFF 4000
		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)_____	
The districts will upgrade its phone dialing system.	LEA-wide	<input checked="" type="checkbox"/> ALL	Contract w Parent Link \$4/student = \$7400 – LCFF 4000
		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)_____	
BUHSD will ensure maintenance of technology infrastructure The district will purchase and maintain device management systems, learning management systems, and mobile classrooms (Google chromebooks)	LEA-wide	<input checked="" type="checkbox"/> ALL	Technology maintenance \$60,000 – LCFF 4000 Device Management System \$20,000 Learning – LCFF 4000 Management System - LCFF \$20,000 4000 Mobile classrooms (Chromebooks) \$115,000 - LCFF w/Microsoft
		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)_____	

			Grant 4000
The district will provide training in peer walk throughs. Teachers will be given release time for friendly walk throughs as well as cross curricular instructional meetings as well as technology training for all staff.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Substitutes \$5,647 (277 hours) – LCFF 1000 Tech Training \$10,000 5000
BUHSD will provide technology training to parents in Spanish	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Training \$5,000 Supplemental and Concentration 5000
The district will provide outreach to all parents, including parents of unduplicated students, English learners, and students with exceptional needs to encourage their attendance and participation in the decision making process for the district.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Transportation \$500 Supplemental and Concentration 5000 Phone System (\$1500) Supplemental and Concentration 4000 Materials and Supplies \$500 Supplemental and Concentration 4000
The district will provide resources and training for parents to	LEA-wide	<input checked="" type="checkbox"/> ALL	Parent Training

<p>assist them in fostering student success</p> <p>The district will provided incentives for parent involvement in school committees.</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$5,000 Supplemental and Concentration 5000 Parent Involvement Incentives \$7,500 LCFF 4000</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase parent involvement by 5% annually</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>The district will upgrade and maintain intercom system in order to ensure all staff received broadcasted messages</p>	<p>LEA-wide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Intercom System Upgrades \$200,000 – LCFF 4000</p>
<p>The districts will upgrade its phone dialing system.</p>	<p>LEA-wide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Contract w Parent Link \$4/student = \$7400 – LCFF 4000</p>
<p>BUHSD will ensure maintenance of technology infrastructure The district will purchase and maintain device management systems, learning management systems, and mobile classrooms (Google chromebooks)</p>	<p>LEA-wide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Technology maintenance \$60,000 – LCFF 4000 Device Management System \$20,000 Learning – LCFF 4000 Management</p>

			System - LCFF \$20,000 4000 Mobile classrooms (Chromebooks) \$115,000 - LCFF w/Microsoft Grant 4000
The district will provide training in peer walk throughs. Teachers will be given release time for friendly walk throughs as well as cross curricular instructional meetings as well as technology training for all staff.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Substitutes \$5,647 (277 hours) – LCFF 1000 Tech Training \$10,000 5000
BUHSD will provide technology training to parents in Spanish	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Training \$5,000 Supplemental and Concentration 5000
The district will provide outreach to all parents, including parents of unduplicated students, English learners, and students with exceptional needs to encourage their attendance and participation in the decision making process for the district.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Transportation \$500 Supplemental and Concentration 5000 Phone System (\$1500) Supplemental and Concentration 4000 Materials and Supplies \$500

			Supplemental and Concentration 4000
<p>The district will provide resources and training for parents to assist them in fostering student success</p> <p>The district will provided incentives for parent involvement in school committees.</p>	LEA-wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Parent Training \$5,000 Supplemental and Concentration 5000 Parent Involvement Incentives \$7,500 LCFF 4000</p>

GOAL 6:	The district will strive for a rating of “Good” in every category as measured by the Facilities Inspection Tool (FIT) and Williams Report for schools in order to ensure a safe and orderly environment.	<p>Related State and/or Local Priorities: 1 <u> X </u> 2__ 3__ 4 <u> X </u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
Identified Need :	There is a need for the district to increase to “Good” or above by 1-3 categories annually as designated on the FIT report and maintain these ratings.	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase by 1-3 categories that achieve a rating of “Good” or higher on the FIT report.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will create an additional science lab for classes to utilize when performing science experiments.	LEA-wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Science Lab \$60,000 LCFF 4000</p>
BUHSD will repair and replace student desks as needed.	LEA-wide	<u> X </u> ALL	\$10,000

