§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Barstow Unified School District Contact (Name, Title, Email, Phone Number): Scott Godfrey, Assistant Superintendent, scott_godfrey@busdk12.com, (760) 255-6021 LCAP Year:2014-15

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement*: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for 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, Business coalitions, parent advisory groups, 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: November 2013 – February 2014 District English Learner Advisory Committee (DELAC): 10/24/13, 12/10/13, 1/10/14, 1/24/14, 5/2/14, 5/10/14 These meetings were designed to solicit feedback for the LCAP committee District Parent Advisory Committee: 9/10/13, 1/14/14, 5/13/14 Community EL Parent meeting: 11/18/13 This meeting served as an informational meeting to outline the	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. 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.

Involvement Process	Impact on LCAP
new LCFF and LCAP tools Bargaining Units: 1/30/14 & 2/12/14 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, students, and community and business partners. Extensive effort was made to ensure equal representation of all stakeholders on the committee. 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: 11/13/13 & 12/11/13 Purpose-1. Inform and communicate (Initial training and exploration. 2. Goal setting (data analysis, check alignment with state priorities, stakeholder engagement 1/8/14 & 1/22/14 Purpose- Staffing and program planning (based on goals identify programs/services needs, initiate budget development, stakeholder engagement) 2/19/14 & 3/26/14 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	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. Due to our ever-increasing EL population, we found it necessary to solicit multiple opportunities for this subgroup. Along with the

Involvement Process	Impact on LCAP
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 2013-14 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.	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.

Section 2: Goals and Progress Indicators

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, for ***each*** *state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address

