

**Introduction:**

**LEA:** Blochman Union School District **Contact (Name, Title, Email, Phone Number):** Doug Brown, Superintendent/Principal, dbrown@sbceo.org, 805-937-1148 **LCAP Year:** 2016/2017

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

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Stakeholder surveys consisting of parents, students, teachers, administrators, classified staff, and community members were conducted during the month of February, 2016. Additional information about the purpose and goals of the LCAP was posted on the district’s website. A survey website was also used to collect survey data.</p> <p>Teachers and classified staff were consulted on an ongoing basis.</p>	<p>Continued stakeholder involvement has improved the outcomes for all pupils, including unduplicated pupils. Surveys indicated that stakeholders believe we have great teachers as indicated in Goal 1. Stakeholders were also pleased with our ability to provide students with all the resources and materials they need to successfully complete their coursework as indicated in Goal 2. The Superintendent provided responses to suggestions on March 4, 2016.</p> <p>Teachers requested that students have more access to computers. This issue</p>

The LCAP Advisory Committee was asked to provide suggestions for the 2016/2017 LCAP on March 12, 2016. This committee is made up of parents, classified staff, certificated staff, parents of EL students, and community members. A separate ELAC/DELAC committee was not required because BUSD has less than 51 English Learner students which is the requirement for a separate committee.

The School Site Council reviewed and discussed a draft of the LCAP on April 26, 2016. The members were provided with data collected throughout the course of the year to demonstrate improved pupil outcomes.

The eight state priorities were discussed with the students in grades 5 - 8 on February 24, 2016. Students were asked to provide suggestions for improving the school. The Superintendent returned to the classrooms on March 21, 2016 to update the students on which suggestions we will be able to implement.

The Board reviewed and the public was invited to comment on a draft of the LCAP at the April 12, 2016 and May 10, 2016 regular board meetings.

The complete draft of the LCAP was available on the district website on June 10, 2016. It was also included in the board packet for the regularly scheduled meetings on April,12, 2016, and May 10, 2016.

A properly noticed public hearing at which the LCAP and the district's budget were presented for discussion and comment was held on June 14, 2016.

The LCAP and the district's budget was adopted at a special board meeting on June 21, 2016.

is addressed in Goal 4.

Suggestions made during these meetings include increasing incentives for students to attend school and starting a Robotics program. These suggestions are addressed in Goal 6.

Comments and suggestion made during these meetings were used to formulate the actions in Goals 1 - 8.

Students expressed a genuine interest in the 8 state priorities and offered numerous helpful and insightful suggestions. Students suggested more access to sports and other activities. These ideas are reflected in Goals 4 and 6.

Comments and suggestion made during these meetings were used to formulate the actions in Goals 1 - 8.

**Annual Update:**

Certificated staff was consulted regarding student achievement. Certificated staff provided data regarding parent conferences and writing prompt achievements that was used in the development of the Annual Update.

The LCAP Advisory Committee reviewed the 2015/2016 annual update on the following dates:

- \*November 19, 2015
- \*January 26, 2016
- \*February 23, 2016
- \*March 12, 2016

**Annual Update:**

The data provided by Certificated staff was used in the development of the Annual Update. Information regarding parent conferences is referenced in Section 2, Annual Update, Goal 6. Information regarding writing prompt achievements is referenced in Section 2, Annual Update, Goal 5.

Involving committee members in the on-going process of tracking progress throughout the year allowed members to stay connected and involved with decisions that were made during the year. Committee members engaged in conversations about parental involvement. While they acknowledged that many parents do not participate in district surveys, they were generally pleased with the number of opportunities the district gives parents to

Committee members reviewed the annual update and were given an opportunity to comment and make suggestions for the 2016/2017 LCAP. The committee members were provided with data collected throughout the course of the year to demonstrate improved pupil outcomes.

The School Site Council reviewed and discussed the 2015/2016 annual update on the following dates:

\*November 19, 2015

\*January 26, 2016

\*February 23, 2016

School Site Council members reviewed the annual update and were given an opportunity to comment and make suggestions for the 2016/2017 LCAP. The members were provided with data collected throughout the course of the year to demonstrate improved pupil outcomes.

The Board reviewed and the public was invited to make comments regarding the 2015/2016 LCAP annual update at the February 9, 2016 and March 8, 2016 regularly scheduled board meetings.

Providing information on the annual update allowed board members to track progress toward goals throughout the year.

participate in school activities. This is addressed in Section 2, Annual Update, Goal 6.

Involving School Site Council members in the on-going process of tracking progress throughout the year allowed members to stay connected and involved with decisions that were made during the year.

Keeping board members informed and engaged regarding the LCAP process is an important part of having a positive and productive school environment. Board members were pleased with the efforts district administration and teachers are making to engage stakeholders and the work they are doing to meet the needs of students.

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

<b>GOAL 1:</b>	All teachers will be highly qualified and appropriately assigned.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>Priority 1: Basic</u>
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**Identified Need :** Appropriate teacher assignment. Metric: HQT Report, annual review of credentials, Williams Act Report.

**Goal Applies to:** Schools: Benjamin Foxen Elementary  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2016/2017**

**Expected Annual Measurable Outcomes:** All teachers will be highly qualified with proper credentials as evidenced by the HQT Report and review of credentials; Williams Act Report will continue to show no complaints.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District administration will review the HQT Report, teacher credentials, and Williams Act reports to determine that all teachers employed by the district are highly qualified.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 1 (16/17): Administration to annually review HQT teacher qualifications and classroom assignments; no identifiable cost. 0

**LCAP Year 2: 2017/2018**

**Expected Annual Measurable Outcomes:** All teachers will be highly qualified with proper credentials as evidenced by the HQT Report and review of credentials; Williams Act Report will continue to show no complaints.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District administration will review the HQT Report, teacher credentials, and Williams Act reports to determine that all teachers employed by the district are highly qualified.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Goal 1 (17/18): Administration to annually review HQT teacher qualifications and classroom assignments; no identifiable cost. 0

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2018/2019</b>			
Expected Annual Measurable Outcomes:	All teachers will be highly qualified with proper credentials as evidenced by the HQT Report and review of credentials; Williams Act Report will continue to show no complaints.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District administration will review the HQT Report, teacher credentials, and Williams Act reports to determine that all teachers employed by the district are highly qualified.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 1 (18/19): Administration to annually review HQT teacher qualifications and classroom assignments; no identifiable cost. 0

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

GOAL 2:	All students will have access to necessary instructional materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>Priority 1: Basic</u>
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Identified Need : Students will be provided with sufficient instructional materials. Metric: Board Instructional Material Resolution and Williams Act Reports.