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF 4000
The district will repair student restrooms	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Restroom Repairs \$10,000 LCFF 4000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase by 1-3 categories that achieve a rating of "Good" or higher on the FIT report.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Renovate and repair classrooms previously designated as Renaissance and Adult Education	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Classroom Repairs \$25,000 LCFF 4000
BUHSD will repair and replace student desks as needed.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 LCFF 4000
The district will repair student restrooms	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Restroom Repairs \$10,000 LCFF 4000
LCAP Year 3: 2017-18			
Expected Annual	Increase by 1-3 categories that achieve a rating of "Good" or higher on the FIT report.		

Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will create an additional science lab for classes to utilize when performing science experiments.	LEA-wide	<input checked="" type="checkbox"/> ALL	Science Lab \$60,000 LCFF 4000
		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)_____	
BUHSD will repair and replace student desks as needed.	LEA-wide	<input checked="" type="checkbox"/> ALL	\$10,000 LCFF 4000
		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)_____	
The district will repair student restrooms	LEA-wide	<input checked="" type="checkbox"/> ALL	Restroom Repairs \$10,000 LCFF 4000
		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)_____	

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:	Develop a comprehensive core and support program to assist in increasing student achievement by 2% each year for the next three years		Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	2012-13 Data CAHSEE passing rates ELA – 80% Math – 81% CAHSEE proficiency rates ELA – 52.5% Math – 53.6%	Actual Annual Measurable Outcomes:	2013-14 Data CAHSEE passing rates ELA - 81% Math - 81% CAHSEE proficiency rates ELA - 52.1% Math - 53.3%	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

<p>The district will research and purchase CAHSEE support materials</p> <p>BUHSD will implement course level support programs as well as intervention programs to assist students in passing and receiving proficient on the CAHSEE</p>	<p>Purchase supplemental CAHSEE resources \$10,000.00 - LCFF</p>	<p>DVHS – CAHSEE math class for 90 days/40 minutes a day.</p> <p>BUHS plans to hire an instructional assistant for intervention students in integrated math.</p> <p>Odysseyware was purchased which is a software program that contains CAHSEE support materials</p> <p>ERWC curriculum has been implemented and all English teachers have attended a four day training</p>	<p>Teacher Salary (DVHS) - \$5201</p> <p>Odysseyware – (\$43,466)</p> <p>ERWC curriculum \$2497 ERWC extra duty \$4324</p> <p>ERWC copies of curriculum (1st six weeks) \$1907.39</p>
<p>Scope of service: LEA-wide</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>Scope of service: LEA-wide</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>The district will develop subject specific intervention programs for math and English</p>	<p>Substitutes (Pull out days) \$5647 (277 hours) - LCFF</p>	<p>The district hired four teacher coaches for 1/6 of their pay to assist with struggling students.</p> <p>The district is exploring the possibility of team teaching during prep periods</p>	<p>1/6 x 4 teachers \$44,278</p>
<p>Scope of service: LEA-wide</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>Scope of service: LEA-wide</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>BUHSD will develop support programs outside of school hours</p>	<p>Extra Duty Pay – Certificated and Classified \$1816 - LCFF 2 Teachers and 1 Aide 4 hours x 4 Saturdays</p>	<p>-CAHSEE Saturday prep for ELA and math is being offered every Saturday until the CAHSEE is administered. -CAHSEE prep for EL students in ELA and math one hour a day after school until CAHSEE administration in March. -40 hours after school ELA and math (credit recovery)</p>	<p>Extra Duty Saturday sessions \$300 Extra Duty After school \$470 Extra Duty 40 hours credit recovery \$1504</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 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><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>Purchase interim state assessments and practice materials for 9th and 10th grades Research and purchase intervention software for students performing below state standards</p>	<p>Materials and Supplies (CAASPP Interim Assessments) \$10,000 - LCFF</p>	<p>The district renewed its subscription with Amplify to create benchmark and interim assessments. Staff members attended Illuminate and Odysseyware training Odysseyware was purchased to assist students in credit recovery for students performing below grade level.</p>	<p>Amplify subscription \$4200 Illuminate training \$1500 Substitutes \$1212 Odysseyware training \$3000 Substitutes \$970 Odysseyware software (\$43,466)</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>	