each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address 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 school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: BUSD believes in a holistic approach to student achievement that provides Common Core State Standards materials, technology and instructional strategies as well as fosters student engagement in a clean safe environment.		All African-American subgroup Hispanic subgroup Low-socioeconomic subgroup White subgroup	LEA-wide		*See below	*See below	*See below	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Facilities in good repair- (At the end of the 13-14 school year, BUSD will complete 1 large maintenance project and 2 medium sized projects	To improve school facilities maintenance, this has suffered from the loss of personnel and funding. Data indicates the following need: **Goal 1a:** Bring to scale facilities maintenance funding to 07-08 levels	Foster youth subgroup English Learner subgroup Students with disabilities subgroup	LEA-wide		To increase maintenance project completions. (2 major & 4 medium size projects completed). This will ensure students have a clean, safe, positive	To maintain maintenance project completions. (2 major & 4 medium size projects completed. This will ensure students have a clean, safe, positive	To maintain maintenance project completions. (2 major & 4 medium size projects completed. This will ensure students have a clean, safe,	• Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals: Description of Goal	Goals: Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	Goals: School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric): LCAP YEAR Year 1: 2014-15	What will be different/improved for students? (based on identified metric): Year 2: 2015-16	What will be different/improved for students? (based on identified metric): Year 3: 2016-17	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Metric: Student access to standards aligned instructional material- (currently BUSD has aligned the following CCSS curriculum: K-8 math & 8th Grade ELA)	**Goal 1b:** To provide Common Core State Standards aligned materials/ curriculum guides and instructional strategies to teachers.	All African-American subgroup Hispanic subgroup Low-socioeconomic subgroup White subgroup Foster youth subgroup	LEA-wide		environment for learning. 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)	environment for learning. Teachers will have CCSS aligned materials/ curriculum guides and instructional strategies to support student learning. The following subjects will be complete (k-12 Social Studies)	positive environment for learning. Teachers will have CCSS aligned materials/ curriculum guides and instructional strategies to support student learning. The following subjects will be complete (6-12 electives CTE/ROP courses and K-12 ELA adoption)	• Implementation of State Standards • Student Achievement • Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Implementation of Common Core State Standards (CCSS) for all students including English Learners-Currently BUSD has the following in place for CCSS implementation: Metric 1 English Language Arts Coach grades 7-12 1 English Language Development Coach grades K-12	**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.	English Learner subgroup Students with disabilities subgroup All African-American subgroup Hispanic subgroup Low-socioeconomic subgroup	LEA-wide		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 on-on-one ELD	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 on-on-one ELD	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 on-on-one ELD	• Implementation of State Standards • Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: District-wide student: computer device ratio (2.5:1) Metric (1) 21st Century learning fully equipped classroom district-wide	**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.	White subgroup Foster youth subgroup English Learner subgroup All African-American subgroup Hispanic subgroup Low-socioeconomic subgroup	LEA-wide LEA-wide		coaching and support for teachers to improve student learning 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 district-wide total to ten (10) 21st Century learning fully	coaching and support for teachers to improve student learning More technology access for all students will result from a lower student: device ratio which will be (2:1) Add five (5) classrooms to bring district-wide total to fifteen (15) 21st Century learning fully	coaching and support for teachers to improve student learning More technology access for all students will result from maintaining the student: device ratio at (2:1) Add five (5) classrooms to bring district-wide total to twenty (20) 21st Century learning fully	• Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Percentage of Highly Qualified Teachers- 2011-12 Elementary Multiple Subject – 97.54% Elementary Special Education- 100% Secondary English- 86.67% Secondary math- 80.43% Secondary science- 78.57% Secondary social science- 81.97%	**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	White subgroup Foster youth subgroup English Learner subgroup Students with disabilities All African-American subgroup Hispanic subgroup	LEA-wide		equipped classrooms to support student access to technology and improved CCSS teaching strategies. Student achievement will increase due to an effort to reach: Elementary Multiple Subject – 97.54% Elementary Special Education- 100% Secondary English-91.67%	equipped classrooms to support student access to technology and improved CCSS teaching strategies. Student achievement will increase due to an effort to reach: Elementary Multiple Subject – 100% Elementary Special Education- 100% Secondary English-96.67% Secondary	equipped classrooms to support student access to technology and improved CCSS teaching strategies. Student achievement will increase due to an effort to reach: Elementary Multiple Subject – 100% Elementary Special Education- 100% Secondary	• Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	incentive program to attract highly qualified special education, math and science teachers.	Low-socioeconomic subgroup White subgroup Foster youth subgroup English Learner subgroup All African-American subgroup Hispanic subgroup			Secondary math- 85.43% Secondary science- 83.57% Secondary social science- 86.97%	math- 95.43% Secondary science- 88.57% Secondary social science- 91.97%	English-100% Secondary math- 100% Secondary science- 93.57% Secondary social science- 96.97%	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metrics: AMAO I: 52.1% AMAO II less than 5 Yr. cohort-21.4% AMAO II 5 yrs. or more cohort- 47.1%	**Goal 2 Pupil Outcomes:** In order to increase the percentage of students who are on track to graduate college and career ready, there is a need to:	Low-socioeconomic subgroup White subgroup Foster youth subgroup English Learner subgroup Students with disabilities	LEA-wide LEA-wide		*see below By increasing progress on AMAO I by 2%, more English Learners will make progress towards acquiring the English language	*see below By increasing progress on AMAO I by 2% above 14-15, more English Learners will make progress towards acquiring the English language	*see below By increasing progress on AMAO I by 2% above 15-16, more English Learners will make progress towards acquiring the English language	• Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: English Learners will be reclassified as they make progress on CAASPP Current reclassification rate-74 students – 74/708 = 10.5%	**Goal 2a:** BUSD will ensure all EL's attain English proficiency, acquire CCSS mastery and reach proficiency on standardized tests. **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) **Goal 2c:** Full implantation of	English Learners English Learners All	LEA-wide LEA-wide		By increasing progress on AMAO II by 2%, more English Learners will acquire the English language English Learner reclassification rate increased by 2% Establish math and ELA proficiency	By increasing progress on AMAO II by 2% above 14-15, more English Learners will acquire the English language English Learner reclassification rate increased by 2 % over 2014-15 rate To be determined using 2014-15	By increasing progress on AMAO II by 2% above 14-15, more English Learners will acquire the English language English Learner reclassification rate increased by 2% over 15-16 rate To be determined using 2014-15	• Implementation of State Standards • Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Beginning in 2014-15, growth will be measured using the California Metric: California Assessment of Student Performance and Progress (CAASPP) Metric: Score on Academic Performance Index – (12-13- BUSD API = 756)	the CAASPP will take place during the 2014-15 school year. All schools will have baseline testing data available in August 2015. **Goal 2d:** As the calculation for the Academic Performance Index (API) changes, BUSD will ensure curriculum, assessments, and instructional strategies match.	African-American subgroup Hispanic subgroup Low-socioeconomic subgroup White subgroup Foster youth subgroup English Learner subgroup	LEA-wide		baselines as measured by the CAASPP 2014-15 API -5 point growth over 12-13	baseline data 2015-16 API-5 point growth over 14-15	baseline data 2016-17 API – 5 point growth over 15-16	• Implementation of State Standards • Pupil Achievement
