Introduction:

LEA: _Barstow Unified School District__ Contact (Name, Title, Email, Phone Number): Scott Godfrey, Asst. Superintendent, scott_godfrey@busdk12.com, 760 255-6021_ 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**
Barstow Unified School District began the Local Control Accountability Process by creating a plan to engage all stakeholders. The plan included the following components: 1. Meetings with all school staffs, Certificated and Classified bargaining units, parent advisory groups, Foster Youth parents, Low Income parents, English Learner Advisory Committee (ELAC) & District English Learner Advisory Committee (DELAC) and the school board to outline the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). Meeting Dates: School Sites: March 2015 – April 2015	It was very important to all of our stakeholder groups that input was sought out and truly contributed to our plan. We quickly realized that this new way of doing business needed to be communicated fully. Efforts to share information included formal meetings, business coalition forums, district-level staff meetings, board discussions and Local Control Accountability Committee (LCAP) committee stakeholder meetings. These meetings served to inform our stakeholders as well as to prepare them for the way decision making and funding is changing. Many of the questions and comments from these meetings were brought back to the LCAP committee for review and discussion. These meetings also served as a perfect vehicle for opening the lines of communications for other concerns that may not have been directly related to the LCAP but were still

	important.
District English Learner Advisory Committee (DELAC): May 20, 2015 These meetings were designed to solicit feedback for the LCAP committee District Parent Advisory Committee: 3/10/15, 5/12/14 Bargaining Units: 1/30/15 & 2/12/15	The DELAC made an impact on the LCAP in 3 critical areas; after school tutoring, translation services at each site and summer school opportunities for EL learners to recover credits and English language acquisition support.
2. A Local Control Accountability Committee (LCAP) committee was formed to meet statutory requirements listed in Education Code. The committee was comprised of Administrators, teachers, classified staff, parents (required participation by LI,FY, and EL parents was included), students, and community and business partners. Extensive effort was made to ensure equal representation of all stakeholders on the committee. Administration from all secondary sites recommended student representatives across all subgroups and leadership groups. Discussion and information shared during the meetings consisted of quantitative and qualitative data/metrics to ensure transparency and was the driving force behind the decision-making. Meeting dates: 1/28/15 Purpose-1. Inform and communicate (Initial training and exploration. 2. Goal setting (data analysis, check alignment with state priorities, stakeholder engagement 2/25/15 Purpose- Staffing and program planning (based on goals identify programs/services needs, initiate budget development, stakeholder engagement)	This committee was integral in the creation and implementation of the LCAP. During the 5 meetings, the group reviewed data pertinent to our District, participated in decision-making activities, discussed areas of need and identified funding sources to accomplish specific goals. The information shared with the group was very transparent and allowed the group to get a true sense of the background and story of our district. Each of the LCAP committee meetings was designed to foster as much discussion and input as possible. The activities were PLC-based which included guided discussion and a process to solicit formal input on all aspects of the LCAP. The committee was comprised of board members, district office personnel, site principals, teachers, classified employees, bargaining unit members from both unions, community members, business coalition members, parents and students.

3.25.15 Purpose-Staffing and action planning (assign staff, review draft LCAP) 3. DELAC & Parent Advisory Group input was a necessary component of the plan. The LCAP representatives shared information discussed during the LCAP committee meetings with the various parent groups. Those representatives then solicited input from their constituents to bring back to the LCAP committee. The input was included in all decisions regarding the LCAP. 4. In an effort to reach a broader scope of input from the committee, an electronic LCAP survey was developed and placed on the district webpage. E-mail and "all-call" notifications were sent out to solicit input. 5. Management team meetings, principals meetings, Cabinet meetings, staff meetings, consisted of LCAP discussion for the course of the 2014-15 school year. Input was solicited in regards to goal setting, services to students and funding. The LCAP committee work was reviewed and impacted by the input solicited during these meetings. These discussions directly impacted the final Local Control Accountability Plan.	Due to our ever-increasing EL population, we found it necessary to solicit multiple opportunities for this subgroup. Along with the formal meetings, we also ensured information was being shared back and forth among the EL parent group and the LCAP committee. Also, two parent nights were held to solicit input on the electronic LCAP survey that was to be part of the LCAP committee decision-making. The electronic LCAP survey was integral in reaching out to stakeholders that were not able to attend formal meetings. The information from the survey was compiled and used during the last two LCAP committee meetings. The discussion resulted in turning attention towards services for children as it relates to parent involvement and tutoring.
Annual Update: BUSD utilized an annual update process similar to what is stated above. Initially, Management Team meetings, school site meetings, and Cabinet meetings were convened to review progress on LCAP metrics. This information was compiled into an "easy-to- read" document for consideration by the LCAP committee. The BUSD LCAP Committee was convened on 3 dates (January 28, February 25, and March 25) to review current data. The data provided for review of district goals, actions, services, and expenditures by stakeholders included: Enrolled ROP students, 10th grade CAHSEE proficiency ELA/math, Number of school site council meetings, number of ELAC meetings Implementation of Latino Literacy, maintenance of an English Language Arts coach, maintenance of an English Development coach, student to technology device ratio of 2.5:1, number of 21st century classrooms district-wide. The data provided for review and alignment to required state and local metrics to show progress towards measurable outcomes included:	**Annual Update:** The process used to review progress on the 14-15 LCAP metrics had a direct impact on the plan for 15-16. It was apparent that the progress made on some key metrics was impressive. Also, we found that some goals we set for ourselves proved difficult to reach. After plenty of discussion and input, the LCAP committee agreed that the following actions/services needed to be added to the 15-16 LCAP 1. Additional teacher planning time/collaboration time /instructional time 2. Increased class size reduction allocation 3. Additional Staffing at Maintenance/Operations 4. Implementation of a K-3 initiative to improve attendance 5. Implementation of "Tipping point" intervention system

Completion of facilities project (large/medium), CCSS aligned instructional materials/curriculum, Percentage of highly qualified teachers, English Learner AMAO (I, II, II), EL reclassification rate, Academic Performance Index, ROP course enrollment, High School graduation rate, AP scores, A-G completion rate, attendance rate, absenteeism rate, high school dropout rate, student suspensions, and student expulsions. The data for each of these metrics were integral in the design and decision making for the 16-16 LCAP. All stakeholder groups had access to the data and gave input via live meetings, a survey, and group discussions.	to address possible drop outs 6. A formalized BUSD marketing plan to attract students/families back to the district 7. Implementation of BUSD Beginning Teacher Support & Assessment Program for new teachers The committee also agree that the money for Secondary Summer could be reallocated for other uses due to other funding source availability. Finally, the committee agreed that the K-12 ELD coaching position service needed to stay in the LCAP. This was a discussion point due to the fact that we were not able to hire an ELD coach for the 14-15 school year due to lack of interest.