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)_____		
BUHSD will develop a rotational textbook adoption schedule which will include: mathematics, ELA, science and social science		Math Adoption \$250,000 \$115,946 – 6300 \$134,054 - LCFF	A curriculum for integrated math is being piloted with a math adoption scheduled for the 2015-16 school year.		Walch curriculum \$19,143.00
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)_____		
The district provide professional development to all staff regarding best practices for the development of 21 st century teaching and learning		21 st Century Skills Training/PIVOT Contract \$80,000 \$15,000 – LCFF \$65,000 – Title I Project Based Learning Training \$10,000 – LCFF and CCSS	PIVOT has provided professional development in peer walk throughs, unit planning, essential questions, performance tasks, differentiation of instruction, student feedback and formative assessments.		PIVOT contract \$77,825
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)_____	
Provide student incentives for district wide academic vocabulary campaign	Student Achievement Incentives and materials and supplies \$1,500 - LCFF	Student incentives are awarded to 4 winning classes every six weeks after vocab quiz is administered.	Incentives \$440 Materials and Supplies (4 boxes of paper) \$132
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)_____	
The district will provide teachers with release time in order to incorporate 21 st century skills	Extra Duty Pay (Summer) Min 30 hours x 60 teachers \$72,264 - LCFF	Teachers have received Walk Through training and have been allowed release time for walk throughs ELA, math, history, science, and ERWC curriculum planning time was allotted during the summer	PIVOT (\$77,825) Extra Duty summer hours \$28,290
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>Teachers will be provided training and release time to develop district benchmark assessments aligned to CCSS</p> <p>The district will facilitate additional collaboration time outside of the work day for staff to create cohesive unit plans</p>	<p>Substitutes (Pull Out time) \$5,647 (277 hours) - LCFF</p> <p>Subject specific training \$15,000 (Mathematics Vision Project Training) - LCFF</p> <p>Project Based Learning Training \$10,000 – LCFF and CCSS</p>	<p>Deputy principal and resource teacher have created district benchmarks for math and English.</p> <p>Teachers have received unit planning and essential questioning training from PIVOT</p>	<p>10 Substitutes x 2 days \$1212</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</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><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>All low income-income, English learner and/or foster youth will have access and priority to strategic intervention and/or enrichment courses</p> <p>ELD/SEI specific training for certificated staff</p>	<p>PIVOT Contract \$15,000 (SDAIE Training) - Supplemental and Concentration</p>	<p>Certificated and classified staff have been trained in differentiated instruction.</p> <p>Approximately 18 staff members participated in the two English learner institute given by ICOE.</p>	<p>PIVOT (\$77,825) Supplemental and Concentration Fund Substitutes for 16 teachers x 2 days \$3880</p> <p>Registration \$5100</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Modify and implement benchmark assessments specific for EL students to monitor ongoing English language development progress throughout the year	Research and purchase interim assessments for assessing English language proficiency \$1658.65 – Supplemental and Concentration Substitutes \$5,647 (277 hours) - Supplemental and Concentration	Teacher coach and special projects coordinator are researching ELLA assessments in Illuminate and create a benchmark to administered Spring 2015	Illuminate (\$1500)
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Because staff did not feel comfortable pursuing a textbook adoption during the 2014-15 schedule. Instead the math department decided to pilot a program for Integrated Math 1 to assess implementation and effectiveness. Because of this, the textbook adoption rotation has been pushed back one school year for the rest of the subjects.		
Original GOAL from prior year LCAP:	The district will facilitate academic support programs for English learners to assist them in meeting state mandated AMAO targets	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools:	ALL	