Metric: Share of students that are	**Goal 2e:** Common Core	All	School-wide		27.6% of BUSD students will be	29.6% of BUSD students will be	31.6% of BUSD students will	• Implementation of State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
college and career ready A-G- (25.6%) Metric: High school graduation rate: 72.6% Metric: Other indicators of student performance in required areas of study- CAHSEE 10th grade scoring advanced or proficient(12-13 English Language Arts-49.4% Math-54.8%	Anchor Standards will be unpacked and addressed across all curricular areas. **Goal 2f:** BUSD will continue to focus closely on Federal Adequate Yearly Progress goals as it is closely tied to Program Improvement (PI) status.	African-American subgroup Hispanic subgroup Low-socioeconomic subgroup White subgroup Foster youth subgroup English Learner subgroup Students	High Schools		college and career ready 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	college and career ready Increase graduation rate to 74.6% On the California High School Exit Exam, amongst the 10th graders 53.4% will score proficient or above on the English Language Arts	be college and career ready Increase graduation rate to 75.6% On the California High School Exit Exam, amongst the 10th graders 55.4% will score proficient or above on the English	• Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
		with disabilities			test and 56.8% will score proficient or above on the math test.	test and 58.8% will score proficient or above on the math test.	Language Arts test and 60.8% will score proficient or above on the math test.	
Metric: Advanced Placement (AP) Exams with scores of 3 or higher - 4.2%	**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.	All African-American subgroup Hispanic subgroup Low-socioeconomic subgroup White subgroup	High Schools		By increasing the number of students passing the AP exams by 2%, more students will potentially earn college credit.	By increasing the number of students passing the AP exams by 2% above 14-15, more students will potentially earn college credit.	By increasing the number of students passing the AP exams by 2% above 15-16, more students will potentially earn college credit.	• Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Increase participation in Career Pathways and Academies (STEM) ROP courses taken-1671 course taken by students Metric: 614 students enrolled in ROP	**Goal 2h:** BUSD will develop Career Pathways and Academies that are the foundation for developing students for post-graduate opportunities and choices through specific curriculum, internships, job-shadowing and industry connections.	Foster youth subgroup English Learner subgroup Students with disabilities	High Schools High Schools High Schools		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	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	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	• Course Access • Other Pupil Outcomes • Pupil Achievement
Need: BUSD believes that the path to ensuring student achievement is contingent upon regular attendance, steady progress towards learning	**Goal 3a**: Students will make progress with improving attendance, absenteeism, high school dropout, and high school graduation rates.	All African-American subgroup Hispanic subgroup	LEA-wide		Attendance rates will increase to 94%	Attendance rates will increase to 95%	Attendance rates will increase to 96%	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
goals and completion of graduation requirements. Data indicates the following needs: Metric: Attendance Rate: 93%		Low-socioeconomic subgroup White subgroup Foster youth subgroup English Learner subgroup Students with disabilities						• Pupil Engagement
Metric: Absenteeism rate: 7%	**Goal 3b:** BUSD has a firm commitment to	All African-	LEA-wide		1% decrease in students that are absent to	1% decrease in students that are absent to	1% decrease in students that are absent to	• Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: High School Dropout rate: 17.2% Metric: Student Suspension Rate- 1484 suspensions	support students and families with improved attendance and will utilize the School Attendance Review Board (SARB) and the software program Attention2Atten-dance (A2A) has been beneficial in curbing chronic absenteeism **Goal 3c:** BUSD has a firm commitment to reduce the dropout rate and understands the work begins as early as 6th grade to make	American subgroup Hispanic subgroup Low-socioeconomic subgroup White subgroup Foster youth subgroup English Learner subgroup Students with	School-wide		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. Students would realize improved academic achievement due to an increase in class attendance.	school, resulting in a 5% absenteeism rate More students will graduate from high school than 13-14, resulting in a 15.2% drop out rate. Students would realize improved academic achievement due to an increase in class attendance.	school, resulting in a 4% absenteeism rate More students will graduate from high school than 14-15, resulting in a 14.2% drop out rate. Students would realize improved academic achievement due to an increase in class attendance.	• Pupil Achievement • Pupil Engagement • Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	an impact on children.	disabilities	LEA-wide		Student suspension rates will decrease the suspension rate by 5%.	Student suspension rates will decrease the suspension rate by 10% from the baseline year.	Student suspension rates will decrease the suspension rate by 15% from the baseline year.	• Pupil Engagement • School Climate
Metric: Student Suspension Rate- 1484 suspensions Metric: Student Expulsion Rate- 6 students	**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.	All	LEA-wide		A decrease of expulsions to 5 students will result in an improved school climate and student achievement.	A decrease of expulsions to 4 students will result in an improved school climate and student achievement.	A decrease of expulsions to 3 students will result in an improved school climate and student achievement.	
	Goal 3e: A district-wide Positive Behavior Intervention System (PBIS) will be fully implemented during							• Pupil Engagement • School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	the 2014-15 school year to address student behaviors early so expulsions can be reduced and/or eliminated							• Parent Involvement
Need: Improve efforts to seek parent involvement Metric:	**Goal #4: Parent Involvement:** **Goal 4a:** Bring to scale the	All	LEA-wide		Increasing School Site	Increasing School Site	Maintain School Site	• Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
School Site Council Meetings: Four per year Metric: English Language Advisory Council (ELAC) meetings: Two per site/per year	successful stakeholder engagement strategies being used at various sites in the district.				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-making at their schools.	Council meetings to six times a year and increasing ELAC meetings to four times a year, students will benefit from having parents more closely involved in decision-making at their schools.	Council meetings at six times a year and maintain ELAC meetings at four times a year, students will benefit from having parents more closely involved in decision-making at their schools.	
Need: Promotion of Parental involvement Metric: Family-School-Community	**Goal 4b:** Parents, family and community stakeholders will become more fully engaged as partners in the education of	All English Learners	LEA-wide		By Increasing Family-School-Community Partnerships/ Latino Literacy Projects to three schools,	By Increasing Family-School-Community Partnerships/ Latino Literacy Projects to four schools, English	By Increasing Family-School-Community Partnerships/ Latino Literacy Projects to six schools,	• Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Partnership/Latino Literacy Project: Two schools Metric: Parent Teacher activity opportunity (e.g. Raising Readers, Bingo For Books, Fall Festival, Game Day, Winter Program), four per year	students in BUSD.	All	LEA-wide		English Learner student achievement will improve due to a closer family connection to school. Parent Teacher Activity Opportunities four per year	Learner student achievement will improve due to a closer family connection to school. Parent Teacher Activity Opportunities five per year	English Learner student achievement will improve due to a closer family connection to school. Parent Teacher Activity Opportunities six per year	• Parent Involvement