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

Instructions:

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

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

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions

an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	Barstow Unified School District will utilize Common Core State Standards curriculum and teaching strategies that will incorporate 21st century learning skills to prepare students for college and career readiness, as well as mastery on the Smarter Balanced Assessment Consortium Assessments.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	BUSD believes in a holistic approach to student achievement that provides Common Core State Standards materials, technology and instructional strategies.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	SBAC – Based on SBAC scores that are available in August 2015, 2.5% increase in 2016 district-wide PE Test scores - Percentage of students meeting all 6 areas of the Healthy Fitness Zone (14-15): Grade 5 – 20.7%, Grade 7-55.6%, Grade 9 – 53.4% 21st Century Learning Classrooms - 25 Technology Student to Device Ratio – maintain 2.5:1 Student access and enrollment in all required areas of study: Enrolled ROP/CTE students – 2 % increase Students prepared for EAP: A-G certified students – 2% increase Implementation of CCSS for all students, including EL: CCSS aligned materials ELA & Science – ELA (K-12 , Science (K-8, & 11)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. CCSS implementation professional development	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.$200,000 LCFF Object:1100 $145,000 Object: 3000 $15,000

2. Technologies to include student devices, short throw projectors, etc.	LEA-Wide		Object:5800 $40,000 2.$292,525 LCFF Object:4400 $292,525
3. CCSS implementation-purchase core math & supplemental English Language Arts instructional materials	LEA-Wide		3.$217,506 LCFF Object:4100
4. English Language Arts Instructional Coach	LEA-Wide		$217,506 4.$41,839 LCFF Object:1100
5. Increased instructional time, increased teacher collaboration time, increased teacher planning time	LEA-Wide		$35,000 Object:3000 $6,839 5.$1,500,000 LCFF
6. District-wide software to scan district benchmarks, disaggregate data, and prepare students for CAASPP	LEA-Wide		Object:1100 $1,250,000 Object: 3000 $250,000
7. CAASPP test coordinator at each site	LEA-Wide		6.$52,000

8. District-wide PE test costs	LEA-Wide		LCFF Object:4300 $52,000
9. Elementary assistant principal, roving at 6 sites	Elementary		7.$17,080 LCFF Object:1100 $14,500 Object: 3000 $2,580
10. Class size reduction	Elementary		8.$750 LCFF Object:4300 $750
11. BHS Academies/DDC/AVID/GATE/MCLB field trips	Secondary		9.$103,276 LCFF Object:1100 $87403
12. Barstow STEM Academy & BHS STEM support	STEM		Object: 3000 $15,873
13. Science fair coordinator stipend at each site	LEA-Wide		10.$480,000 LCFF Object:1100 $375,000 Object: 3000 $75,000
14. Stipend for district science fair coordinator/spelling bee coordinator	LEA-Wide		11.$25,000 LCFF

			Object:5800 $25,000 12.$450,000 LCFF Object:1100 $370,000 Object: 3000 $80,000 13.$8,540 LCFF Object:1100 $6,800 Object: 3000 $1,740 14.$4,767 LCFF Object:1100 $3,500 Object: 3000 $1,267
15. Site specific expenditures based on nonduplicated per pupil amount for low income pupils to meet LCAP goals. Expenditures will include supplementary materials, student computers, interactive projectors, small attendance incentives, etc.	LEA-Wide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	15.$355,691 LCFF Object:4300 $355,691

16. SAT Prep course, Princeton Review	Secondary Schools		16.$30,000 LCFF Object:5800 $30,000
17. District-wide after school tutoring program for struggling students.	LEA-Wide		17.$45,000 LCFF Object:1100 $30,000 Object:2100 $8,200 Object: 3000 $6,800
18. District-wide elementary summer school program for at-risk students.	LEA-Wide		18.$12,500 LCFF Object:1100 $8,000 Object:2100 $2,000 Object: 3000 $2,500
19. Director of Instructional Support ($79,609), Administrative Assistant ($29,720), Projects Technician ($26,476)	LEA-Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	19.$135,805 LCFF Object:1100 $58,605 Object:2100 $44,600 Object: 3000 $32,600

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	SBAC – Based on SBAC scores that are available in August 2015, 2.5% increase in 2016 district-wide PE Test scores - Percentage of students meeting all 6 areas of the Healthy Fitness Zone (14-15): Grade 5 – 23.7%, Grade 7-58.6%, Grade 9 – 56.4% 21st Century Learning Classrooms - 30 Technology Student to Device Ratio – maintain 2.5:1 Student access and enrollment in all required areas of study: Enrolled ROP/CTE students – 2 % increase Students prepared for EAP: A-G certified students – 2% increase Implementation of CCSS for all students, including EL: CCSS aligned materials ELA & Science – ELA (K-12 , Science (K-8, & 11) and CCSS aligned materials Social Studies – K-8		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. CCSS implementation professional development	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.$200,000 LCFF Object:1100 $145,000 Object: 3000 $15,000
2. Technologies to include student devices, short throw projectors, etc.	LEA-Wide		Object:5800 $40,000 2.$292,525 LCFF Object:4400
3. CCSS implementation-purchase core math & supplemental English Language Arts	LEA-Wide		$292,525

instructional materials			
4. English Language Arts Instructional Coach	LEA-Wide		3.$217,506 LCFF Object:4100 $217,506
5. Increased instructional time, increased teacher collaboration time, increased teacher planning time	LEA-Wide		4.$41,839 LCFF Object:1100 $35,000 Object:3000 $6,839
6. District-wide software to scan district benchmarks, disaggregate data, and prepare students for CAASPP	LEA-Wide		5.$1,500,000 LCFF Object:1100 $1,250,000 Object: 3000
7. CAASPP test coordinator at each site	LEA-Wide		$250,000
8. District-wide PE test costs	LEA-Wide		6.$52,000 LCFF Object:4300 $52,000
9. Elementary assistant principal, roving at 6 sites	Elementary		7.$17,080 LCFF

10. Class size reduction	Elementary		Object:1100 $14,500 Object: 3000 $2,580 8.$750 LCFF
11. BHS Academies/DDC/AVID/GATE/MCLB field trips	Secondary		Object:4300 $750 9.$103,276 LCFF
12. Barstow STEM Academy & BHS STEM support	STEM		Object:1100 $87403 Object: 3000 $15,873 10.$480,000 LCFF
13. Science fair coordinator stipend at each site	LEA-Wide		Object:1100 $375,000 Object: 3000
14. Stipend for district science fair coordinator/spelling bee coordinator	LEA-Wide		$75,000 11.$25,000 LCFF Object:5800 $25,000 12.$450,000 LCFF Object:1100

			$370,000 Object: 3000 $80,000 13.$8,540 LCFF Object:1100 $6,800 Object: 3000 $1,740 14.$4,767 LCFF Object:1100 $3,500 Object: 3000 $1,267
15. Site specific expenditures based on nonduplicated per pupil amount for low income pupils to meet LCAP goals. Expenditures will include supplementary materials, student computers, interactive projectors, small attendance incentives, etc.	LEA-Wide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	15.$355,691 LCFF Object:4300 $355,691
16. SAT Prep course, Princeton Review	Secondary Schools		16.$30,000 LCFF Object:5800 $30,000
17. District-wide after school tutoring program for struggling students.	LEA-Wide		17.$45,000

18. District-wide elementary summer school program for at-risk students.	LEA-Wide		LCFF Object:1100 $30,000 Object:2100 $8,200 Object: 3000 $6,800 18.$12,500 LCFF Object:1100 $8,000 Object:2100 $2,000 Object: 3000 $2,500
19. Director of Instructional Support ($79,609), Administrative Assistant ($29,720), Projects Technician ($26,476)	LEA-Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	19.$135,805 LCFF Object:1100 $58,605 Object:2100 $44,600 Object: 3000 $32,600

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	SBAC – Based on SBAC scores that are available in August 2015, 2.5% increase in 2016 district-wide PE Test scores - Percentage of students meeting all 6 areas of the Healthy Fitness Zone (14-15): Grade 5 – 26.7%, Grade 7-61.6%, Grade 9 – 59.4% 21st Century Learning Classrooms - 35 Technology Student to Device Ratio – maintain 2.5:1

	Student access and enrollment in all required areas of study: Enrolled ROP/CTE students – 2 % increase Students prepared for EAP: A-G certified students – 2% increase Implementation of CCSS for all students, including EL: CCSS aligned materials ELA & Science – ELA (K-12 , Science (K-8, & 11) and CCSS aligned materials Social Studies – K-8 and CCSS Next Generation Science Standards aligned materials – 9-12

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. CCSS implementation professional development	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	1.$200,000 LCFF Object:1100 $145,000 Object: 3000 $15,000
2. Technologies to include student devices, short throw projectors, etc.	LEA-Wide		Object:5800 $40,000 2.$292,525 LCFF Object:4400 $292,525
3. CCSS implementation-purchase core math & supplemental English Language Arts instructional materials	LEA-Wide		3.$217,506 LCFF Object:4100
4. English Language Arts Instructional Coach	LEA-Wide		$217,506 4.$41,839 LCFF