English Learners			
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups: 2012-13 AMAO 1 – 61.9% (Target 57.5%) AMAO 2 – Less than 5 years- 23.3% (Target 21.4%) AMAO 2– More than 5 years- 52.4% (Target 47%) AMAO 3 – ELA 30.1% (Target 88.9%) Math 44% (Target 88.7%)	Actual Annual Measurable Outcomes:	Applicable Pupil Subgroups: 2013-14 AMAO 1 – 62.8% (Target 59%) AMAO 2 – Less than 5 years- 19.8% (Target 22.8%) AMAO 2 – More than 5 years- 53.4% (Target 49%) AMAO 3 – ELA 25.6% (Target 100%) Math 42.1% (Target 100%)
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Identify and acquire technology and resources to support student achievement and assist struggling students	Software \$25,000	10 ELMOs were purchased as well as LCD projectors iPads were purchased for science and drama applications 25 Chrome books will be purchased for DVHS 1 computer for SEI Eng. 1 was purchased Meeting the California Challenge books were purchased SEI English 2 and ELD 4	LCFF – Supplemental and Concentration 10 Elmos \$5940 iPads \$5137 Chrome Books \$15,000 1 Computer \$475 \$1,468.84
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Provide support outside of the regular school day to assist English learners and RFEPs in reaching proficiency on mandated assessments</p>	<p>Extra Duty Pay \$3,000</p>	<p>After school tutoring is provided Mon-Thurs. for one hour in the library. EL math tutoring is offered Mon-Thurs. for one hour a day after school. EL English tutoring is offered on an as needed basis.</p>	<p>E. Eaton - Extra Duty \$159 O. Alvarez Extra Duty 1 Pull Out Day \$121 SEI math teacher \$2820 Supplemental and Concentration</p>
<p>Scope of service: LEA-wide ___ ALL OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide ___ ALL OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>Professional development in implementation of school-wide English Learner instructional strategies. BUHSD will implement districtwide EL instructional strategies.</p>	<p>PIVOT Contract SDAIE Strategies \$(80,000) already accounted for</p>	<p>Differentiated instruction training was provided to whole staff. District wide academic vocabulary campaign</p>	<p>PIVOT (\$77,825)</p>
<p>Scope of service: LEA-wide ___ ALL OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide ___ ALL OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

BUHSD will purchase curriculum (English 3D) to assist students in gaining English proficiency		\$13,451.00 3 Class Sets of English 3D Course 2 and 1 Class Set of English 3D Course 1	The district purchased English 3D Curriculum 1 for one class at DVHS and three sets of English 3D Curriculum 2 for two classes at DVHS and ELD courses at BUHS.	Supplemental and Concentration Fund Training \$3000 Substitutes 4 teachers x 4 days \$1940 Curriculum \$18,399.40
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ALL			__ALL	
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		For the 2015-16 school year the district has decided to create a language lab that was unable to be completed during the 2014-15 school year. The language lab will assist English learners in developing English proficiency.		
Original GOAL from prior year LCAP:	The district will facilitate an increase in college and career readiness by 5% annually		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: ALL			
	Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	2012-13 Data EAP College Ready 37% ELA; 56% Math AP Scores 3+ - 59% Accuplacer College Ready Reading – 30% English – 24% Math – 5%	Actual Annual Measurable Outcomes:	2013-14 Data EAP College Ready - 14% ELA; 3.5% Math AP scores 3+ - 53% Accuplacer College Ready Reading –34% English –25% Math – 6%	
LCAP Year: 2014-15				

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>The district will create articulation opportunities between teachers and counselors</p> <p>Develop a calendar for master schedule completion</p> <p>Facilitate career interest inventory for all students such as Career Locker</p>	<p>Career Locker Licenses \$790 (200 licenses) - LCFF</p>	<p>All freshmen participated in Career Locker interest inventory</p>	<p>Career Locker licenses (450) \$1777.50</p>
<p>Scope of service: LEA-wide</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>Scope of service: LEA-wide</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>Promote and expand current ROP and CTE courses; Increase courses that would “front load” content for current career pathways; Expand career information opportunities such as career fairs and guest speakers</p>	<p>Substitutes (Pull Out Time) \$800 (2 hrs x 10 teachers) – LCFF</p> <p>\$2,500 Materials and Supplies</p>	<p>BUHS has expanded their health pathways Eng. Classes to include Eng. 1 – 4.</p> <p>Career fair will be held every other year at each school.</p>	<p>Substitutes 5 teachers x 2 days \$1212</p> <p>Extra Duty \$4851</p> <p>Curriculum/Resources \$6037</p>
<p>Scope of service: LEA-wide</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>Scope of service: LEA-wide</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>Implement SAT/ACT test preparation sessions for students</p>	<p>SAT/ACT Prep Materials \$1,500 - LCFF</p> <p>Extra Duty Pay – Certificated \$605 - LCFF</p>	<p>Odysseyware ACT/SAT prep</p> <p>ICOE SAT/ACT prep classes</p>	<p>Odysseyware (\$43,466)</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>Purchase AP study skills courses</p> <p>Expand AP course offerings and submit syllabi for approval</p>	<p>AP Curriculum \$40,000 - LCFF</p> <p>AP Training \$8,000 - LCFF</p> <p>Online AP Courses APEX Learning \$250 per student x 20 licenses = \$5,000 - LCFF</p>	<p>Researched APEX during 2014-15 school year; will enroll 2015-16 school year</p> <p>AP by the Sea training</p> <p>2 counselors and 1 asst. superintendent</p>	<p>AP by the Sea training \$2128.36</p> <p>College Board Training \$3129.30</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>Purchase presentation software and surface tablets for career readiness presentations</p>	<p>Surface Tablets (7) \$2,000 - LCFF</p>	<p>Laptops for presentations</p>	<p>Laptops x 2 \$1291</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>	