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 1a: Bring to scale facilities maintenance funding to 07-08 levels **Goal 1b:** To provide Common Core State Standards aligned materials/ curriculum guides and instructional strategies to teachers. **Goal 2e:** Common	• Basic Services • Implementation of State Standards • Basic Services • Student Achievement	Provide Cleaner and better-maintained schools are more inviting and comfortable learning environments to encourage students to attend school. BUSD will complete 1 large and 2 medium-sized maintenance/facilities project per year Purchase student computers to ensure all sites make progress towards	LEA-wide LEA-wide School-wide		Facilities repairs and improvements to include painting, carpet, window replacement, asbestos removal, electricity upgrades, etc. LCFF ($400,000) Object:5000 CCSS implementation Professional Development ($200,000) Technology to include student devices, short throw projectors,	Facilities repairs and improvements to include painting, carpet, window replacement, asbestos removal, electricity upgrades, etc. . LCFF ($400,000) Object: 5000 CCSS implementation Professional Development ($200,000) Technology to include student devices, short throw projectors,	Facilities repairs and improvements to include painting, carpet, window replacement, asbestos removal, electricity upgrades, etc. . LCFF ($400,000) Object:5000 CCSS implementation Professional Development ($200,000) Technology to include student devices, short

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Core Anchor Standards will be unpacked and addressed across all curricular areas. **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.	• Implementation of State Standards • Pupil Achievement • Basic Services	providing 21st Century classrooms and technology for student learning. Dedicate services to sites to improve Instructional technology support. Provide one-on-one coaching for Direct Interactive Instruction (DII) and ensure CCSS curriculum guides	LEA-wide School-wide LEA-wide LEA-wide School-wide		mimio pads, document cameras ($292,525) . LCFF Object:1000,3000, 4000 Tech Lead at sites ($8,540) . LCFF Object:3000,2000, 1000 IT Technician will focus on upgraded technology, devices, and new wifi network($70,000) LCFF Object:2000, 3000	mimio pads, document cameras ($292,525) . LCFF Object:1000,3000, 4000 Tech Lead at sites ($8,540) . LCFF Object:3000,2000, 1000 IT Technician will focus on upgraded technology, devices, and new wifi network($70,000) LCFF Object:2000, 3000	throw projectors, mimio pads, document cameras ($292,525) . LCFF Object:1000,3000,4000 Tech Lead at sites ($8,540) LCFF Object:3000,2000, 1000 IT Technician will focus on upgraded technology, devices, and new wifi network($70,000) LCFF Object:2000,3000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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. **Goal 1e:** In an effort to ensure high quality	• Basic Services	contain teacher collaboration and input. Provide a Peer Assistance Review (PAR) program for struggling teacher support and retention Ensure all special education teachers attain highly qualified credential status Provide a signing bonus incentive to new teachers that are highly qualified in Special Education, math, or science	LEA-wide LEA-wide LEA-wide		Peer Assistance Review Consultants (Teachers working with other teachers to improve teaching strategies and pedagogy ($27,000) LCFF Object:1000, 3000 BUSD will pay for teachers to complete their Special Education Credential LCFF ($14,700) Object:5000 BUSD will offer a Signing bonus to	Peer Assistance Review Consultants (Teachers working with other teachers to improve teaching strategies and pedagogy ($27,000) LCFF Object:1000, 3000 BUSD will pay for teachers to complete their Special Education Credential LCFF ($14,700) Object:5000 BUSD will offer a Signing bonus to	Peer Assistance Review Consultants (Teachers working with other teachers to improve teaching strategies and pedagogy ($27,000) LCFF Object:1000, 3000 BUSD will pay for teachers to complete their Special Education Credential LCFF ($14,700) Object:5000 BUSD will offer a Signing bonus to

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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					new teacher hires to attract quality employees ($50,000) 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. (3 teachers = $362,481) General Fund Object:1000, 3000	new teacher hires to attract quality employees ($50,000) 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. (3 teachers = $362,481) General Fund Object:1000, 3000	new teacher hires to attract quality employees ($50,000) 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. (3 teachers = $362,481) General Fund Object:1000, 3000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
special education, math and science teachers.							
Goal 2c: Full implantation of the CAASPP will take place during the 2014-15 school year. All schools will have baseline testing data available in August 2015. **Goal 2g:** BUSD will maintain and improve	• Implementation of State Standards • Pupil Achievement • Course Access • Pupil Achievement	Utilize CCSS aligned software to create benchmark assessments and provide software to monitor benchmark and CAASPP data. Provide a CAASPP test coordinator at each site to oversee data management and testing protocols Provide curriculum, instruction and extended	LEA-wide LEA-wide LEA-wide		Purchase district – wide software to scan district benchmarks, disaggregate data and prepare students for the CAASP. LCFF ($52,000) Object:4000 Provide a CAASPP test Coordinator at each site ($8,540) LCFF Object:1000, 3000	Purchase district – wide software to scan district benchmarks, disaggregate data and prepare students for the CAASP. LCFF ($52,000) Object:4000 Provide a CAASPP test Coordinator at each site ($8,540) LCFF Object:1000, 3000	Purchase district – wide software to scan district benchmarks, disaggregate data and prepare students for the CAASP. LCFF ($52,000) Object:4000 Provide a CAASPP test Coordinator at each site ($8,540) LCFF Object:1000,3000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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. **Goal 2h:** BUSD will develop Career Pathways and Academies that are the foundation for	• Course Access • Other Pupil	activities for GATE students Provide extended career-based learning activities and field trips for all students. Create career pathways that will extend from 6th grade to high school then to college	LEA-wide LEA-wide		Provide a Gate Coordinator at sites ($8,540) LCFF Object:1000, 3000 BHS (STEM, Mojave XP, Valor academies)/DDC/ AVID/GATE/MCLB field trips ($25,000) LCFF Object:5000 Barstow STEM Academy & BHS	Provide a Gate Coordinator at sites ($8,540) LCFF Object:1000, 3000 BHS (STEM, Mojave XP, Valor academies)/DDC/ AVID/GATE/MCLB field trips ($25,000) LCFF Object:5000 Barstow STEM Academy & BHS	Provide a Gate Coordinator at sites ($8,540) LCFF Object:1000,3000 BHS (STEM, Mojave XP, Valor academies)/DDC/ AVID/GATE/MCLB field trips ($25,000) LCFF Object:5000 Barstow STEM Academy & BHS