Goal Applies to: Schools: Benjamin Foxen Elementary  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2016/2017**

Expected Annual Measurable Outcomes: The school board will pass the appropriate instructional materials resolution; Williams Act Reports will show no complaints.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District administration will ensure adequate instructional materials are available to all students.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 2 (16/17): Administration and teachers will ensure that each student has access to necessary instructional materials; no identifiable cost. \$0

**LCAP Year 2: 2017/2018**

Expected Annual Measurable Outcomes: The school board will pass the appropriate instructional materials resolution; Williams Act Reports will show no complaints.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District administration will ensure adequate instructional materials are available to all students.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Goal 2 (17/18): Administration and teachers will ensure that each student has access to necessary instructional materials; no identifiable cost. \$0

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2018/2019</b>			
Expected Annual Measurable Outcomes:	The school board will pass the appropriate instructional materials resolution; Williams Act Reports will show no complaints.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District administration will ensure adequate instructional materials are available to all students.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Goal 2 (18/19): Administration and teachers will ensure that each student has access to necessary instructional materials; no identifiable cost. \$0

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

GOAL 3:	Facilities will be well maintained, safe, comfortable, and welcoming to students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>Priority 1: Basic</u>
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Identified Need : Facilities in good repair. Metric: SARC/FIT Inspection Tool, Williams Act Report.

Goal Applies to: Schools: Benjamin Foxen Elementary  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2016/2017**

Expected Annual Measurable Outcomes: The SARC/FIT report will show a "Good" rating; Williams Act Report will continue to show no complaints.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
On going maintenance and janitorial upkeep as required.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 3 (16/17): Replace carpet in selected classrooms 5000-5999: Services And Other Operating Expenditures Base \$10,000
We will lease two portable classrooms for class size reduction. The addition of portable classrooms has allowed us to eliminate combination classes in our lower grades which gives teachers the ability to focus directly on the grade level needs of unduplicated pupils.	Benjamin Foxen	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 3 (16/17): Lease 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,200

**LCAP Year 2: 2017/2018**

Expected Annual Measurable Outcomes: The SARC/FIT report will show a "Good" rating; Williams Act Report will continue to show no complaints.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
On going maintenance and janitorial upkeep as required.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 3 (17/18): Services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base \$10,000
We will lease two portable classrooms for class size reduction. The addition of portable classrooms has allowed us to eliminate combination classes in our lower grades which gives teachers the ability to focus directly on the grade level needs of unduplicated pupils.	Benjamin Foxen	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 3 (17/18): Leases 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,200

**LCAP Year 3: 2018/2019**

Expected Annual Measurable Outcomes: The SARC/FIT report will show a "Good" rating; Williams Act Report will continue to show no complaints.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
On going maintenance and janitorial upkeep as required.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Goal 3(18/19): Services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base \$10,000

		_ Other Subgroups: (Specify)	
We will lease two portable classrooms for class size reduction. The addition of portable classrooms has allowed us to eliminate combination classes in our lower grades which gives teachers the ability to focus directly on the grade level needs of unduplicated pupils.	Benjamin Foxen	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Goal 3 (18/19): Leases 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,200

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

GOAL 4:	Implement all California state standards, including CCSS and English Language Development (ELD). Ensure access to courses and increase student achievement in the areas of Language Arts, Math, Social Science, Science, Visual & Performing Arts, Health, and Physical Education. ELD achievement will be addressed separately in Goal 8.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify <u>Priority 2: Implementation of State Standards</u> ; <u>Priority 4: Pupil Achievement</u> ; <u>Priority 7: Course Access</u> ; <u>Priority 8: Other Pupil Outcomes</u>
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Identified Need :	(1) Implement California state standards, including CCSS. Metric: classroom observations and teacher training schedules and agendas. (2) Ensure students have access to courses. Metric: class schedules. (3) Increase student achievement. Metric: CAASPP test scores, writing prompt scores, and student grades.
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Goal Applies to:	Schools: Benjamin Foxen Elementary Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016/2017**

Expected Annual Measurable Outcomes:	*All students will receive an instructional program aligned with the California state standards, including CCSS as evidenced by classroom observations conducted by the Principal. *All teachers will participate in at least one CCSS related training per year as evidenced by training schedules and agendas. * All students will have access to courses as evidenced by a review of class schedules. *The following data will demonstrate increased student achievement: 1) 50% of students will meet or exceed the standards on the ELA portion of the CAASPP test and 40% of students will meet or exceed the standards on the math portion of the CAASPP test ; the percent of students who do not meet the standards will decrease by 10% on both the math and ELA portions of the CAASPP test; 2) 80% of students will score a 3 or above on the writing prompts rubric over the course of the year; and 3) 75% of students in grades K-3 will pass courses with a "3" or better; 85% of students in grades 4 - 8 will pass courses with a "C" or better.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher training and professional development will be provided to improve knowledge of California state standards, including CCSS. Teachers will continue to use the training they received in prior years to balance informational text and literature pairings. They will keep this as a focal point as we begin an ELA curriculum adoption.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Goal 4 (16/17): Teacher training and professional development (county instructional support) 5000-5999: Services And Other Operating Expenditures Title II \$4,268  Goal 4 (16/17): Teacher training and professional development (county instructional support) 5000-5999: Services And Other Operating Expenditures Base \$1,482  Goal 4 (16/17): Santa Ynez Valley Consortium professional

<p>Training provided by the county's instructional support team will include the following:          * October 4, 2016: Focus on California Common Core State Standards in ELA and Literacy. Identify standards of focus as a collaborative to study progression of the standards and student success.          * December 6, 2016: Formative Assessment - strategies and implementation; lesson differentiation based upon Formative Assessment to address student needs.          * January 10, 2017: Informational Text - how informational text supports our identified standards from the October 4th training and writing to text type 1 - opinion/argument.          * March 7, 2017: ELD framework.          * May 2, 2017: ELA Toolkit - introduction to identify possible ELA pilot for 2017-2018 and review of material from CDE.</p> <p>Teachers will also participate in monthly training organized by the Santa Ynez Valley Consortium. The schedule for this training is not yet set but will include CCSS implementation in the areas of math, ELA, and science. This cost of this training is not known at this time so the budgeted expenditure is a rough estimate until we receive more information on the program.</p>		(Specify)	development 5000-5999: Services And Other Operating Expenditures Base \$3,000
<p>Purchase Dell Tablets so that each student in grades 3 - 8 has a tablet. Students in grades K-3 already have Chromebooks that they will share. Providing unduplicated pupils daily access to computers will improve their ability to navigate the CAASPP test and gain additional access to CCSS materials.</p>	Benjamin Foxen	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 4 (16/17): Dell Tablets 4000-4999: Books And Supplies Supplemental and Concentration \$45,000
<p>Review math textbooks for grades 6 - 8 and ELA textbooks for grades K - 8 that are aligned with the CCSS. Adoption of new math and ELA textbooks will take place in 2017/2018.</p>	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Goal 4 (16/17): Math and ELA textbook review - no identifiable cost \$0