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)_____		
Provide P16 training to administration and effected staff		Counselor Training \$3,000 (BUHS) \$1,000 (DVHS) - LCFF	Action not completed this year		\$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)_____		
Increase courses that would front load content for current career pathways BUHSD will work in conjunction with IVC to concurrently offer high school and college credit for certain courses BUHSD will partner with Con Academy to support college readiness		\$0	CNA exams for ROP Nursing Patch medial pathways course		LCFF Supplemental and Concentration Fund \$90 x 27 students = \$2430 Transportation \$1200
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>BUHSD will offer support/intervention courses and supplemental curriculum to assist in the implementation of Common Core and Next Generation Science standards for struggling students.</p>	<p>Scholastic Magazine Subscriptions \$3,689.03 – Supplemental and Concentration</p>	<p>BUHSD purchased various Scholastic magazines for SEI Eng. 1, SEI Eng. 2, SEI Eng. 3, ELD 1-4, Trans. 1, Trans. 2, SEI World Cultures, SEI US History, SEI Civics and SEI Biology; What’s Happening subscriptions for CA, US and World</p>	<p>Scholastic Magazine Subscriptions \$3,689.03 – Supplemental and Concentration</p> <p>What’s Happening Subscription \$600 LCFF Supplemental and Concentration</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>English learners will participate in field trips and real world experiences in order to ensure college and career readiness</p>	<p>EL Transportation – Supplemental and Concentration \$ 12,000 Field Trips Supplemental and Concentration \$8,000 Substitutes \$5,647 (277 hours) - Supplemental and Concentration</p>	<p>EL students have attended various college tours, documentaries, tours of government and medical facilities, museums, plays and motivational speeches.</p>	<p>Transportation \$6978.55 Field Trip expenses \$6835.50 Supplemental and Concentration Substitutes \$1320 Supplemental and Concentration</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will expand its real world opportunities for ELs and RFEPs, as well as research and expand its supplemental materials for struggling students. The district is going to investigate effective guest speakers to present for all students. Because of our collaboration schedule, there is not a need to set aside funds for teachers and counselors to be pulled out and meet. They are able to communicate without the set aside.		
Original GOAL from prior year LCAP:	The district will establish a school climate that encourages attendance, positive behavior and increased academic success.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	2012-13 Data Increase by 2% annually: Attendance Rate –93.76% Graduation Rate – 92.6% Decrease by 2% annually: Chronic Absenteeism –11.6% Dropout Rate – 8.2% Suspensions –9% Expulsions – 5%	Actual Annual Measurable Outcomes:	2013-14 Data Increase by 2% annually: Attendance Rate –94.03% Graduation Rate – 93% Decrease by 2% annually: Chronic Absenteeism –12.33% Dropout Rate – 5.9% Suspensions –9.4% Expulsions – 1.1% n
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The district will ensure safety and security of students through attendance, discipline, and dress code by hiring additional security personnel	\$30,000	The district is developing a needs assessment to asses our current needs	\$0