5. Increased instructional time, increased teacher collaboration time, increased teacher planning time	LEA-Wide		Object:1100 $35,000 Object:3000 $6,839
6. District-wide software to scan district benchmarks, disaggregate data, and prepare students for CAASPP	LEA-Wide		5.$1,500,000 LCFF Object:1100 $1,250,000 Object: 3000 $250,000
7. CAASPP test coordinator at each site	LEA-Wide		6.$52,000 LCFF Object:4300 $52,000
8. District-wide PE test costs	LEA-Wide		
9. Elementary assistant principal, roving at 6 sites	Elementary		7.$17,080 LCFF Object:1100 $14,500 Object: 3000 $2,580
10. Class size reduction	Elementary		8.$750 LCFF Object:4300 $750
11. BHS Academies/DDC/AVID/GATE/MCLB	Secondary		

field trips			9.$103,276 LCFF Object:1100 $87403
12. Barstow STEM Academy & BHS STEM support	STEM		Object: 3000 $15,873
13. Science fair coordinator stipend at each site	LEA-Wide		10.$480,000 LCFF Object:1100 $375,000 Object: 3000 $75,000
14. Stipend for district science fair coordinator/spelling bee coordinator	LEA-Wide		11.$25,000 LCFF Object:5800 $25,000
			12.$450,000 LCFF Object:1100 $370,000 Object: 3000 $80,000
			13.$8,540 LCFF Object:1100 $6,800 Object: 3000

			$1,740 14.$4,767 LCFF Object:1100 $3,500 Object: 3000 $1,267
15. Site specific expenditures based on nonduplicated per pupil amount for low income pupils to meet LCAP goals. Expenditures will include supplementary materials, student computers, interactive projectors, small attendance incentives, etc.	LEA-Wide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	15.$355,691 LCFF Object:4300 $355,691
16. SAT Prep course, Princeton Review	Secondary Sites		16.$30,000 LCFF Object:5800 $30,000
17. District-wide after school tutoring program for struggling students.	LEA-Wide		17.$45,000 LCFF Object:1100 $30,000 Object:2100
18. District-wide elementary summer school program for at-risk students.	Elementary Sites		$8,200 Object: 3000 $6,800 18.$12,500 LCFF Object:1100

			$8,000 Object:2100 $2,000 Object: 3000 $2,500
19. Director of Instructional Support ($79,609), Administrative Assistant ($29,720), Projects Technician ($26,476)	LEA-Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	19.$135,805 LCFF Object:1100 $58,605 Object:2100 $44,600 Object: 3000 $32,600

GOAL:	Barstow Unified School District will engage and empower all stakeholders in a partnership that will support the education of our students.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Increased parent participation for student success and school decision making	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1 2015-16

Expected Annual Measurable Outcomes:	School Site Council Meetings- maintain 5 per year at all sites ELAC meetings – increase to 4 per year at all sites Latino Literacy – Increase to 3 sites PBIS Parent Night Trainings- Implement 3 per year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Parent Involvement coordinator at each site 2. Positive Behavior Intervention System training for parents	LEA-Wide LEA-Wide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.$8,540 LCFF Object:1100 $7,500 Object:3000 $1,040 2.$5,000 LCFF Object:1100 $3,580 Object:3000 $1,420
3. LEA-wide expenditures to support foster youth pupils 4. Homeless & Foster Youth Liaison/translator	LEA-Wide LEA-Wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3.$1,687 LCFF Object:4300 $1,000 Object:5800 $687 4.$14,846 LCFF Object:1100 $7,500 Object 2100 $3,500 Object:3000 $3,846
5. BUSD marketing plan ($15,000)	LEA-Wide	_X_ALL	5.$15,000

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Object:5800 $15,000

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	School Site Council Meetings- maintain 5 per year at all sites ELAC meetings – Maintain 4 per year at all sites Latino Literacy – Increase to 4 sites PBIS Parent Night Trainings- Maintain 3 per year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Parent Involvement coordinator at each site	LEA-Wide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.$8,540 LCFF Object:1100 $7,500 Object:3000 $1,040
2. Positive Behavior Intervention System training for parents	LEA-Wide		2.$5,000 LCFF Object:1100 $3,580 Object:3000 $1,420
3. LEA-wide expenditures to support foster youth pupils	LEA-Wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3.$1,687 LCFF Object:4300 $1,000 Object:5800

4. Homeless & Foster Youth Liaison/translator	LEA-Wide		$687 4.$14,846 LCFF Object:1100 $7,500 Object 2100 $3,500 Object:3000 $3,846
5. BUSD marketing plan ($15,000)	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5.$15,000 LCFF Object:5800 $15,000

LCAP Year 3 2017-18

Expected Annual Measurable Outcomes:	School Site Council Meetings- maintain 5 per year at all sites ELAC meetings – Maintain 4 per year at all sites Latino Literacy – Increase to 5 sites PBIS Parent Night Trainings- Maintain 3 per year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Parent Involvement coordinator at each site	LEA-Wide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	1.$8,540 LCFF Object:1100, 3000
2. Positive Behavior Intervention System training for parents	LEA-Wide		2.$5,000 LCFF

			Object:1100 $3,580 Object:3000 $1,420
3. LEA-wide expenditures to support foster youth pupils	LEA-Wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	3.$1,687 LCFF Object:4300, 5800
4. Homeless & Foster Youth Liaison/translator	LEA-Wide		4.$14,846 LCFF Object:1100, 2100,3000
5. BUSD marketing plan ($15,000)	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	5.$15,000 LCFF Object:5800 $15,000

GOAL:	Barstow Unified School District will provide a positive, safe, and engaging environment that will increase student attendance rates, graduation rates, and decrease suspension/expulsion rates, dropout rates, and behavioral referrals.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	BUSD's student achievement rates are below the state and county averages	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Attendance Rate- Increase 1% from 2014-2015 Absenteeism Rate- Decrease 1% from 2014-15 Graduation Rate – Increase 1% from 2014-15 Suspension Rate – Decrease 5% from 2014-15 Expulsion Rate – Decrease by 1 from 2014-15 State Middle/High School Dropout Rate – Decrease 1% from 2014-15 Student Referrals – Decrease by 55 from 2014-15		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Incentive awards/certificates-science fair, spelling bee, red ribbon week		LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.$6,000 LCFF Object:4300 $6,000
2. Software to monitor attendance, “Attention 2 Attendance” 3. Attention 2 Attendance K-3 initiative		LEA-Wide LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2.$32,000 LCFF Object:4300 $32,000 3.$18,300 LCFF Object:4300 $18,300
4. SST coordinator at each site		LEA-Wide	_X_ALL	4.$8,540

5. Tipping Point Program	LEA-Wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Object:1100 $7,500 Object:3000 $1,040 5.$7,400 LCFF Object:4300 $7,400

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Attendance Rate- Increase 1% from 2015-2016 Absenteeism Rate- Decrease 1% from 2015-16 Graduation Rate – Increase 1% from 2015-16 Suspension Rate – Decrease 5% from 2015-16 Expulsion Rate – Decrease by 1 from 2015-16 State Middle/High School Dropout Rate – Decrease 1% from 2015-16 Student Referrals – Decrease by 55 from 2015-16

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Incentive awards/certificates-science fair, spelling bee, red ribbon week	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.$6,000 LCFF Object:4300 $6,000
2. Software to monitor attendance, “Attention	LEA-Wide	_X_ALL	2.$32,000

2 Attendance” 3. Attention 2 Attendance K-3 initiative	LEA-Wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Object:4300 $32,000 3.$18,300 LCFF Object:4300 $18,300
4. SST coordinator at each site 5. Tipping Point Program	LEA-Wide LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4.$8,540 LCFF Object:1100 $7,500 Object:3000 $1,040 5.$7,400 LCFF Object:4300 $7,400