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
developing students for post-graduate opportunities and choices through specific curriculum, internships, job-shadowing and industry connections.	Outcomes • Pupil Achievement	Maintain an SAT preparation course at the high school	LEA –wide BHS/CHS/ Independent Studies		STEM Academy support (This action will include providing support staff at STEM and creating pathways at BHS) ($450,000) LCFF Object:1000,2000, 3000 BUSD will offer an SAT prep course through Princeton Review ($30,000) LCFF Object:5000	STEM Academy support (This action will include providing support staff at STEM and creating pathways at BHS) ($450,000 LCFF Object:1000,2000, 3000 BUSD will offer an SAT prep course through Princeton Review ($30,000) LCFF Object:5000	STEM Academy support (This action will include providing support staff at STEM and creating pathways at BHS) ($450,000 LCFF Object:1000,2000,3 000 BUSD will offer an SAT prep course through Princeton Review ($30,000) LCFF Object:5000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3a: Students will make progress with improving attendance, absenteeism, high school dropout, and high school graduation rates. **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	• Pupil Achievement • Pupil Engagement • Other Pupil Outcomes • Pupil Achievement • Pupil Engagement	Offer a summer school program to include: 1. Credit Recovery Provide a comprehensive PE testing program to ensure student progress with health and fitness Provide administrative support to all elementary sites and comprehensive HS site for coverage due to large campus sizes Provide smaller class sizes Provide CCSS	LEA-wide LEA-wide Barstow High School All 6 elem. sites LEA-wide		Summer School for credit recovery for all secondary students ($150,000) LCFF Object:1000,2000, 3000 BUSD will pay for district-wide PE Test costs ($750) LCFF Object:4000 Comprehensive HS Assistant Principal ($94,967) General Fund Object:1000, 3000 Elementary Assistant Principal (Roving @ 6 sites) ($97,530.39) LCFF Object:1000,3000	Summer School for credit recovery for all secondary students ($150,000) LCFF Object:1000,2000, 3000 BUSD will pay for district-wide PE Test costs ($750) LCFF Object:4000 Comprehensive HS Assistant Principal ($94,967) General Fund Object:1000,3000 Elementary Assistant Principal (Roving @ 6 sites) ($97,530.39) LCFF Object:1000,3000	Summer School for credit recovery for all secondary students ($150,000) LCFF Object:1000,2000,3000 BUSD will pay for district-wide PE Test costs ($750) LCFF Object:4000 Comprehensive HS Assistant Principal ($94,967) General Fund Object:1000,3000 Elementary Assistant Principal (Roving @ 6 sites) ($97,530.39) LCFF Object:1000,3000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Attention2Atten-dance (A2A) has been beneficial in curbing chronic absenteeism **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. **Goal 3d:** BUSD will decrease the number of In-school and	• Pupil Achievement • Pupil Engagement • School Climate	based science activities for local, county and state science fairs Provide opportunities for students to be involved in co-curricular events such as Spelling Bees and Red Ribbon Week Provide attendance software to sites for attendance monitoring, notices to parents, etc.	LEA-wide LEA-wide LEA-wide		Class size reduction ($180,000) LCFF Object:1000,3000 Stipend to pay Site Science Fair Coordinator ($8,540) LCFF Object:1000,3000 Stipend to pay for District Science Fair Coordinator/ District Spelling Bee Coordinator ($4,767) LCFF Object:1000,2000, 3000 Incentive Awards/certificates -Science Fair/Spelling Bee, Red Ribbon Week ($6000) LCFF Object:4000	Class size reduction ($180,000) LCFF Object:1000,3000 Stipend to pay Site Science Fair Coordinator ($8,540) LCFF Object:1000,3000 Stipend to pay for District Science Fair Coordinator/ District Spelling Bee Coordinator ($4,767) LCFF Object:1000,2000, 3000 Incentive Award/certificatess -Science Fair/Spelling Bee, Red Ribbon Week ($6000) LCFF Object:4000	Class size reduction ($180,000) LCFF Object:1000,3000 Stipend to pay Site Science Fair Coordinator ($8,540) LCFF Object:1000,3000 Stipend to pay for District Science Fair Coordinator/ District Spelling Bee Coordinator ($4,767) LCFF Object:1000,2000,3000 Incentive Award/certificates - Science Fair/Spelling Bee, Red Ribbon Week ($6000) LCFF Object:4000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
out of school suspensions because they have a direct negative impact on student achievement.					Purchase software to monitor attendance and generate truancy letters "Attention2Atten-dance Program" ($32,000) LCFF Object:4000	Purchase software to monitor attendance and generate truancy letters "Attention2Atten-dance Program" ($32,000) LCFF Object:4000	Purchase software to monitor attendance and generate truancy letters "Attention2Atten-dance Program" ($32,000) LCFF Object:4000