Scope of service:	BUHS		Scope of service:	BUHS	
<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)_____		
BUHSD will provide an alternative option for suspended students that will keep them in school by hiring and in house suspension teacher		\$0	The district will develop a needs assessment to determine the need for a full time in house suspension program		\$0
Scope of service:	BUHS		Scope of service:	BUHS	
<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)_____		
In order to ensure students have the appropriate skills for academic success, the district will phase in the purchase of student planners beginning with 9 th and 10 th grades and adding an additional level every year thereafter		\$8800 Student planners \$8 x 1100 planners	The district will purchase planners for every freshman and sophomore		\$8800 for 1100 planners
Scope of service:	BUHS		Scope of service:	BUHS	
<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)_____		
The district will pilot a freshmen support program curriculum. There is a need for students to acquire efficient study skills. Because of this the district will develop a study skills course utilizing curriculum such as SOAR.		Career Choices Curriculum \$20,000 – LCFF	The district has piloted a semester long Freshman Seminar course for all 9 th grade students.		Training \$0 Extra Duty \$5,647 Curriculum \$0

Scope of service:	BUHS		Scope of service:	BUHS	
<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)_____		
In order to promote school involvement, the district will provide training to Link Crew in order to enhance the freshmen transition experience		Materials and Supplies \$2,500 - LCFF Extra Duty Certificated - \$1200	Link Crew director provided a 5 hour training in August to link crew members.		Materials and Supplies \$1684.76
Scope of service:	BUHS		Scope of service:	BUHS	
<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)_____		
BUHSD will implement a club and activities fair for students to acquaint themselves with and sign up for clubs available at BUHSD		Materials and Supplies \$2,500 - LCFF	ASB has begun to hold a club and activities fair during lunch time with various activities, games and give aways		Materials and Supplies \$2300
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)_____		
To ensure an effective tutorial program, the district will train teachers in the effective use of tutorial		\$10,000	Due to a contractual change, training will be planned for the 2015-16 school year		\$0
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 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)_____	
The district will contract with outside presenters regarding student motivation and involvement	Materials and Supplies \$2,500 - LCFF	EL students attended a presentation by Manny Scott	LCFF Supplemental and Concentration - EL Transportation (one school bus) Supplemental and Concentration Fund \$220
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 type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
The district will provide resources and training in Spanish for Spanish speaking parents to assist them in fostering student success	Extra Duty \$1215 5hrs/month classified Supplemental and Concentration	Aeries parent portal training was provided in both English and Spanish Parent Project training in Spanish	Extra Duty \$850
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>The district will provide collaboration opportunities for cross curricular lesson development and project based learning opportunities</p>	<p>\$5,647 (277 hours) - Supplemental and Concentration</p>	<p>ELA and history have met regarding project based learning opportunities for cross curricular projects</p> <p>Unit Plan training was provided to several departments</p> <p>Staff worked collaboratively during a staff development day regarding differentiation of instruction</p> <p>Teacher coaches work collaboratively with various</p>	<p>Extra Duty \$2790</p> <p>PIVOT (\$77,825)</p> <p>1/6 Pay Teacher Coaches (\$44278)</p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <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>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <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>Develop a protocol for home visits to parents of English learners in order to facilitate parent outreach and involvement in meetings and events</p>	<p>Mileage \$500/month Supplemental and Concentration</p>	<p>Due to a needs assessment there was not a need for additional home visits separate from the truancy officer's visits.</p>	<p>\$0</p>
<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" 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>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>The district found that there was not a substantial need to hire a full time certificated staff member to run an in house suspension program. Rather than officiating home visits to parents of English learner as parent participation with this subgroup is high. Instead the funds will diverted to invest in a more efficient and user friendly phone system. Because of a contractual change, the goal of training teachers in effective use of tutorial time has been placed on hiatus.</p>	
<p>Original GOAL from prior year LCAP:</p>	<p>The district will streamline communication efforts amongst stakeholders in order to foster awareness and parent involvement</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_X 4__ 5__ 6_X 7__</p> <p>8__</p> <p>COE only: 9__ 10__</p>	