		English proficient _ Other Subgroups: (Specify)	
In order to improve student achievement for unduplicated pupils, we plan to make the following changes: utilize the Step Up to Writing program and train teachers on the effective use of this program, hire a 1.0 FTE intervention teacher, and provide a full-time instructional assistant for intervention. A dedicated intervention teacher and instructional assistant will provide the additional support unduplicated pupils often need to be able to perform on par with their peers. We purchased the Step Up to Writing program in 2015/2016 to take advantage of training teachers before the summer recess.	Benjamin Foxen	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Goal 4 (16/17): Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,910 Goal 4 (16/17): Intervention Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$21,179 Goal 4 (16/17): Instructional Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,813 Goal 4 (16/17): Instructional Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$9,835
Purchase equipment to support Physical Education activities. Staff will implement "Noon-time Sports League" so students can play organized sports after lunch.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Goal 4 (16/17): PE equipment 4000-4999: Books And Supplies Base \$1,000
Arts Outreach/Music instruction	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Goal 4 (16/17): Arts Outreach/Music instruction 5000-5999: Services And Other Operating Expenditures Base \$3,500
Field trips to enhance student learning and engagement in the areas of, English/Language Arts, Social Studies, and Science	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Goal 4 (16/17): Field Trips 5000-5999: Services And Other Operating Expenditures Base \$5,700

		_ Other Subgroups: (Specify)	
A Library Assistant will provide support to unduplicated pupils utilizing the library. Many unduplicated pupils have never visited a library and often need additional assistance finding materials and understanding how to effectively use the library.	Benjamin Foxen	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Goal 4 (16/17): Library Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$27,782 Goal 4 (16/17): Library Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$13,570
Two Instructional Assistants will provide support for teachers in addressing the educational needs of unduplicated pupils. This additional support will allow teachers to spend more time assisting unduplicated pupils in the classroom.	Benjamin Foxen	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Goal 4 (16/17): Instructional Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,025 Goal 4 (16/17): Instructional Assistant (REAP - resource 4126) 2000-2999: Classified Personnel Salaries Other \$17,363 Goal 4 (16/17): Instructional Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$9,480 Goal 4 (16/17): Instructional Assistant 2000-2999: Classified Personnel Salaries Special Education \$19,388 Goal 4 (16/17): Instructional Assistant Benefits 3000-3999: Employee Benefits Special Education \$2046.97

**LCAP Year 2: 2017/2018**

Expected Annual Measurable Outcomes:	*All students will receive an instructional program aligned with the California state standards, including CCSS as evidenced by classroom observations conducted by the Principal. *All teachers will participate in at least one CCSS related training per year as evidenced by training schedules and agendas. * All students will have access to courses as evidenced by a review of class schedules. *The following data will demonstrate increased student achievement: 1) 50% of students will meet or exceed the standards on the ELA portion of the CAASPP test and 40% of students will meet or exceed the standards on the math portion of the CAASPP test ; the percent of students who do not meet the standards will decrease by 10% on both the math and ELA portions of the CAASPP test; 2) 80% of students will score a 3 or above on the writing prompts rubric over the course of the year; and 3) 75% of students in grades K-3 will pass courses with a "3" or better; 85% of students in grades 4 - 8 will pass courses with a "C" or better.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher training and professional development will be provided to improve knowledge of California state standards, including CCSS. Teachers will continue to	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	Goal 4 (17/18): Teacher training and professional development 5000-5999: Services And Other Operating Expenditures Title II \$4,268

<p>use the training they received in prior years and keep this training as a focal point for the math and ELA curriculum adoption.</p> <p>Training will continue to be provided by the county's instructional support team. The topics for the 2017/2018 training have not yet been identified.</p> <p>Teachers will also continue to participate in monthly training organized by the Santa Ynez Valley Consortium. The topics for this training have not yet been identified.</p>		<p><input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4 (17/18): Teacher training and professional development (county instructional support) 5000-5999: Services And Other Operating Expenditures Base \$1,428</p> <p>Goal 4 (17/18): Santa Ynez Valley Consortium professional development 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>
<p>Purchase additional computer tablets as needed. Providing unduplicated pupils daily access to computers will improve their ability to navigate the CAASPP test and gain additional access to CCSS materials.</p>	<p>Benjamin Foxen</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4(17/18): Tablets 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>
<p>In order to improve student achievement for unduplicated pupils, we will continue to utilize the Step Up to Writing program and train teachers on the effective use of this program, hire a 1.0 FTE intervention teacher, and provide a full-time instructional assistant for intervention. A dedicated intervention teacher and instructional assistant will provide the additional support unduplicated pupils often need to be able to perform on par with their peers.</p>	<p>Benjamin Foxen</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4 (17/18): Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$69,924</p> <p>Goal 4 (17/18): Intervention Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$25,181</p> <p>Goal 4 (17/18): Instructional Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$22,880</p> <p>Goal 4 (17/18): Instructional Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$10,401</p>
<p>Purchase equipment to support Physical Education activities. Staff will implement "Noon-time Sports League" so students can play organized sports after lunch.</p>	<p>Benjamin Foxen</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4 (17/18): PE Equipment 4000-4999: Books And Supplies Base \$1,000</p>