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Attendance Rate- Increase 1% from 2016-2017 Absenteeism Rate- Decrease 1% from 2016-17 Graduation Rate – Increase 1% from 2016-17 Suspension Rate – Decrease 5% from 2016-17 Expulsion Rate – Decrease by 1 from 2016-17 State Middle/High School Dropout Rate – Decrease 1% from 2016-17 Student Referrals – Decrease by 55 from 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Incentive awards/certificates-science fair, spelling bee, red ribbon week	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	1.$6,000 LCFF Object:4300 $6,000
2. Software to monitor attendance, "Attention 2 Attendance" 3. Attention 2 Attendance K-3 initiative	LEA-Wide LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	2.$32,000 LCFF Object:4300 $32,000 3.$18,300 LCFF Object:4300 $18,300
4. SST coordinator at each site 5. Tipping Point Program	LEA-Wide LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	4.$8,540 LCFF Object:1100 $7,500 Object:3000 $1,040 5.$7,400 LCFF Object:4300 $7,400

GOAL:	Barstow Unified School District will provide highly qualified teachers that will use the rigors of CCSS instruction to prepare students for Advanced Placement (AP), CAASP,	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_

	and CAHSEE that will lead to continuous improvement on state and federal accountability measures.	COE only: 9__ 10__ Local : Specify _____

Identified Need :	BUSD has not realized a 100% rate of highly qualified teachers in core subjects and student achievement is affected.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Share of students that pass Advanced Placement exams with a 3 or higher – Increase by 2% from 2014-15 Rate of Teacher Misassignment – Increase each core subject area by 2% from 2014-15 CAHSEE ELA 10th grade: Increase by 2% from 2014-15 CAHSEE Math 10th grade: Increase by 2% from 2014-15

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Peer Assistance Review Consultants (Teachers working with other teachers to improve teaching strategies and pedagogy	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.$27,000 LCFF Object:1100 $25,000 Object:3000 $2,000
2. Special Education credential i.e. VPSS ($14,700)	Secondary Sites	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2.$14,700 LCFF Object:5800 $14,700
3. Signing bonus to new teacher hires to attract quality employees	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	3.$50,000 LCFF Object:1100 $45,800

4. Beginning Teacher Support & Assessment	LEA-Wide	__Other Subgroups:(Specify)_____	Object:3000 $4,200 4.$150,000 LCFF Object:1100 $123,000 Object:3000 $27,000

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	AP exams – Increase by 2% from 2015-16 Rate of Teacher Misassignment – Increase each core subject area by 2% from 2015-16 CAHSEE ELA 10th grade: Increase by 2% from 2015-16 CAHSEE Math 10th grade: Increase by 2% from 2015-16		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Peer Assistance Review Consultants (Teachers working with other teachers to improve teaching strategies and pedagogy	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.$27,000 LCFF Object:1100 $25,000 Object:3000 $2,000
2. Special Education credential i.e. VPSS	Secondary Sites	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2.$14,700 LCFF Object:5800 $14,700
3. Signing bonus to new teacher hires to	LEA-Wide	_X_ALL	3.$50,000

attract quality employees		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Object:1100 $45,800 Object:3000 $4,200
4. Beginning Teacher Support & Assessment	LEA-Wide		4.$150,000 LCFF Object:1100 $123,000 Object:3000 $27,000

LCAP Year 3 2017-18

Expected Annual Measurable Outcomes:	AP exams – Increase by 2% from 2016-17 Rate of Teacher Misassignment – Increase each core subject area by 2% from 2016-17 CAHSEE ELA 10th grade: Increase by 2% from 2016-17 CAHSEE Math 10th grade: Increase by 2% from 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Peer Assistance Review Consultants (Teachers working with other teachers to improve teaching strategies and pedagogy	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	1.$27,000 LCFF Object:1100 $25,000 Object:3000 $2,000
2. Special Education credential i.e. VPSS	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	2.$14,700 LCFF Object:5800 $14,700

3. Signing bonus to new teacher hires to attract quality employees	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	3.$50,000 LCFF Object:1100 $45,800 Object:3000 $4,200
4. Beginning Teacher Support & Assessment	LEA-Wide		4.$150,000 LCFF Object:1100 $123,000 Object:3000 $27,000

GOAL:	Barstow Unified School District will implement curriculum, assessments, and strategies that will ensure all English Learner students will attain English proficiency and Common Core State Standards mastery on standardized tests.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	BUSD is currently in PI year 9+ due to the achievement level and English acquisition rate of its English Learners.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: English Learners

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	AMAO I – meet 2015-16 target as prescribed by the BUSD Title III accountability report AMAO II <5 years - meet 2015-16 target as prescribed by the BUSD Title III accountability report AMAO II> 5 years - meet 2015-16 target as prescribed by the BUSD Title III accountability report Reclassification Rate – 2 % increase from 2014-15

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. English Language Development Instructional coach to support classroom teachers with CCSS ELD standards and instructional strategies 2. EL paraeducator support which includes classroom level instructional support and translation	LEA-Wide LEA-Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.$63,161 LCFF Object:1100 $57,800 Object 3000 $5,361 2.$147,249 LCFF Object:2100 $135,800 Object:3000 $11,449
3. Site specific expenditures based on nonduplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals 4. BUSD will provide a site English Language Learner coordinator to facilitate CELDT testing and monitor placement and progress of EL's	LEA-Wide LEA- Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3.$42,622 LCFF Object:2100 $29,000 Object:3000 $3,622 Object:4400 $10,000 4.$8,540 LCFF Objcet:1100 $5,500 Object:2100 $2,000 Object:3000 $1,040

5. District-wide after school tutoring program to support redesignation of EL students	LEA-Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5.$25,000 LCFF Objcet:1100 $15,500 Object:2100 $7,500 Object:3000 $2,000
6. District-wide summer school program to deliver English language support to EL's 1's and 2's	LEA-Wide		6.$12,500 LCFF Objcet:1100 $8,500 Object:2100 $2,000 Object:3000 $2,000

LCAP Year 2: **2016-17**

Expected Annual Measurable Outcomes:	AMAO I – meet 2015-16 target as prescribed by the BUSD Title III accountability report AMAO II <5 years - meet 2015-16 target as prescribed by the BUSD Title III accountability report AMAO II> 5 years - meet 2015-16 target as prescribed by the BUSD Title III accountability report Reclassification Rate – 2 % increase from 2015-16

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. English Language Development Instructional coach to support classroom teachers with CCSS ELD standards and instructional strategies	LEA-Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.$63,161 LCFF Object:1100 $57,800 Object 3000

2. EL paraeducator support which includes classroom level instructional support and translation	LEA-Wide		$5,361 2.$147,249 LCFF Object:2100 $135,800 Object:3000 $11,449
3. Site specific expenditures based on nonduplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals 4. BUSD will provide a site English Language Learner coordinator to facilitate CELDT testing and monitor placement and progress of EL's	LEA-Wide LEA-Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3.$42,622 LCFF Object:2100 $29,000 Object:3000 $3,622 Object:4400 $10,000 4.$8,540 LCFF Objcet:1100 $5,500 Object:2100 $2,000 Object:3000 $1,040
5. District-wide after school tutoring program to support redesignation of EL students 6. District-wide summer school program to deliver English language support to EL's 1's	LEA-Wide LEA-Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5.$25,000 LCFF Objcet:1100 $15,500 Object:2100 $7,500 Object:3000 $2,000

and 2's			6.$12,500 LCFF Objcet:1100 $8,500 Object:2100 $2,000 Object:3000 $2,000

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	AMAO I – meet 2015-16 target as prescribed by the BUSD Title III accountability report AMAO II <5 years - meet 2015-16 target as prescribed by the BUSD Title III accountability report AMAO II> 5 years - meet 2015-16 target as prescribed by the BUSD Title III accountability report Reclassification Rate – 2 % increase from 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. English Language Development Instructional coach to support classroom teachers with CCSS ELD standards and instructional strategies	LEA-Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	1.$63,161 LCFF Object:1100 $57,800 Object 3000 $5,361
2. EL paraeducator support which includes classroom level instructional support and translation	LEA-Wide		2.$147,249 LCFF Object:2100 $135,800 Object:3000 $11,449