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 20XX-XX	**Year 2: 20XX-XX**	**Year 3: 20XX-XX**
Goal 1b: To provide Common Core State Standards aligned materials/ curriculum guides and instructional strategies to teachers.	• Basic Services • Implementation of State Standards • Pupil Achievement	**For low income pupils:** Provide CCSS supplemental materials to support curriculum guides. Utilize Early-out Wednesdays, teacher pull-out, after school and collaboration time to provide professional development and collaboration opportunities in reference to CCSS	LEA-wide LEA-wide		CCSS implementation BUSD will purchase core math and & Supplemental English Language Arts instructional Materials ($217,506) LCFF Object:4000	CCSS implementation BUSD will purchase core math and & Supplemental English Language Arts instructional Materials ($217,506) LCFF Object:4000	CCSS implementation BUSD will purchase core math and & Supplemental English Language Arts instructional Materials ($217,506) LCFF Object:4000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 2d: As the calculation for the Academic Performance Index (API) changes, BUSD will ensure curriculum, assessments, and instructional strategies match. **Goal 2f:** BUSD will continue to focus closely on Federal Adequate Yearly Progress goals as it is closely tied to Program Improvement (PI) status.	• Implementation of State Standards • Pupil Achievement • Pupil Achievement	**<u>For low income pupils:</u>** Provide an English Language Arts Instructional Coach to support teachers with CCSS standards implementation, and 21st Century learning teaching strategies Site LCAP expenditures: ELA units, math/science manipulatives, test prep materials, field trips, site stipends, tech. software/Accelera-ted Reader, awards & incentives,	LEA-wide LEA-wide		English Language Arts Instructional Coach ($41,839) Object: LCFF 1000,3000 Site specific expenditures based on non-duplicated per pupil amount for low income pupils to meet LCAP goals. Expenditures will include supplementary materials, student computers, interactive projectors, small attendance	English Language Arts Instructional Coach ($41,839) Object: LCFF 1000,3000 Site specific expenditures based on non-duplicated per pupil amount for low income pupils to meet LCAP goals. Expenditures will include supplementary materials, student computers, interactive projectors, small attendance	English Language Arts Instructional Coach ($41,839) Object: LCFF 1000,3000 Site specific expenditures based on non-duplicated per pupil amount for low income pupils to meet LCAP goals. Expenditures will include supplementary materials, student computers, interactive projectors, small attendance

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 3a: Students will make progress with improving attendance, absenteeism, high school dropout, and high school graduation rates. **Goal 3c:** BUSD has a firm commitment to reduce the dropout rate and understands the work begins as early as 6th grade to	• Pupil Engagement • Pupil Achievement • School Climate	**<u>For For low income pupils:</u>** assemblies, roving substitutes. Each site will utilize funds to update and upgrade technology in the classroom. Secondary sites will provide after school tutoring for struggling students Summer school opportunities for struggling and at-risk students will be offered.	Central Continuation HS/ Independent Studies/ Success/ School of Opportunity LEA-Wide LEA-wide Barstow Junior High School/Succes		incentives, etc. - $205,691 LCFF Object:4000 Provide a counselor at Continuation HS to address student needs.($133,086) General Fund Object: 1000,3000 District-wide After School Tutoring program for struggling students .($45,000)	incentives, etc. - $205,691 LCFF Object:4000 Provide a counselor at Continuation HS to address student needs.($133,086) General Fund Object: 1000,3000 District-wide After School Tutoring program for struggling students .($45,000)	incentives, etc. - $205,691 LCFF Object:4000 Provide a counselor at Continuation HS to address student needs.($133,086) Gnereal Fund Object: 1000,3000 District-wide After School Tutoring program for struggling students .($45,000)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
make an impact on children. **Goal 4a:** Bring to scale the successful stakeholder engagement strategies being used at various sites in the district **Goal 3e:** A district-wide Positive Behavior Intervention System (PBIS) will be fully implemented during the 2014-15 school year to address	• Parent Involvement	**For low income pupils:** Provide a counselor at BJHS to address middle school drop outs. All sites will provide a Student Study Team (SST) Coordinator to address student needs, and begin the RTI process. Roving LVN to address at risk student needs	s LEA-wide LEA-wide LEA-wide LEA-wide		LCFF Object: 1000,2000,3000 District-wide Elementary Summer School program at-risk students($12,500) LCFF Object:1000,2000,3000 Provide a counselor at junior high level to address middle school dropout prevention. ($131,638) General Fund Object: 1000, 3000 SST Coordinator at each site ($8,540) LCFF Object: 1000,3000	LCFF Object: 1000,2000,3000 District-wide Elementary Summer School program at-risks students($12,500) LCFF Object:1000,2000,3000 Provide a counselor at junior high level to address middle school dropout prevention. ($131,638) General Fund Object: 1000, 3000 SST Coordinator at each site ($8,540) LCFF Object: 1000,3000	LCFF Object: 1000,2000,3000 District-wide Elementary Summer School program at risk students($12,500) LCFF Object:1000,2000,3000 Provide a counselor at junior high level to address middle school dropout prevention. ($131,638) General Fund Object: 1000,3000 SST Coordinator at each site ($8,540) LCFF Object: 1000,3000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
student behaviors early so expulsions can be reduced and/or eliminated		Each site will provide a Parent Involvement Coordinator to support families and community involvement in the school.	LEA-wide		Provide a roving Licensed Voc. Nurse for school site student medical needs. ($83,757) General Fund Object: 2000,3000 Parent Involvement Coordinator at each site ($8,540) LCFF Object: 1000, 3000	Provide a roving Licensed Voc. Nurse for school site student medical needs. ($83,757) General Fund Object: 2000,3000 Parent Involvement Coordinator at each site ($8,540) LCFF Object: 1000, 3000	Provide a roving Licensed Voc. Nurse for school site student medical needs. ($83,757) General Fund Object: 2000,3000 Parent Involvement Coordinator at each site ($8,540) LCFF Object: 1000,3000
Goal 2a: BUSD will ensure all EL's attain English proficiency, acquire CCSS mastery and reach	• Implementation of State Standards • Pupil Achievement	**For English learners:** Each school has unique needs for which supplemental and concentration dollars will be used to cover these expenses.	LEA-wide		Site specific expenditures based on non-duplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals. Expenditures will	Site specific expenditures based on non-duplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals. Expenditures will	Site specific expenditures based on non-duplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals. Expenditures will