<p>Arts Outreach/Music instruction</p>	<p>Benjamin Foxen</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4 (17/18): Arts Outreach/Music instruction 5800: Professional/Consulting Services And Operating Expenditures Base \$3,500</p>
<p>Field trips to enhance student learning and engagement in the areas of, English/Language Arts, Social Studies, and Science</p>	<p>Benjamin Foxen</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4 (17/18): Field Trips 5000-5999: Services And Other Operating Expenditures Base \$5,700</p>
<p>A Library Assistant will provide support to unduplicated pupils utilizing the library. Many unduplicated pupils have never visited a library and often need additional assistance finding materials and understanding how to effectively use the library.</p>	<p>Benjamin Foxen</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4 (17/18): Library Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$29,195                  Goal 4 (17/18): Library Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$15,006</p>
<p>Two Instructional Assistants will provide support for teachers in addressing the educational needs of unduplicated pupils. This additional support will allow teachers to spend more time assisting unduplicated pupils in the classroom.</p>	<p>Benjamin Foxen</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>Special Education</u></p>	<p>Goal 4 (17/18): Instructional Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,983                  Goal 4 (17/18): Instructional Assistant (REAP - resource 4126) 2000-2999: Classified Personnel Salaries Other \$17,363                  Goal 4 (17/18): Instructional Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$7,126                  Goal 4 (17/18): Instructional Assistant 2000-2999: Classified Personnel Salaries Special Education \$20,346                  Goal 4 (17/18): Instructional Assistant Benefits 3000-3999: Employee Benefits Special Education \$5,302</p>

<p>ELA curriculum adoption (Grades K - 6)</p>	<p>Benjamin Foxen</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4 (17/18): ELA curriculum adoption 4000-4999: Books And Supplies Base \$20,000</p>
<p>Math curriculum adoption (grades 6 - 8)</p>	<p>Benjamin Foxen</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4 (17/18): Math curriculum adoption 4000-4999: Books And Supplies Base \$10,000</p>
<p>Review Next Generation Science Standards (NGSS) science curriculum</p>	<p>Benjamin Foxen</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4 (17/18): Review NGSS science curriculum (no identifiable cost) \$0</p>

LCAP Year 3: 2018/2019

Expected Annual Measurable Outcomes: \*All students will receive an instructional program aligned with the California state standards, including CCSS as evidenced by classroom observations conducted by the Principal.  
 \*All teachers will participate in at least one CCSS related training per year as evidenced by training schedules and agendas.  
 \* All students will have access to courses as evidenced by a review of class schedules.  
 \*The following data will demonstrate increased student achievement: 1) 50% of students will meet or exceed the standards on the ELA portion of the CAASPP test and 40% of students will meet or exceed the standards on the math portion of the CAASPP test ; the percent of students who do not meet the standards will decrease by 10% on both the math and ELA portions of the CAASPP test; 2) 80% of students will score a 3 or above on the writing prompts rubric over the course of the year; and 3) 75% of students in grades K-3 will pass courses with a "3" or better; 85% of students in grades 4 - 8 will pass courses with a "C" or better.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teacher training and professional development will be provided to improve knowledge of California state standards, including CCSS. Teachers will continue to use the training they received in prior years and keep this training as a focal point for the NGSS (science) curriculum adoption.</p> <p>Training will continue to be provided by the county's instructional support team. The topics for the 2018/2019 training have not yet been identified.</p> <p>Teachers will also continue to participate in monthly training organized by the Santa Ynez Valley Consortium. The topics for this training have not yet been identified.</p>	Benjamin Foxen	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Goal 4 (18/19): Teacher training and professional development (Title II) 5000-5999: Services And Other Operating Expenditures Title II \$4,268</p> <p>Goal 4 (18/19): Teacher training and professional development (county instructional support) 5000-5999: Services And Other Operating Expenditures Base \$1,428</p> <p>Goal 4 (18/19): Santa Ynez Valley Consortium professional development 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>
<p>Purchase additional tablets as needed. Providing unduplicated pupils daily access to computers will improve their ability to navigate the CAASPP test and gain additional access to CCSS materials.</p>	Benjamin Foxen	<p><input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Goal 4 (18/19): Dell Tablets 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>
<p>In order to improve student achievement for unduplicated pupils, we will continue to utilize the Step Up to Writing program and train teachers on the</p>	Benjamin Foxen	<p><input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Goal 4 (18/19): Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,181</p> <p>Goal 4 (18/19): Intervention Teacher Benefits 3000-3999:</p>

<p>effective use of this program, hire a 1.0 FTE intervention teacher, and provide a full-time instructional assistant for intervention. A dedicated intervention teacher and instructional assistant will provide the additional support unduplicated pupils often need to be able to perform on par with their peers.</p>		<p><input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Employee Benefits Supplemental and Concentration \$27,341                  Goal 4 (18/19): Instructional Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,571                  Goal 4 (18/19): Instructional Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$10,917</p>
<p>Purchase equipment to support Physical Education activities. Staff will implement "Noon-time Sports League" so students can play organized sports after lunch.</p>	<p>Benjamin Foxen</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4 (18/19): PE Equipment 4000-4999: Books And Supplies Base \$1,000</p>
<p>Arts Outreach/Music instruction</p>	<p>Benjamin Foxen</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4 (18/19): Arts Outreach/music instruction 5800: Professional/Consulting Services And Operating Expenditures Base \$3,500</p>
<p>Field trips to enhance student learning and engagement in the areas of, English/Language Arts, Social Studies, and Science</p>	<p>Benjamin Foxen</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 4 (18/19): Field Trips 5000-5999: Services And Other Operating Expenditures Base \$5,700</p>
<p>A Library Assistant will provide support to unduplicated pupils utilizing the library. Many unduplicated pupils have never visited a library and often need additional assistance finding materials and understanding how to effectively use the library.</p>	<p>Benjamin Foxen</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>Goal 4 (18/19): Library Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$29,474                  Goal 4 (18/19): Library Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$15,550</p>

		English proficient _ Other Subgroups: (Specify)	
Two Instructional Assistants will provide support for teachers in addressing the educational needs of unduplicated pupils. This additional support will allow teachers to spend more time assisting unduplicated pupils in the classroom.	Benjamin Foxen	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Goal 4 (18/19): Instructional Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,589 Goal 4 (18/19): Instructional Assistant (REAP - resource 4126) 2000-2999: Classified Personnel Salaries Other \$17,363 Goal 4 (18/19): Instructional Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$5,795 Goal 4 (18/19): Instructional Assistant 2000-2999: Classified Personnel Salaries Special Education \$20,952 Goal 4 (18/19): Instructional Assistant Benefits 2000-2999: Classified Personnel Salaries Special Education \$5,795
NGSS (science) curriculum adoption	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 4 (18/19): Science curriculum adoption 4000-4999: Books And Supplies Base \$20,000
Review social studies curriculum	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 4 (18/19): Review social studies curriculum (no identifiable cost) \$0

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

GOAL 5:	Parental involvement with making decisions that affect the school.	Related State and/or Local Priorities: 1 _ 2 3 <u>X</u> 4 5 _ 6 _ 7 8  COE only: 9 _ 10 _  Local : Specify <u>Priority 3: Parental Involvement</u>
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**Identified Need :** Ensure parents have opportunities to participate in school activities and provide input in decisions that affect the school. Metric: School Site Council minutes, LCAP meeting minutes, Parent-Teacher Conference attendance rates, parent surveys, and teacher and principal observation of parent participation in special school events will reflect parent participation.