3. Site specific expenditures based on nonduplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals 4. BUSD will provide a site English Language Learner coordinator to facilitate CELDT testing and monitor placement and progress of EL's	LEA-Wide LEA-Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	3.$42,622 LCFF Object:2100 $29,000 Object:3000 $3,622 Object:4400 $10,000 4.$8,540 LCFF Objcet:1100 $5,500 Object:2100 $2,000 Object:3000 $1,040
5. District-wide after school tutoring program to support redesignation of EL students 6. District-wide summer school program to deliver English language support to EL's 1's and 2's	LEA-Wide LEA-Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	5.$25,000 LCFF Objcet:1100 $15,500 Object:2100 $7,500 Object:3000 $2,000 6.$12,500 LCFF Objcet:1100 $8,500 Object:2100 $2,000 Object:3000

			$2,000

GOAL:	Barstow Unified School District will provide clean, safe, and modern facilities that will ensure 21st century learning environments for student learning.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	BUSD schools are very old and cosmetic upgrades as well as infrastructure upgrades are needed to comply with the Williams act.	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Completion of Facilities Projects : 2 new Large Projects & 4 new small projects

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Information Technology position to focus on upgraded technology, devices, and wifi network	LEA-Wide	_X_ALL	1.$70,000 LCFF Object:2100 $64,200 Object:3000
2. Tech lead at each site	LEA-Wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,800 2.$8,540 LCFF Objcet:1100

			$5,500 Object:2100 $2,000 Object:3000 $1,040
3. Facilities repairs and improvements to include painting, carpet, window replacement, asbestos removal, electricity upgrades, etc.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3.$400,000 LCFF Object:5600 $400,000
4. Staffing at Maintenance & Operations 5. K-6 grade Fine Arts Academy	LEA-Wide Fine Arts Academy	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4.$50,000 LCFF Object:2100 $45,800 Object:3000 $4,200 5.$2,000,000 LCFF Object:5800 $2,000,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Completion of Facilities Projects : 2 new Large Projects & 4 new small projects

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Information Technology position to focus on upgraded technology, devices, and wifi network	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1.$70,000 LCFF Object:2100 $64,200 Object:3000

2. Tech lead at each site	LEA-Wide		$5,800 2.$8,540 LCFF Objcet:1100 $5,500 Object:2100 $2,000 Object:3000 $1,040
3. Facilities repairs and improvements to include painting, carpet, window replacement, asbestos removal, electricity upgrades, etc.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3.$400,000 LCFF Object:5600 $400,000
4. Staffing at Maintenance & Operations 5. K-6 grade Fine Arts Academy	LEA-Wide Fine Arts Academy	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4.$50,000 LCFF Object:2100 $45,800 Object:3000 $4,200 5.$2,000,000 LCFF Object:5800 $2,000,000

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Completion of Facilities Projects : 2 new Large Projects & 4 new small projects		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. Information Technology position to focus on upgraded technology, devices, and wifi network 2. Tech lead at each site	LEA-Wide LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	1.$70,000 LCFF Object:2100 $64,200 Object:3000 $5,800 2.$8,540 LCFF Objcet:1100 $5,500 Object:2100 $2,000 Object:3000 $1,040
3. Facilities repairs and improvements to include painting, carpet, window replacement, asbestos removal, electricity upgrades, etc.	LEA-Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	3.$400,000 LCFF Object:5600 $400,000
4. Staffing at Maintenance & Operations 5. K-6 Fine Arts Academy	LEA-Wide Fine Arts Academy	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	4.$50,000 LCFF Object:2100 $45,800 Object:3000 $4,200 5.$2,000,000 LCFF Object:5800 $2,000,000

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?

Original GOAL from prior year LCAP:	Goal 1a: Bring to scale facilities maintenance funding to 07-08 levels	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	To increase maintenance project completions. (2 major & 4 medium size projects completed). This will ensure students have a clean, safe, positive environment for learning.	Actual Annual Measurable Outcomes: Project completion: 2 major projects which includes painting the entire Crestline school and painting the entire Montara school. 4 medium-sized projects completed which includes new carpet and flooring at various sites, new outer doors at Crestline, new MPR doors at Lenwood, and Asphalt repair at various elementary sites.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Facilities repairs and improvements to include painting, carpet, window replacement, asbestos removal, electricity upgrades, etc.	$400,000 LCFF Object:5000	Facilities repairs and improvements made to include painting, carpet, window replacement, asbestos removal, electricity upgrades, etc.	$393,200 LCFF Object:5000
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA- Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a	BUSD will continue to fund this effort. As a Williams district, it is imperative that BUSD continue to focus efforts on improved learning environments for all students.

result of reviewing past progress and/or changes to goals?	

Original GOAL from prior year LCAP:	Goal 1b: To provide Common Core State Standards aligned materials/ curriculum guides and instructional strategies to teachers.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	Low-income Pupils

Expected Annual Measurable Outcomes:	Teachers will have CCSS aligned materials/ curriculum guides and instructional strategies to support student learning. The following subjects will be complete (k-8 ELA, 7th ELA, k-8 Science, 9-12 math)	Actual Annual Measurable Outcomes:	K-8 ELA curriculum guides complete, 9-12 math adoption due to commence with 15-16 school year. Continued focus on development of curriculum guides for K-8 Science.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
CCSS implementation Professional Development		$200,000 LCFF Object:1000, 3000	CCSS implementation Professional Development		$32,750 LCFF Object:1000, 3000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

BUSD will purchase core math and & Supplemental English Language Arts instructional Materials		$217,506 LCFF Object: 4000	BUSD purchased core math and & Supplemental English Language Arts instructional Materials, and supplemental CCSS K-8 Social Studies/Science curriculum.		$193,355 LCFF Object 4000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
X__ALL			__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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	BUSD will focus on piloting Science curriculum to support CCSS implementation. Also, a focus on Singapore math strategies will be implemented with the 15-16 school year.				

Original GOAL from prior year LCAP:	Goal 1c: BUSD utilizes district coaches for many important classroom support activities such as: one-on-one coaching for teachers, curriculum development, professional development, assessment development and data disaggregation.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Maintain 1 English Language Arts coach grades 7- 12 to deliver on-on-one coaching and support for teachers to improve student learning. Maintain 1 English Language Development coach grades K-12 to deliver one-on-one ELD coaching and support to teachers to improve student learning.	Actual Annual Measurable Outcomes:	Maintained 1 English Language Arts coach grades 7- 12 to deliver on-on-one coaching and support for teachers to improve student learning. Unable to hire 1 English Language Development coach grades K-12 to deliver one-on-one ELD coaching and support to teachers to improve student learning.

LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Site specific expenditures based on nonduplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals. Expenditures will include time cards for CELDT testing, Rosetta Stone software, supplemental ELD materials, etc.		See Goal 2a	Site specific expenditures based on nonduplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals. Expenditures will include time cards for CELDT testing, Rosetta Stone software, supplemental ELD materials, etc.		See Goal 2a
Scope of service:	LEA-Wide		Scope of service:	LEA- Wide	
__ALL			__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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	BUSD will continue to fund an English Language Arts coaching position. Also, the ELD coaching position is set to be filled July 2015. It is evident that an ELD coach is a very important service to BUSD due to the Program Improvement status of the district and various schools.				