Local : Specify _____

Goal Applies to:		Schools: ALL	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	2012-13 Data D/ELAC – 28.5 parents (average) School Site Council (BUHS) – School Site Council (DVHS) – 1 Migrant Meeting – 11.5 parents (average)		Actual Annual Measurable Outcomes:	2013-14 Data D/ELAC – 44.6 parents (average) School Site Council (BUHS) – School Site Council (DVHS) – 1 Migrant Meeting – 14 parents (average)	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
The district will upgrade and maintain intercom system in order to ensure all staff received broadcasted messages		Intercom System Upgrades \$85,000 – LCFF	The district is currently in progress, receiving bids for the upgraded system and provide upgraded system in the 2015-16 school 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) _____		
BUHSD will revise the staff handbook to include communication protocols		\$0	Administration is working on updating the staff handbook to include communication protocols \$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) _____		

<p>The districts will maintain the mass phone dialing system to disseminate information</p>	<p>Contract renewal with EduLink \$2/student = \$3,800 - LCFF</p>	<p>The district renewed its contract with Edulink for 2014-15 school year</p>	<p>\$5985</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>BUHSD will ensure maintenance of technology infrastructure to ensure receipt of email communication</p>	<p>Technology maintenance \$25,000 - LCFF</p>	<p>Summer upgrades – tech consultant upgraded switches Tech consultant will upgrade email server 5 computer stations, LCD projector, switch and screen will be installed in the Parent Connection office</p>	<p>Technology \$1650</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>The district will provide training in peer walk throughs. Teachers will be given release time for friendly walk throughs as well as cross curricular instructional meetings</p>	<p>Substitutes \$5,647</p>	<p>Teachers have been participating in Walk Through training as well as been given release time to walk through each other's classrooms</p>	<p>Substitutes 15 teachers x 4 days = 60 teachers \$7276 7 teachers x 1 day = 7 substitutes \$848</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>	

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)_____		
The district will provide resources and training for parents to assist them in fostering student success		Parent Training \$5,000 Supplemental and Concentration	Parent Project training is provided to parents and students		Extra Duty \$2412 Supplemental and Concentration Fund Materials and Supplies \$1529.60 Supplemental and Concentration Fund
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 checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" 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?		The district decided to expand the technology goal to include all forms of technology and its infrastructure rather than specifically focusing on just email. The district was unable to upgrade all intercom and alarm systems in one school and will carry over the goal to the 2015-16 school year.			
Original GOAL from prior year LCAP:	There is a need to develop appropriate support interventions for struggling students			Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6__ 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	ALL			
	Applicable Pupil Subgroups:	ALL			

Expected Annual Measurable Outcomes:	The district will increase the total number of students with GPA over 2.0 annually by 5%	Actual Annual Measurable Outcomes:	2013-14 Data Data unavailable for average annual difference Average annual GPA DVHS – 2.41 BUHS – 2.59
	The district will decrease the total number of D's and F's annually by 2% as measured through progress reports and Aeries data.		# of D's and F's (Core classes) DVHS – 28% BUHS – 22.36%
	2012-13 Data Average annual GPA DVHS – 2.36 BUHS – 2.55		
	# of D's and F's DVHS – 29% BUHS – 23.86%		