**Goal Applies to:** Schools: Benjamin Foxen Elementary  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2016/2017**

**Expected Annual Measurable Outcomes:** Parent volunteers will achieve a 60% attendance rate at School Site Council meetings and LCAP meetings as evidenced by the minutes. Seventy-five percent of parents will attend Parent/Teacher conferences. Fifty percent of parents will respond to parent surveys. Survey responses will indicate the district meets expectations in the 8 state priorities 85% of the time. Teacher and principal observations will confirm parent attendance at special school events.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide opportunities for parents to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 5 (16/17): Negligible costs or costs covered by other organizations. 0

**LCAP Year 2: 2017/2018**

Expected Annual Measurable Outcomes:	Parent volunteers will achieve a 60% attendance rate at School Site Council meetings and LCAP meetings as evidenced by the minutes. Seventy-five percent of parents will attend Parent/Teacher conferences. Fifty percent of parents will respond to parent surveys. Survey responses will indicate the district meets expectations in the 8 state priorities 85% of the time. Teacher and principal observations will confirm parent attendance at special school events.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide opportunities for parents to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 5 (17/18): Negligible costs or costs covered by other organizations. 0

**LCAP Year 3: 2018/2019**

Expected Annual Measurable Outcomes:	Parent volunteers will achieve a 60% attendance rate at School Site Council meetings and LCAP meetings as evidenced by the minutes. Seventy-five percent of parents will attend Parent/Teacher conferences. Fifty percent of parents will respond to parent surveys. Survey responses will indicate the district meets expectations in the 8 state priorities 85% of the time. Teacher and principal observations will confirm parent attendance at special school events.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide opportunities for parents to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 5 (18/19): Negligible costs or costs covered by other organizations. 0

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

GOAL 6:	Encourage pupil engagement.	Related State and/or Local Priorities: 1 _ 2 3 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 8  COE only: 9 _ 10 _  Local : Specify <u>Priority 5: Pupil Engagement</u>
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Identified Need : Increase school attendance rates. Metric: school attendance rates, chronic absenteeism rates, middle school dropout rates.

Goal Applies to: Schools: Benjamin Foxen Elementary  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2016/2017**

Expected Annual Measurable Outcomes: We will maintain overall school attendance rates of 95% or greater, maintain a chronic absenteeism rate of less than 5%, and have a 0% middle school drop out rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student incentives to attend school. Student incentives have proven to be an effective method of encouraging students to attend school.	Benjamin Foxen	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 6 (16/17): Student incentives 4000-4999: Books And Supplies Supplemental and Concentration \$1,000
Phone calls are made to parents when students are absent and Principal makes contact with parents once a student reaches 10 absences.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 6 (16/17): No identifiable cost \$0
The district will assign a teacher and work with parent	Benjamin	<input checked="" type="checkbox"/> All	Goal 6 (16/17): Robotics starter kit 4000-4999: Books And

volunteers to pilot a Lego Robotics program. If the pilot is effective then we will continue this program in subsequent years.	Foxen	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies Base \$2,000 Goal 6 (16/17): Robotics Coordinator 1000-1999: Certificated Personnel Salaries Base \$1,000 Goal 6 (16/17): Robotics Coordinator Benefits 3000-3999: Employee Benefits Base \$169
The district will encourage students to attend the Math Superbowl.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 6 (16/17): Math Superbowl 4000-4999: Books And Supplies Base \$50

**LCAP Year 2: 2017/2018**

Expected Annual Measurable Outcomes:	We will maintain overall school attendance rates of 95% or greater, maintain a chronic absenteeism rate of less than 5%, and have a 0% middle school drop out rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student incentives to attend school. Student incentives have proven to be an effective method of encouraging students to attend school.	Benjamin Foxen	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 6 (17/18): Student incentives 4000-4999: Books And Supplies Supplemental and Concentration \$1,000
Phone calls are made to parents when students are absent and Principal makes contact with parents once a student reaches 10 absences.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Goal 6 (17/18): No identifiable cost \$0

		English proficient _ Other Subgroups: (Specify)	
The district will encourage students to attend the Math Superbowl.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Goal 6 (17/18): Math Superbowl 4000-4999: Books And Supplies Base \$50

**LCAP Year 3: 2018/2019**

Expected Annual Measurable Outcomes:	We will maintain overall school attendance rates of 95% or greater, maintain a chronic absenteeism rate of less than 5%, and have a 0% middle school drop out rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student incentives to attend school. Student incentives have proven to be an effective method of encouraging students to attend school.	Benjamin Foxen	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Goal 6 (18/19): Student incentives 4000-4999: Books And Supplies Supplemental and Concentration \$1,000
Phone calls are made to parents when students are absent and Principal makes contact with parents once a student reaches 10 absences.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Goal 6 (18/19): No identifiable cost \$0

<p>The district will encourage students to attend the Math Superbowl.</p>	<p>Benjamin Foxen</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Goal 6 (18/19): Math Superbowl 4000-4999: Books And Supplies Base \$50</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	Reduce pupil suspension and expulsion rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 4 5 _ 6 <input checked="" type="checkbox"/> 7 8  COE only: 9 _ 10 _  Local : Specify Priority 6: <u>School Climate</u>
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Identified Need :	Improve the school climate by reducing pupil suspension and expulsion rates. Metric: pupil suspension rates, pupil expulsion rates.
Goal Applies to:	Schools: Benjamin Foxen Elementary
Applicable Pupil Subgroups:	All

**LCAP Year 1: 2016/2017**

Expected Annual Measurable Outcomes:	Reduce pupil suspensions and expulsions by 5% over the prior year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School psychologist, contact with parents, and curriculum for character program.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 7 (16/17): School psychologist provided by county meets will meet with students who have social or emotional issues. 0  Goal 7 (16/17): Continue using Character program to build student awareness of proper conduct, social skills, conflict resolution, and problem solving skills. 0
We will host at least one school assembly addressing school climate issues.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 7 (16/17): No additional cost 0