Original GOAL from prior year LCAP:	Goal 1d: BUSD is currently in the process of upgrading the entire district network to WiFi. In an effort to be ready for 21st Century learning skills and the Smarter Balanced Assessment Consortium testing, there is a need to upgrade and improve student computer devices.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	More technology access for all students will result from a lower student: device ratio which will be (2.25:1) Add nine (9) classrooms to bring districtwide total to ten (10) 21st Century learning fully equipped classrooms to support student access to technology and improved CCSS teaching strategies	Actual Annual Measurable Outcomes:	BUSD was able to maintain the 2.5:1 student to device ratio. BUSD was also able to add 9 21st century learning classrooms to bring the total to 10.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Technology to include student devices, short throw projectors, mimio pads, document cameras	$292,525 LCFF Object: 1000, 3000, 4000	BUSD purchased 83 short throw projectors, and 83 document cameras for classroom use. Each classroom also utilizes LAN school technology to allow for multiple devices to be hooked up to the projectors. Each school was also able to purchase 30-60 devices such as chrome books, laptops, and tablets for student use. These devices were	$292,525 LCFF Object: 1000, 3000, 4000
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Tech Lead at each site IT Technician will focus on upgraded technology, devices, and new wifi network		$8,540 LCFF Object: 3000 2000,1000 $70,000 LCFF Object : 2000 3000	Tech Lead at each site IT Technician hired to focus on upgraded technology, devices, and new wifi network.		$8,540 LCFF Object: 3000 2000,1000 $54,028 LCFF Object : 2000 3000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	BUSD will continue to purchase technology for student use and instruction. Title I funds will also be utilized to this end. Also, BUSD will dedicate more funding to support site needs as it relates to technology and the administration of the SBAC.				

Original GOAL from prior year LCAP:	Goal 1e: In an effort to ensure high quality instruction for our students, BUSD has a firm commitment to provide all students with highly qualified teachers. This endeavor includes hiring, training and supporting all of our teachers in the quest to reach the status of “highly qualified”. BUSD will utilize a teacher incentive program to attract highly qualified special education, math and science teachers.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Student achievement will increase due to an effort to reach: Elementary Multiple Subject – 97.54% Elementary Special Education- 100% Secondary English-91.67% Secondary math- 85.43% Secondary science- 83.57% Secondary social science- 86.97%	Actual Annual Measurable Outcomes:	Elementary Multiple Subject – 97.54% Elementary Special Education- 100% Secondary English-91.67% Secondary math- 85.43% Secondary science- 83.57% Secondary social science- 86.97%

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Peer Assistance Review Consultants (Teachers working with other teachers to improve teaching strategies and pedagogy	$27,000 LCFF Object:1000, 3000	Peer Assistance Review Consultants (Teachers working with other teachers to improve teaching strategies and pedagogy	$4,875 LCFF Object:1000, 3000
BUSD will pay for teachers to complete their Special Education Credential	$14,700 LCFF Object: 5000	BUSD will pay for teachers to complete their Special Education Credential	$14,700 LCFF Object: 5000
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
BUSD will offer a Signing bonus to new teacher hires to attract quality employees.	$50,000 LCFF Object: 1000 3000	BUSD provided a signing bonus to new teacher hires to attract quality employees.	$16,353 LCFF Object: 1000 3000

BUSD has created a STEM academy in which smaller class sizes are afforded and a preparation period for 5th and 6th grade teachers.		$362,481 LCFF Object 1000, 3000	BUSD created a STEM academy in which smaller class sizes are afforded and a preparation period for 5th and 6th grade teachers.		$362,481 LCFF Object 1000, 3000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As BUSD continues to need teachers due to retirements and non-reelects the effort to provide these incentives will continue. BUSD will also begin administering its own Beginning Teacher Support and Assessment induction program. This will result in an added $150,000 budget item from LCFF.				

Original GOAL from prior year LCAP:	Goal 2a: BUSD will ensure all EL's attain English proficiency, acquire CCSS mastery and reach proficiency on standardized tests.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: English Learners		
Expected Annual Measurable Outcomes:	By increasing progress on AMAO I by 2%, more English Learners will make progress towards acquiring the English language. By increasing progress on AMAO II by 2%, more English Learners will acquire the English language	Actual Annual Measurable Outcomes:	BUSD English Learners current Title III accountability results: AMAO I 55.9% (4.8% increase) AMAO II <5 years 25.5%% (4.9% increase) AMAO II >5 years 44.0% (.7% increase)

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Site specific expenditures based on nonduplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals. Expenditures will include time cards for CELDT testing, Rosetta Stone software, supplemental ELD materials, etc.	$42,622 LCFF Object: 2000,3000, 4000	Site specific expenditures based on nonduplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals. Expenditures will include time cards for CELDT testing, Rosetta Stone software, supplemental ELD materials, etc.	$42,622 LCFF Object: 2000,3000, 4000
Scope of service: LEA-Wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_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?	BUSD will continue its efforts in this area. All services will continue in the hopes that we will realize more progress towards meeting the goal.		

Original GOAL from prior year LCAP:	Goal 2b: BUSD will actively address both groups of students and the progress they make towards attaining the English Proficient level on the California English Language Development Test (CELDT)	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	

	Applicable Pupil Subgroups:	English Learners/At-Risk students	
Expected Annual Measurable Outcomes:	English Learner reclassification rate increased by 2%	Actual Annual Measurable Outcomes:	0 students have been reclassified as of this date. BUSD will focus efforts on reclassification in Fall of 2015 when CAASPP results are available.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Director of Instructional Support- $79,609, Administrative Assistant- $29,720 Projects Technician $26,476	$135,805 LCFF Object: 1000, 2000,3000	Director of Instructional Support- $79,609, Administrative Assistant- $29,720 Projects Technician $26,476	$135,805 LCFF Object: 1000, 2000,3000
EL Paraeducator Support which includes classroom level instructional support and translation	$147,249 LCFF Object:2000, 3000	EL Paraeducator Support which includes classroom level instructional support and translation.	$147,249 LCFF Object:2000, 3000
District-wide Summer School program to deliver English Language support to EL's 1's and 2's	$12,500 LCFF Object:1000, 2000, 3000	District-wide Summer School program to deliver English Language support to EL's 1's and 2's.	$12,500 LCFF Object:1000, 2000, 3000
Scope of service: LEA-Wide		Scope of service: LEA-Wide	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

English Language Development Instructional Coaching to support classroom teachers with CCSS ELD standards and instructional strategies. District-wide After School Tutoring program to support redesignation of EL students BUSD will provide a site English Language Learner Coordinator to facilitate CELDT testing and monitor placement and progress of EL's		$63,161 LCFF Object: 1000, 3000 $25,000 LCFF Object:1000, 2000,3000 $8,540 LCFF Object:1000, 2000,3000	Still seeking English Language Development Instructional Coaching to support classroom teachers with CCSS ELD standards and instructional strategies. District-wide After School Tutoring program to support redesignation of EL students BUSD provided a site English Language Learner Coordinator to facilitate CELDT testing and monitor placement and progress of EL's.		$0 $5,077 LCFF Object:1000, 2000,3000 $8,540 LCFF Object:1000, 2000,3000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			_ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_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?	Due to inconsistent district benchmark data and the lack of standardized test scores, BUSD was unable to reclassify any students during the 14-15 school year. This problem will be rectified when CAASPP results are available in August 2015. Also, BUSD will have an ELD coach in place for the 15-16 school year.				

Original GOAL from prior year LCAP:	Goal 2c: Full implementation of the CAASPP will take place during the 2014-15 school year. All schools will have baseline testing data available in August 2015.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Establish math an ELA proficiency baseline data as measured by CAASPP.	Actual Annual Measurable Outcomes:	Math an ELA proficiency baseline data as measured by CAASPP.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase district – wide software to scan district benchmarks, disaggregate data and prepare students for the CAASP.	$52,000 LCFF Object:4000	Purchased district – wide software to scan district benchmarks, disaggregate data and prepare students for the CAASP.	$52,000 LCFF Object:4000
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide a CAASPP test Coordinator at each site.	$8,540 LCFF Object:1000, 3000	BUSD Provided a CAASPP test Coordinator at each site.	$8,540 LCFF Object:1000, 3000

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the ever-increasing demands that CAASPP has placed on the district and school sites, BUSD will increase the stipend to site CAASP coordinator to reflect the added responsibilities.