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Collaboration amongst courses to ensure streamlined syllabi	Substitutes \$5,647 (277 hours) - LCFF	Administration is going to discuss Syllabus samples with Think Tank	\$113 Extra Duty 3 teachers – 1 hr. x 2
Scope of service: LEA-wide		Scope of service: LEA-wide	
<u> X </u> ALL		<u> X </u> 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) _____	
Aeries Portal training for teachers	Substitutes \$5,647 (277 hours) - LCFF	Aeries portal training was offered during the summer and during teachers' prep periods	\$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
<u> X </u> ALL		<u> X </u> 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)_____		
Research EADMs and Illuminate and purchase data analysis software for state and local assessments		Data Analysis Software \$10,175 (Illuminate) - LCFF	BUHSD purchased Illuminate and Amplify software for data analysis		½ Illuminate \$5837 and Amplify \$2100
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)_____		
Professional Development in grading practices		PIVOT Contract \$(80,000)	The district has provided individual training with teachers in need of training in grading practices BTSA (beginning) teachers have been provided training in fair and equitable grading practices		PIVOT Contract \$(78,000)
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)_____		
Ensure all staff are trained in the new data analysis software for state and local assessments Provide training to all staff on Aeries Analytics		Illuminate Training \$4,500 - LCFF	Illuminate training was conducted in September as a full day training for select staff Illuminate training is providing on an ongoing basis during teachers' prep periods		Substitutes \$4134
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)_____		
The district will run data reports regularly to be distributed to the intervention team BUHSD will provide classified release time for intervention team meetings and activities Establish case manager(s) to oversee the referral process		Data Analysis Software \$10,175	TOSA – will run data reports for intervention team		1/6 pay (1 TOSA) = \$7935
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)_____		
The district will develop and maintain a math intervention lab for low-income, foster youth, and English learners		Technology Maintenance \$5,000 Supplemental and Concentration	The district conducted a needs assessment and it is determined that all computers need to be replaced in lab #28		35 computers, 3 new switches, printer, screen \$18,550 Supplemental and Concentration Fund
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 checked="" type="checkbox"/> Foster Youth <input checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>BUHSD will purchase software to assist in the intervention of low income, foster youth and English learners in the areas of English and mathematics</p>	<p>Intervention Software \$10,000 Supplemental and Concentration</p>	<p>The district will research software such as ALEC to assist students struggling in math</p>	
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Develop and maintain a language lab with language intervention software for English language learners</p>	<p>Intervention Software \$10,000 Supplemental and Concentration</p>	<p>The district is in the process of repairing the language lab and software is being researched</p>	<p>\$25,000 (est)</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>BUHSD has decided not to hire case managers for the intervention team. Rather than relying on one or two staff members, the entire team will serve as case managers for selected students. The computer lab did not come to fruition during the 2014-15 school, but is already planned for the summer of 2015. The district will change its goal from average number of students' GPA increasing to average GPA increasing. The available data provides for analysis of average GPA as a district rather than specific student numbers.</p>		

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

Board Approved: June 23, 2015

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>1,945,870</u>
<p>Collectively the district’s schools contain 70% free and reduced lunch enrollees and the district’s schools all operate as supplemental and concentration schools. As a result, the majority of LCAP goals benefit all students throughout the district. It was determined through several public LCAP meetings that specialized services and interventions were a main priority in ensuring student success. The district is developing and offers a variety of programs such as mental health support, literacy coaches, family resource center, drug and alcohol counseling, parent connection center and a college and career readiness center. These services are provided districtwide to all students who are in need of these specific interventions. The district also offers other means of support through freshmen orientation, student study skills, an adaptation of Response to Intervention, recruitment and retention of highly qualified teachers, district wide literacy program, and support classes focused on math and English. The district is currently developing a learning lab designed to assist struggling students in their core classes.</p> <p>While the district is cognizant that Supplemental and Concentration funds are generated in order to serve focus students, some services may, should it become necessary, be utilized for students outside the focus subgroups. Supplemental services based on the district’s unduplicated percentage are available on a districtwide basis based on the large percent of unduplicated pupils. While the majority of the district’s students fall under the Supplemental and Concentration monies, there may be students in need of support that the district cannot ignore. By providing services identified without limitations, BUHSD will best serve all students, while focusing on specific unduplicated pupils.</p>	

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

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR

15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

15.34	%
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Brawley Union High School will expend at least 15.34% of funds to meet the minimum proportionality percentage focused on increasing student achievement for English learners, low income students, and foster youth. BUHSD is committed to providing all student populations equal access to a rigorous and relevant curriculum that will prepare them to become college and career ready post high school. The district offers specialized services to low income, English learners, and foster youth to ensure that they are given every opportunity to achieve success equal to or above their peers. The district utilizes concentration funds to provide services above and beyond what the general population receives.

English learners receive focused ELD instruction based on their English proficiency level. These students receive additional assistance in their classrooms from instructional assistants. The district is developing a language lab equipped with language software specifically to increase EL proficiency levels. Low income, foster youth and English learners are provided extended day services through after school tutoring, credit recovery and Saturday skill building classes.

Hands on real world experiences for English learners are a district priority. The English learner population is afforded the opportunity to participate in numerous field trips throughout the year. Such field trips include UC and CSU campus tours, museum visits, theater productions, guest speakers, visits to appellate and supreme courts in session, as well as trips to the movies when relevant to the curriculum. The district holds English learner summer school opportunities designed to increase language proficiency as well as building 21st skills. The district purchased specialized curriculum and software designed to assist English learners in increasing their English language proficiency.

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).

01-13-15 [California Department of Education]