**LCAP Year 2: 2017/2018**

Expected Annual Measurable Outcomes: Reduce pupil suspensions and expulsions by 5% over the prior year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School psychologist, contact with parents, and curriculum for character program.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 7 (17/18): School psychologist provided by county meets will meet with students who have social or emotional issues. 0  Goal 7 (17/18): Continue using Character program to build student awareness of proper conduct, social skills, conflict resolution, and problem solving skills. 0
We will host at least one school assembly addressing school climate issues.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 7 (17/18): No additional cost 0

**LCAP Year 3: 2018/2019**

Expected Annual Measurable Outcomes: Reduce pupil suspensions and expulsions by 5% over the prior year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School psychologist, contact with parents, and curriculum for character program.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Goal 7 (18/19): School psychologist provided by county meets will meet with students who have social or emotional issues. 0  Goal 7 (18/19): Continue using Character program to build student awareness of proper conduct, social skills, conflict resolution, and problem solving skills. 0

		_ Other Subgroups: (Specify)	
We will host at least one school assembly addressing school climate issues.	Benjamin Foxen	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Goal 7 (18/19): No additional cost 0

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

GOAL 8:	Increase student achievement for English Learners.	Related State and/or Local Priorities: 1 _ 2 3 4 <input checked="" type="checkbox"/> 5 6 _ 7 _ 8  COE only: 9 _ 10 _  Local : Specify <u>Priority 4: Pupil Achievement</u>
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**Identified Need :** Increase student achievement for English Learners. Metric: percentage of English Language Learners who make progress toward English proficiency as measured by CELDT testing and English learner reclassification rates (R-FEP).

**Goal Applies to:** Schools: Benjamin Foxen Elementary  
 Applicable Pupil Subgroups: English Learners; Redesignated fluent English proficient

**LCAP Year 1: 2016/2017**

**Expected Annual Measurable Outcomes:** 80% of students will advance one proficiency level every year as measured by CELDT testing. Students will achieve R-FEP based on the following guidelines: 1) scoring Early Advanced or Advance on the CELDT test for two consecutive years, 2) scoring a "C" or better in all subjects on their report card, and 3) scoring an average of 3 or better on writing prompts for the year. We will maintain a five-year average R-FEP rate of 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
English Learners will receive the same services that are available to all students as identified in Goal 4. Additionally, teachers will utilize the supplemental ELD materials incorporated in the core textbooks and SDAIE strategies to assist English Learners, the cost of which is incorporated in the expenditures found in Goal 4. Spanish reading materials will be provided, as necessary. Having a CELDT coordinator is an effective use of funds because it allows us to appropriately track and reclassify our English learners.	Benjamin Foxen	All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Goal 8 (16/17): CELDT Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500  Goal 8 (16/17): CELDT Coordinator Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$254

**LCAP Year 2: 2017/2018**

Expected Annual Measurable Outcomes:	80% of students will advance one proficiency level every year as measured by CELDT testing. Students will achieve R-FEP based on the following guidelines: 1) scoring Early Advanced or Advance on the CELDT test for two consecutive years, 2) scoring a "C" or better in all subjects on their report card, and 3) scoring an average of 3 or better on writing prompts for the year. We will maintain a five-year average R-FEP rate of 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
English Learners will receive the same services that are available to all students as identified in Goal 4. Additionally, teachers will utilize the supplemental ELD materials incorporated in the core textbooks and SDAIE strategies to assist English Learners, the cost of which is incorporated in the expenditures found in Goal 4. Spanish reading materials will be provided, as necessary. Having a CELDT coordinator is an effective use of funds because it allows us to appropriately track and reclassify our English learners.	Benjamin Foxen	All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 8 (17/18): CELDT Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500 Goal 8 (17/18): CELDT Coordinator 3000-3999: Employee Benefits Supplemental and Concentration \$282

**LCAP Year 3: 2018/2019**

Expected Annual Measurable Outcomes:	80% of students will advance one proficiency level every year as measured by CELDT testing. Students will achieve R-FEP based on the following guidelines: 1) scoring Early Advanced or Advance on the CELDT test for two consecutive years, 2) scoring a "C" or better in all subjects on their report card, and 3) scoring an average of 3 or better on writing prompts for the year. We will maintain a five-year average R-FEP rate of 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
English Learners will receive the same services that are available to all students as identified in Goal 4. Additionally, teachers will utilize the supplemental ELD materials incorporated in the core textbooks and SDAIE strategies to assist English Learners, the cost of which is incorporated in the expenditures found in Goal 4. Spanish reading materials will be provided, as necessary. Having a CELDT coordinator is an effective use of funds because it allows us to appropriately track and reclassify our English learners.	Benjamin Foxen	All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Goal 8 (18/19): CELDT Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500 Goal 8 (18/19): CELDT Coordinator 3000-3999: Employee Benefits Supplemental and Concentration \$310

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

## Annual Update

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

### Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	All teachers will be highly qualified and appropriately assigned.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>Priority 1: Basic</u>	
Goal Applies to:	Schools: Benjamin Foxen Elementary Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All teachers will continue to be highly qualified with proper credentials; Williams Act Report will continue to show no complaints.	Actual Annual Measurable Outcomes: With the exception of one teacher who has completed the required steps but not yet received a preliminary credential from the state, all teachers met the Highly Qualified Teacher criteria as outlined in the August 2015 Elementary and Secondary Education Act Highly Qualified Teacher Guide. All teachers have valid credentials and are assigned to appropriate classrooms based on those credentials. A review of the Williams Act Reports showed no complaints. The actions taken were effective in allowing us to demonstrate that we are achieving our desired outcome.	
<b>LCAP Year: 2015/2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District administration will review the HQT Report, teacher credentials, and Williams Act reports to determine that all teachers employed by the district are highly qualified.	Goal 1 (15/16 Budget): Administration to annually review HQT teacher qualifications and classroom assignments; no identifiable cost. 0	District administration reviewed the HQT reports, teacher credentials, classroom assignments, and Williams Act Reports.	Goal 1 (15/16 Update): No identifiable cost. 0
Scope of Service	Benjamin Foxen	Scope of Service	Benjamin Foxen
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to use the current actions and services as described above in order to make sure all teachers are highly qualified and appropriately assigned in 2016/2017 and the subsequent two years.		