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
proficiency on standardized tests. **Goal 2b:** BUSD will actively address both groups of	• Implementation of State Standards	In addition to the funds noted in the above section 3 for use district-wide or school-wide, school needs will be addressed with funds that are calculated using an English Learner per pupil amount. Site expenditures: Time cards for CELDT Testing (Clerical & paraeducator time cards), parent involvement activities (refreshments, parent communication, materials, multilith)	LEA-wide LEA-wide		include time cards for CELDT testing, Rosetta Stone software, supplemental ELD materials, etc. ($42,622) LCFF Object: 2000,3000,4000 English Language	include time cards for CELDT testing, Rosetta Stone software, supplemental ELD materials, etc. ($42,622) LCFF Object: 2000,3000,4000 English Language	include time cards for CELDT testing, Rosetta Stone software, supplemental ELD materials, etc. ($42,622) LCFF Object: 2000,3000,4000 English Language

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
students and the progress they make towards attaining the English Proficient level on the California English Language Development Test (CELDT) **Goal 2A & B as listed above.**	• Pupil Achievement • Implementation of State Standards • Pupil Achievement	**For English learners:** Provide an English Language Development Instructional Coach to support teachers with ELD standards implementation, monitoring of EL learners and reclassification support. Provide district level support for the English Learner program. Support will consist of a director, project technician, and administrative assistant	LEA-wide LEA-wide		Development Instructional Coaching to support classroom teachers with CCSS ELD standards and instructional strategies ($63,161) LCFF Object: 1000,3000 Director of Instructional Support- $79,609, Administrative Assistant- $29,720 Projects Technician-	Development Instructional Coaching to support classroom teachers with CCSS ELD standards and instructional strategies ($63,161) LCFF Object: 1000,3000 Director of Instructional Support- $79,609, Administrative Assistant- $29,720 Projects Technician-	Development Instructional Coaching to support classroom teachers with CCSS ELD standards and instructional strategies ($63,161) LCFF Object: 1000,3000 Director of Instructional Support- $79,609, Administrative Assistant- $29,720 Projects Technician-

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 20XX-XX	**Year 2: 20XX-XX**	**Year 3: 20XX-XX**
Goal 2f: BUSD will continue to focus closely on Federal Adequate Yearly Progress goals as it is closely tied to Program Improvement (PI) status. **Goal 2a:** BUSD will ensure all EL's attain English proficiency, acquire CCSS mastery and reach proficiency on standardized tests. **Goal 3a**: Students will make progress with	• Pupil Achievement • Implementation of State Standards • Pupil Achievement • Pupil Engagement	**<u>For English learners:</u>** Provide an English Learner paraeducator/ translator at each site for student support and parent translation. Offer a summer school program to include: 1. English Language Development support EL's 1's & 2's	LEA-wide LEA-wide		$26,476 LCFF Object: 1000,2000,3000 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	$26,476 LCFF Object: 1000,2000,3000 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	$26,476 LCFF Object: 1000,2000,3000 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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
improving attendance, absenteeism, high school dropout, and high school graduation rates. **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) **Goal 4a:** Bring to scale	• Implementation of State Standards • Pupil Achievement • Parent	**<u>For English learners:</u>** Provide English Language Learner Tutoring after school to address language acquisition and academic support. Provide a site English Language Learner coordinator to administer CELDT, monitor placement and progress of EL students	LEA-wide LEA-wide		($12,500) LCFF Object: 1000,2000,3000 District-wide After School Tutoring program to support redesignation of EL students($25,000) LCFF Object:1000,2000,3000 BUSD will provide an Site English Language Learner	($12,500) LCFF Object: 1000,2000,3000 District-wide After School Tutoring program to support redesignation of EL students($25,000) LCFF Object: 1000,2000,3000 BUSD will provide an Site English Language Learner	($12,500) LCFF Object: 1000,2000,3000 District-wide After School Tutoring program to support redesignation of EL students($25,000) LCFF Object: 1000,2000,3000 BUSD will provide an Site English Language Learner