Original GOAL from prior year LCAP:	Goal 2d: As the calculation for the Academic Performance Index (API) changes, BUSD will ensure curriculum, assessments, and instructional strategies match.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	2014-15 API -5 point growth over 12-13	Actual Annual Measurable Outcomes:	Suspended API

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
English Language Arts Instructional Coach	$41,839 LCFF Object:1000 3000	Maintained an English Language Arts Instructional Coach.	$41,839 LCFF Object:1000 3000

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The English Language Arts coach will continue to support K-12 ELA teachers with implementation of standards, adoption of curriculum, and alignment of assessments.

Original GOAL from prior year LCAP:	Goal 2e: Common Core Anchor Standards will be unpacked and addressed across all curricular areas.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Barstow/Central High School
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	27.6% of BUSD students will be college and career ready.	Actual Annual Measurable Outcomes:	19% of BUSD students were college and career ready in 2013-14.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
CCSS implementation Professional Development	See Goal 1b	CCSS implementation Professional Development	See Goal 1b
Scope of service: Secondary Schools		Scope of service: Secondary Schools	
_X_ALL		_X_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	BUSD will continue its efforts to secure rigorous CCSS aligned curriculum for student access. In 2015-16 the secondary schools will adopt new math curriculum and the process will begin to adopt Next Generation Science aligned curriculum.

Original GOAL from prior year LCAP:	Goal 2f: BUSD will continue to focus closely on Federal Adequate Yearly Progress goals as it is closely tied to Program Improvement (PI) status.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Barstow/Central High Schools
	Applicable Pupil Subgroups:	Low income pupils

Expected Annual Measurable Outcomes:	Increase graduation rate to 73.6% On the California High School Exit Exam, amongst the 10th graders 51.4% will score proficient or above on the English Language Arts test and 56.8% will score proficient or above on the math test.	Actual Annual Measurable Outcomes:	Graduation rate: 74.4% CAHSEE ELA: 48.3% CAHSEE Math: 50.8

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Site specific expenditures based on nonduplicated per pupil amount for low income pupils to meet LCAP goals. Expenditures will include supplementary materials, student computers, interactive projectors, small attendance incentives, etc.	$205,691 LCFF Object:4000	Site specific expenditures based on nonduplicated per pupil amount for low income pupils to meet LCAP goals. Expenditures will include supplementary materials, student computers, interactive projectors, small attendance incentives, etc.	$205,691 LCFF Object:4000

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils __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?	BUSD will continue to focus on supporting low income pupils and access to curriculum, technology, and strategies. Site specific expenditures will help each school reach its goals for student achievement due to the fact that each site has needs specific to its own demographics.				

Original GOAL from prior year LCAP:	Goal 2g: BUSD will maintain and improve Advanced Placement (AP) opportunities for high school students to access college-level rigor and college credits while in high school. Giving them the opportunity to boost their grade point average.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Barstow/Central High Schools Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	By increasing the number of students passing the AP exams by 2%, more students will potentially earn college credit.	Actual Annual Measurable Outcomes:	Advanced Placement student scores 3 or higher: 4.6% (.4% increase)	

LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide a Gate Coordinator at all sites.		$8,540 LCFF Object:1000, 3000	Provided a Gate Coordinator at all sites.		$8,540 LCFF Object:1000, 3000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	BUSD will not offer a stipend position for a GATE coordinator at each site in 2015-16. Efforts will be stepped up to increase the rigor of all core subject classes, especially at secondary campuses.				

Original GOAL from prior year LCAP:	Goal 2h: BUSD will develop Career Pathways and Academies that are the foundation for developing students for postgraduate opportunities and choices through specific curriculum, internships, job shadowing and industry connections.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: High Schools Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	By increasing Career Pathways/CTE/ ROP enrollment by 3%, more students will have access to post-graduation opportunities and training for the career of their choice.	Actual Annual Measurable Outcomes:	934 students enrolled in ROP (52% increase)

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
BHS (STEM, Mojave XP, Valor academies)/DDC/ AVID/GATE/MCLB field trips		$25,000 LCFF Object:5000	BHS (STEM, Mojave XP, Valor academies)/DDC/ AVID/GATE/MCLB field trips		$14,910 LCFF Object:5000
BUSD will offer an SAT prep course through Princeton Review.		$30,000 LCFF Object:5000	BUSD offered an SAT prep course through Princeton Review.		$10,819 LCFF Object:5000
Scope of service:	Secondary Schools		Scope of service:	Secondary Schools	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Barstow STEM Academy & BHS STEM Academy support (This action will include providing support staff at STEM and creating pathways at BHS)		$450,000 LCFF Object:1000, 2000,3000	Barstow STEM Academy & BHS STEM Academy support (This action will include providing support staff at STEM and creating pathways at BHS)		$316,699 LCFF Object:1000, 2000,3000

Scope of service:	Secondary Schools		Scope of service:	Secondary Schools	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The growth in the enrolled ROP students was due in part to increasing the high school day from 6 periods to 7. BUSD will continue to support these programs with a clear shift to CTE courses that are aligned to career pathways.

Original GOAL from prior year LCAP:	Goal 3a: Students will make progress with improving attendance, absenteeism, high school dropout, and high school graduation rates.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low income

Expected Annual Measurable Outcomes:	Attendance rates will increase to 94%	Actual Annual Measurable Outcomes:	Attendance Rate: 94.6

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Summer School for credit recovery for all secondary students.	$150,000 LCFF Object:1000, 2000,3000	This money was allocated to sites to improve student: device technology ratio.	$163,541 LCFF Object:1000, 3000,4000

BUSD will pay for district-wide PE Test costs		$750 LCFF Object code: 4000	BUSD paid for district-wide PE Test costs.		$750 LCFF Object code: 4000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	BUSD strong relationship with Options for Youth has allowed it to utilize the summer school program for students provided by the charter school program. Due to this resource, BUSD was able to redirect funds from this goal area to another underfunded goal. The class size reduction effort will continue with another $300,000 dedicated to this goal area.				

Original GOAL from prior year LCAP:	Goal 3b: BUSD has a firm commitment to support students and families with improved attendance and will utilize the School Attendance Review Board (SARB) and the software program Attention2Attendance (A2A) has been beneficial in curbing chronic absenteeism.	Related State and/or Local Priorities: 1__ 2__ 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:	1% decrease in students that are absent to school, resulting in a 6% absenteeism rate. More students will graduate from high school than 12- 13, resulting in a 16.2% drop out rate.	Actual Annual Measurable Outcomes:	2014-15 absenteeism rate: 5.2% Absenteeism Rate: TBD Dropout Rate: TBD

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Purchase software to monitor attendance and generate truancy letters “Attention2Attendance Program		$32,000 LCFF Object: 4000	Purchased software to monitor attendance and generate truancy letters “Attention2Attendance Program”.		$32,000 LCFF Object: 4000
Comprehensive HS Assistant Principal		$94,967 General Fund Object: 1000,3000	Comprehensive HS Assistant Principal		$94,967 General Fund Object: 1000,3000
Class size reduction.		$180,000 LCFF Object Code:1000, 3000	Class Size Reduction : 3 added classrooms Kindergarten: 32:1 Grades 1-3: 30:1		$160,953.66 LCFF Object: 1110-$137,791 3000-$23,162
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	BUSD will continue to utilize this program due to its overwhelming effectiveness.