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

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

Original GOAL 2 from prior year LCAP:	All students will have access to necessary instructional materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>Priority 1: Basic</u>	
Goal Applies to:	Schools: Benjamin Foxen Elementary Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	The school board will continue to pass the appropriate instructional materials resolution; Williams Act Report will continue to show no complaints; teachers will use their budgets to provide supplemental instructional materials; Common Core aligned math curriculum will be adopted.	Actual Annual Measurable Outcomes: The school board passed an instructional materials resolution showing no deficiencies. The Williams Act Reports showed no deficiencies through the first quarter of 2016. The actions taken and services provided were effective in allowing us to demonstrate that we are achieving our desired outcome.	
<b>LCAP Year: 2015/2016</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
District administration will ensure adequate instructional materials are available to all students. Teachers will use their budgets to provide supplemental instructional materials; Common Core aligned math curriculum will be adopted.	Goal 2 (15/16 Budget): Administration and teachers will ensure that each student has access to necessary instructional materials; no identifiable cost. \$0	The school board passed an instructional materials resolution showing no deficiencies and the Williams Act Reports showed no deficiencies. Sufficient books and supplies were purchased to ensure that all students have access to standards aligned instructional materials. We purchased non-fiction, common core based books for our library. Teachers utilized supplemental instructional materials such as Scholastic News readers and materials from various Common Core based websites.  Common Core aligned math curriculum was adopted. However, the initial cost was less than anticipated because the district decided to purchase consumable math workbooks rather	Goal 2 (15/16 Update): Purchase books and supplies 4000-4999: Books And Supplies Base \$33,893
	Goal 2 (15/16 Budget): Purchase books and supplies 4000-4999: Books And Supplies Base \$28,050		Goal 2 (15/16 Update): Purchase books and supplies 4000-4999: Books And Supplies Supplemental \$9,280
	Goal 2 (15/16 Budget): Purchase books and supplies 4000-4999: Books And Supplies Supplemental \$9,280		Goal 2 (15/16 Update): Purchase books and supplies 4000-4999: Books And Supplies Concentration \$1,320
	Goal 2 (15/16 Budget): Purchase books and supplies 4000-4999: Books And Supplies Concentration \$1,320		Goal 2 (15/16 Update): Purchase books and supplies 4000-4999: Books And Supplies Lottery \$29,374
	Goal 2 (15/16 Budget): Purchase books and supplies (Lottery -		Goal 2 (15/16 Update): Purchase math curriculum 4000-4999: Books And Supplies Base \$5,113

	<p>unrestricted / restricted) 4000-4999: Books And Supplies Other \$23,147</p> <p>Goal 2 (15/16 Budget): Math curriculum</p> <p>4000-4999: Books And Supplies Base \$20,000</p>	<p>than textbooks.</p> <p>Examples of supplemental materials purchased are as follows:</p> <p>Kindergarten - arts and crafts supplies; books for Phonemic awareness reading; Playdough, games, and math flash cards; daily journals for writing assignments; aquarium supplies, gardening supplies, student planners for tracking homework.</p> <p>First Grade - arts and crafts supplies; Common Core aligned classroom readers; puzzles; games; recess equipment; daily journal for writing assignments; Speedy Math Paws math rewards system; Scholastic News; student planners for tracking homework.</p> <p>Second Grade - arts and crafts supplies; desktop helpers for learning time, contractions, antonyms, synonyms, and homophones; supplies for Laura Ingalls Wilder Day social studies lesson; daily journals for writing assignments; Speedy Math Paws math rewards system; Scholastic News; student planners for tracking homework.</p> <p>Third Grade - arts and crafts supplies; supplies for Laura Ingalls Wilder Day social studies lesson; Common Core writing books; owl pellets for science dissection project; Speedy Math Paws math rewards system; Scholastic News; student planners for tracking homework.</p>	
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		<p>Fourth Grade - arts and crafts supplies; daily journals and other supplies for writing assignments; Speedy Math Paws math rewards system; Scholastic News; homework folders for tracking homework.</p> <p>Fifth - Eighth Grades - arts and crafts supplies; daily journals for writing assignments; supplies for chicken egg hatching experiment; supplies for solar car projects; supplies for science lab experiments; supplies for school garden; science and math flash cards; Spanish-English dictionaries for use during Spanish instruction; Scholastic News for science and nutrition; student planners for tracking homework.</p> <p>These consumable materials are effective in enhancing instruction and student learning by providing all students access to the curriculum. In addition to the items listed above, the district provides each student with all supplies needed for use on a daily basis. By providing all instructional materials required by each teacher the district has effectively met Goal 2 which states all students will have access to necessary instructional materials.</p>	
<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>District administration will ensure adequate instructional materials are available to English Language Acquisition students.</p>	<p>Goal 2 (15/16 Budget): Purchase Spanish reading materials. 4000-4999: Books And Supplies Supplemental \$500</p>	<p>We purchased Spanish reading purchased Spanish materials for our library. Purchasing these materials allowed us to achieve our desired outcome by allowing our students with Spanish as a native language the ability to access materials that allow them to maintain fluency in their native language.</p>	<p>Goal 2 (15/16 Update): Spanish reading materials 4000-4999: Books And Supplies Supplemental \$504</p>
<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Consultations with teacher stakeholders indicate that we should continue to use supplemental materials to bring our current instructional materials in line with CCSS. We will begin adopting new instructional materials that are aligned with CCSS. We will continue to increase our non-fiction library offerings. Our plan is to begin researching math, language arts, and science materials for a new curriculum adoption as discussed in Goal 4 of the 2016/2017 LCAP.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Facilities will be well maintained, safe, comfortable, and welcoming to students.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>Priority 1: Basic</u>	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	The SARC/FIT report will show a "Good" rating; Williams Act Report will continue to show no complaints.		Actual Annual Measurable Outcomes:	The SARC/FIT report indicated an "Excellent" rating; Williams Act Reports showed no complaints. Two portable classrooms were installed and ongoing maintenance and other operational services were purchased.
<b>LCAP Year: 2015/2016</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
On going maintenance and janitorial upkeep as required		Goal 3 (15/16 Budget): Materials and supplies 4000-4999: Books And Supplies Base \$15,500  Goal 3 (15/16 Budget): Services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base \$3,000	On going maintenance was preformed throughout the year. Examples include installing door safety locks, vertical blinds for the portables, landscape maintenance materials, and safety supplies for the portables. This action is effective in achieving our desired outcome of providing facilities that are well maintained, safe, comfortable, and welcoming to students.	
Scope of Service	Benjamin Foxen		Scope of Service	Benjamin Foxen
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Install two portable classrooms for class size reduction</p>	<p>Goal 3 (15/16 Budget): Portable lease (Fund 25) 5000-5999: Services And Other Operating Expenditures Other \$9,200                  Goal 3 (15/16 Budget): Portable installation (Fund 25) 5000-5999: Services And Other Operating Expenditures Other \$18,759                  Goal 3 (15/16 Budget): Portable setting (Fund 25) 6000-6999: Capital Outlay Other \$25,000</p>	<p>We installed two portable classrooms for class size reduction. The cost of installation was significantly more than originally budgeted due to issues with the slope of the land where the portables were placed and additional costs for providing telephone and IT services to the buildings. This action is effective in achieving our desired outcome of providing facilities that are well maintained, safe, comfortable, and welcoming to students by providing more space for individual classrooms.</p>	<p>Goal 3 (15/16 Update): Portable lease (Fund 25) 5000-5999: Services And Other Operating Expenditures Other \$9,200                  Goal 3 (15/16 Update): Portable installation (Fund 25) 6000-6999: Capital Outlay Other \$61,829</p>
<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Install AED defibrillator</p>	<p>Goal 3 (15/16 Budget): AED defibrillator 4000-4999: Books And Supplies Base \$500</p>	<p>We purchased an AED defibrillator using grant dollars. This action is effective in achieving our desired outcome of providing a safe environment for students.</p>	<p>Goal 3 (15/16 Update): AED Defibrillator 4000-4999: Books And Supplies Base \$0</p>
<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>		<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Consultations with staff, students, and parents indicate that we should continue to take whatever actions are necessary to provide facilities that are well maintained, safe, comfortable, and welcoming to students.		