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
the successful stakeholder engagement strategies being used at various sites in the district.	Involvement	**For English learners:** Increase the number of English Learner Advisory Committees at all sites and increase the number of Latino Literacy Projects district-wide			Coordinator to facilitate CELDT testing and monitor placement and progress of EL's ($8,540) LCFF Object: 1000,2000,3000	Coordinator to facilitate CELDT testing and monitor placement and progress of EL's ($8,540) LCFF Object: 1000,2000,3000	Coordinator to facilitate CELDT testing and monitor placement and progress of EL's ($8,540) LCFF Object: 1000,2000,3000 0
Goal 3a: Students will make progress with improving attendance, absenteeism, high school dropout, and high school graduation rates. **Goal 3c:** BUSD has a firm commitment to reduce the dropout rate	• Pupil Engagement • Pupil Achievement • Pupil Achievement • Pupil	**For foster youth:** Provide transportation to Foster Focus SBCSS county program Support foster students with FAFSA filing, college applications and outside resources.	LEA-wide Secondary sites LEA-wide		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	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	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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
and understands the work begins as early as 6th grade to make an impact on children. **Goal 2f:** BUSD will continue to focus closely on Federal Adequate Yearly Progress goals as it is closely tied to Program Improvement (PI) status. **Goal 3b:** BUSD has a firm commitment	Engagement • School Climate • Pupil Achievement • Pupil Engagement	**For foster youth continued:** Encourage foster youth to attend after school tutoring program. Encourage students to attend after school tutoring. Support foster youth and guardians through the Student Study Team (SST) process.	LEA-wide LEA-wide		calculation: $1,687 LCFF Object: 4000,5000 BUSD will utilize LCAP resources to communicate with famililies 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 calculation: LCFF Object:10003000	calculation: $1,687 LCFF Object: 4000,5000 BUSD will utilize LCAP resources to communicate with famililies 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 calculation: LCFF Object 1000,3000	calculation: $1,687 LCFF Object: 4000,5000 BUSD will utilize LCAP resources to communicate with famililies 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 calculation: $1,687 LCFF Object: 1000,3000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
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 **Goal 4a:** Bring to scale the successful stakeholder engagement strategies being used at various sites	• Parent Involvement	**For foster youth continued:** Provide a district-level position to support foster youth and help mitigate issues connected to high mobility rate of foster youth students.	LEA-wide		BUSD will provide a Homeless & Foster Youth Liaison/ Translator to support Foster Youth Families	BUSD will provide a Homeless & Foster Youth Liaison/ Translator to support Foster Youth Families with tranisition	BUSD will provide a Homeless & Foster Youth Liaison/ Translator to support Foster Youth Families with tranisition

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
in the district. **Goal 4c:** Parents, family and community stakeholders will become more fully engaged as partners in the education of students in BUSD.	• Parent Involvement	**<u>For foster youth continued:</u>** Provide outreach to foster families for suggestions of continued support to provide resources to foster youth.			with tranisition and resources. ($14,846) *Encumbered in Redesignated EL Section	and resources. ($14,846) *Encumbered in Redesignated EL Section	and resources. ($14,846) *Encumbered in Redesignated EL Section
Goal 1c: BUSD utilizes district coaches for many important classroom support activities such as: one-on-	• Implementation of State Standards • Pupil Achievement	**<u>For redesignated fluent English proficient pupils:</u>** Schools were allocated funds based on the number of English Learner students. In addition to the funds noted in the above section 3 for use district-wide or school-wide,	LEA-wide		Site specific expenditures based on non-duplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals -	Site specific expenditures based on non-duplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals -	Site specific expenditures based on non-duplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals -

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
one coaching for teachers, curriculum development, professional development, assessment development and data disaggregation. **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	• Implementation of State Standards • Pupil Achievement	**For redesignated fluent English proficient pupils continued:** schools will use allocations for low income students for the following program options: Sites will utilize support from the English Language Development (ELD) Coach to ensure the Common Core English Language Development (ELD) State Standards are delivered and adhered to. Also, the Instructional Support Director and staff will support school sites with monitoring progress for redesignated	LEA-wide LEA-wide		$42,622 *Encumbered in English Learner section *See English Learner section for: 1. Director 2. Projects Tech. 3. Admin. Asst. 4. ELD Coach 5. Summer School 6. After School Tutoring	$42,622 *Encumbered in English Learner section *See English Learner section for: 1. Director 2. Projects Tech. 3. Admin. Asst. 4. ELD Coach 5. Summer School 6. After School Tutoring	$42,622 *Encumbered in English Learner section *See English Learner section for: 1. Director 2. Projects Tech. 3. Admin. Asst. 4. ELD Coach 5. Summer School 6. After School Tutoring

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
development and data disaggregation. **Goal 2f:** BUSD will continue to focus closely on Federal Adequate Yearly Progress goals as it is closely tied to Program Improvement (PI) status. **Goal 3b:** BUSD has a firm commitment to support students and families with improved attendance and will	• Pupil Achievement • Pupil Achievement • Pupil Engagement	pupils. **<u>For redesignated fluent English proficient pupils continued:</u>** Struggling redesignated students will have the opportunity to take advantage of after school tutoring and summer school. Sites will utilize the Attention2Atten-dance software program to monitor student attendance.	LEA-wide LEA-wide		*See English Learner section for: 1. Director 2. Projects Tech. 3. Admin. Asst. 4. ELD Coach 5. Summer School 6. After School Tutoring	*See English Learner section for: 1. Director 2. Projects Tech. 3. Admin. Asst. 4. ELD Coach 5. Summer School 6. After School Tutoring	*See English Learner section for: 1. Director 2. Projects Tech. 3. Admin. Asst. 4. ELD coach 5. Summer School 6. After School Tutoring

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
utilize the School Attendance Review Board (SARB) and the software program Attention2Att en-dance (A2A) has been beneficial in curbing chronic abs.							

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Barstow Unified School District's 2014-15 estimated supplemental and concentration grant funding is $3,913,489. Approximately $2,125,627 of Local Control Funding Formula (LCFF) 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. $1,217,189 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.

D. 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). 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). 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.

Barstow Unified School District's percentage of unduplicated pupils is 77%. The MPP is 10.39% according the district's LCFF calculator. Due to this percentage, many of the services listed in this plan support all students. In the 2014-15 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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.