Original GOAL from prior year LCAP:	Goal 3c: BUSD has a firm commitment to reduce the dropout rate and understands the work begins as early as 6th grade to make an impact on children.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Foster Youth

Expected Annual Measurable Outcomes:	More students will graduate from high school than 12- 13, resulting in a 16.2% drop out rate. Students would realize improved academic achievement due to an increase in class attendance.	Actual Annual Measurable Outcomes:	Dropout Rate: 16.5% Students realized improved achievement due to an increase in class attendance.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
BUSD will utilize LCAP resources to communicate with families via mail and phone calls. Also, BUSD will furnish transportation for Foster Youth for information meetings. LEA-wide expenditures to support foster youth pupils, based on no duplicated per pupil amount		$1,687 LCFF Object:4000 5000	BUSD utilized LCAP resources to communicate with families via mail and phone calls. Also, BUSD will furnish transportation for Foster Youth for information meetings. LEA-wide expenditures to support foster youth pupils, based on no duplicated per pupil amount		$847 LCFF Object:4000 5000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		

OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Elementary Assistant Principal (Roving @ 6 sites) District-wide After School Tutoring program for struggling students. Incentive Awards/certificates -Science Fair/Spelling Bee, Red Ribbon Week	$97,530.39 LCFF Object Code:1000, 3000 $45,000 LCFF Object Code: 1000,2000, 3000 $6,000 LCFF Object Code: 4000	Elementary Assistant Principal (Roving @ 6 sites) District-wide After School Tutoring program for struggling students. Incentive Awards/certificates -Science Fair/Spelling Bee, Red Ribbon Week	$97,530.39 LCFF Object Code:1000, 3000 $35,110 LCFF Object Code: 1000,2000, 3000 $4,600 LCFF Object Code: 4000
Scope of service: All K-6 Elementary Schools _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All K-6 elementary schools _X_ALL OR: __Low Income pupils __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?	BUSD will continue to support the actions/services in this goal area for the 15-16 school year and beyond.		

Original GOAL from prior year LCAP:	Goal 3d: BUSD will decrease the number of In school and out of school suspensions because they have a direct negative impact on student achievement.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Student suspension rates will decrease the suspension rate by 5%.	Actual Annual Measurable Outcomes: Student suspension rate: reduced by 3.7%

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Stipend to pay Site Science Fair Coordinator.		$8,540 LCFF Object Code: 1000, 3000	Stipend to paid to Site Science Fair Coordinator.		8,540 LCFF Object Code: 1000, 3000
Scope of service:	LEA-Wide		Scope of service:		
_X_ALL			__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)_____		
Stipend to pay for District Science Fair Coordinator/ District Spelling Bee Coordinator.		$4,767 LCFF Object Code:1000, 2000,3000	Stipend paid for District Science Fair Coordinator/ District Spelling Bee Coordinator.		$4,767 LCFF Object Code:1000, 2000,3000

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services listed in this goal area will continue through the 15-16 school year. More emphasis may be placed on increased participation by at-risk students at all sites, especially secondary schools.

Original GOAL from prior year LCAP:	Goal 3e: A district-wide Positive Behavior Intervention System (PBIS) will be fully implemented during the 2014-15 school year to address student behaviors early so expulsions can be reduced and/or eliminated.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	A decrease of expulsions to 5 students will result in an improved school climate and student achievement.	Actual Annual Measurable Outcomes:	4 expelled students.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
SST Coordinator at each site.	$8,540 LCFF Object:1000, 3000	SST Coordinator at each site.	$8,540 LCFF Object:1000, 3000

Scope of service:	LEA-Wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-Wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide a roving Licensed Vocational Nurse for school site student medical needs.		$83,757 General Fund Object: 2000, 3000	Provide a roving Licensed Vocational Nurse for school site student medical needs.		$83,757 LCFF Object: 2000, 3000
Scope of service:	LEA-Wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-Wide _X_ ALL OR: __Low Income pupils __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?	BUSD is in the 3rd year of PBIS implementation. The district will continue to use Special Education funding to further this initiative. 2 schools, STEM and Cameron, will begin their 3rd year of implementation next year.

Original GOAL from prior year LCAP:	Goal 4a: Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Increasing School Site Council meetings to five times a year and increasing ELAC meetings to three times a year, students will benefit from having parents more closely involved in decision-	Actual Annual Measurable Outcomes:	School site council meeting average: 5 per year ELAC meeting average: 3 per year

	making at their schools.		

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent Involvement Coordinator at each site.	$8,540 LCFF Object 1000, 3000	Parent Involvement Coordinator at each site.	$8,540 LCFF Object 1000, 3000
Scope of service: LEA-Wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide a counselor at Continuation HS to address student needs.	$133,086 General Fund Object 1000, 3000	[A counselor was provided at the Continuation High School to address student needs.	$133,086 LCFF Object 1000, 3000
Scope of service: LEA-Wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-Wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Provide a counselor at junior high level to address middle school dropout prevention.		$131,638 General Fund Object:1000, 3000	Provide a counselor at junior high level to address middle school dropout prevention.		$131,638 LCFF Object:1000, 3000
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ALL			__ALL		
OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _Lw Income pupils __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?	School sites will be expected to maintain 5 school site councils per year as well as 4 ELAC meetings per year. BUSD will support site Parent Involvement coordinators with district wide trainings for coordinators and parents.				

Original GOAL from prior year LCAP:	Goal 4b: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in BUSD.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	By Increasing Family-School/Community Partnerships/ Latino Literacy Projects to three schools, English Learner student achievement will improve due to a closer family connection to school. Parent Teacher Activity Opportunities 4 per year.	Actual Annual Measurable Outcomes:	Latino Literacy Project: 2 schools competed. I school was added from previous year. Parent Teacher Activity Opportunities 4 per year.

<table>
<tr><td colspan="5">LCAP Year: 2014-15</td></tr>
<tr><td colspan="3">Planned Actions/Services</td><td colspan="2">Actual Actions/Services</td></tr>
<tr><td colspan="2"></td><td>Budgeted Expenditures</td><td colspan="2"></td><td>Estimated Actual Annual Expenditures</td></tr>
<tr><td colspan="2">BUSD will provide a Homeless & Foster Youth Liaison/ Translator to support Foster Youth Families with transition and resources.</td><td>$14,846
LCFF
Object</td><td colspan="2">BUSD has provided a Homeless & Foster Youth Liaison/ Translator to support Foster Youth Families with transition and resources.</td><td>$14,846
LCFF
Object</td></tr>
<tr><td>Scope of service:</td><td>LEA-Wide
__ALL
OR:
__Low Income pupils _X_English Learners
_X_Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td><td>Scope of service:</td><td>LEA-Wide
__ALL
OR:
__Low Income pupils _X_English Learners
_X_Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td></tr>
<tr><td>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</td><td colspan="4">BUSD will continue to fund this position to support outreach to English Learner families and foster youth students.</td></tr>
</table>

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$_8,119,503_____

Many of the supplemental and concentration grant funds were budgeted district-wide for expenditures such as facilities repairs and improvement, technology, credentialing, assessment software, testing coordinators, SAT support for students, Science fair coordinators, Class size reduction, career-based field trips, attendance monitoring program, and career pathways. A portion was designated for unique needs for all 10 schools in Barstow Unified School District. These funds were based on the numbers of English learners, low income, and foster youth students to ensure that schools could make decisions to offer support and programs to meet the needs of the targeted subgroups, based on stakeholder feedback. Also, BUSD identified key services to be offered to all sites in order to address the needs of the students identified in the unduplicated count. These services will directly affect at-risk, low-socioeconomic, English Learner, and Foster youth students at each site. Examples of these services include CCSS professional development and technology for students, a stipend position for a CAASP testing coordinator, a stipend position for a GATE coordinator at each site, A roving Elementary Assistant Principal, and a High School assistant principal. Also, BUSD is embarking on creating a K-6 Fine Arts academy to support CTE and pathway development K-12.

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.

19.49	%

Due to this percentage, many of the services listed in this plan support all students. In the 2015-16 LCAP, BUSD has identified a number of services that are clearly above the services provided to all students. These services include: the purchase of CCSS supplemental English and ELD materials for our EL population (this increases our CCSS ELD materials 100%), utilizing an English Language Arts and an English language development teacher coach for instructional support, summer school for at-risk students and EL's 1's and 2's (this is a new program that increases ELD summer school 100%), after school tutoring for at-risk students and EL's (increase of 50% to HS site and 100% to Elementary sites), a stipend position for a parent involvement coordinator at each site (10 new positions to the district) English Language para educator support at each site for instructional support and translation (3 sites will have new positions), and a district-wide Homeless & Foster Youth Liason/ Translator position to support all sites.

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).