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

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

Original GOAL 4 from prior year LCAP:	Implement all California state standards, including CCSS.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify Priority 2: <u>Implementation of State Standards</u>	
Goal Applies to:	Schools:	Benjamin Foxen Elementary		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Infinite Campus student information system software will be installed. Parent surveys will track parental usage of Infinite Campus. We will purchase two sets of 25 Chromebooks that will be available for use in the classroom for grades K-8. We will continue to maintain our current computer lab. Classroom observations will reveal increased CCSS activities. Students will demonstrate understanding of the new expectations. Students will spend a minimum of two hours per week working directly with computers. All teachers will participate in at least one CCSS related training per year. Note: this goal will be consolidated with Goal 5 in the 2016/2017 LCAP.		Actual Annual Measurable Outcomes:	Infinite Campus student information system software was installed. We are working to complete the parent portal and hope to have it fully functional by the start of the 2016/2017 school year. We purchased 25 Chromebooks for grades K - 3 and 25 Dell tablets for grades 4 - 8. We maintained our current computer lab. Students spent a minimum of two hours per week working directly with computers. Teachers participated in various CCSS related training.  The district has implemented all California state standards, including CCSS. This is demonstrated by classroom observations that revealed increased CCSS activities. Also, teacher created assessments, benchmark assessments, writing prompt assessments, and CAASPP interim assessments showed students demonstrated increased proficiency in all California state standards, including CCSS. These activities demonstrate the district was effective in meeting Goal 4. The assessments listed are evaluated in depth in the Goal 5 analysis.
<b>LCAP Year: 2015/2016</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Teacher training and professional development (Title II) will be provided to improve knowledge of CCSS. Teachers will continue to use the training they received in prior years to	Goal 4 (15/16 Budget): Teacher training and professional development (Title II) 5000-5999: Services And Other Operating		Teachers attending the following workshops: * Energy Workshop for K-12 Educators. This workshop focused on science and energy related topics to enhance	Goal 4 (15/16 Update): Teacher training and professional development (Title II) 5000-5999: Services And Other Operating Expenditures Title II

<p>balance informational text and literature pairings. For example, balancing informational text and literature pairings. They will keep this as a focal point as we begin an ELD curriculum adoption.</p>	<p>Expenditures Other \$4,100</p>	<p>instruction of science related state standards. Attendees were given hands-on materials and science experiment guidelines for use in their classrooms. Examples include wind energy and kinetic energy versus potential energy experiments.                  *SBAC Interim Assessments - Formative Assessment to Measure Student Progress and Inform Instruction. This workshop focused on using the CAASPP website to perform interim comprehensive and block assessments to guide instruction.                  *Creative Mathematics - Teaching Intensive Content With Motivation. This workshop focused on activities that allow teachers to engage students in inquiry based and project based learning.                  *SBCEO's Capturing Common Core Writing. This workshop focused on teaching writing to meet the Common Core State Standards. Teachers learned how to span the genres of writing using informative, narrative, and persuasive writing techniques.                  * CARS+ Convention for Special Education Educators. This workshop focused on providing strategies for helping students with special needs access the state standards.                  These workshops were effective in achieving our desired outcome by providing teachers with strategies for implementing the California state standards, including CCSS, as evidenced by classroom observations and multiple measures of assessment.</p>	<p>\$4,268</p>
<p>Scope of Service Benjamin Foxen</p> <p>X All</p>		<p>Scope of Service Benjamin Foxen</p> <p>X All</p>	

<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Upgrade technology by purchasing Chromebooks and instructional programs to allow students to spend more time upgrading their computer skills.</p>	<p>Goal 4 (15/16 Budget): Upgrade internal network connections (cost after e-rate) 5900: Communications Base \$4,880</p> <p>Goal 4 (15/16 Budget): Upgrade internal network connections (cost after e-rate) 5900: Communications Supplemental \$7,960</p> <p>Goal 4 (15/16 Budget): 50 Chromebooks 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>Goal 4 (15/16 Budget): Typing skills program 4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>We upgraded our internal network connections. We decided that Chromebooks would be best for grades K-3 but that grades 4-8 would be better served with Dell tablets. Our teachers evaluated several typing programs and decided to use a free typing program called Typing.com. This action was effective in achieving Goal 4 by allowing students to familiarize themselves with the technology and acquire the skills needed to successfully navigate the new testing environment. It also allows teachers to differentiate instruction and meet the needs of students with various types of learning styles.</p>	<p>Goal 4 (15/16 Update): Upgrade internal network connections (cost after e-rate) 5900: Communications Base \$4,880</p> <p>Goal 4 (15/16 Update): Upgrade internal network connections (cost after e-rate) 5900: Communications Supplemental \$7,960</p> <p>Goal 4 (15/16 Update): 25 Chromebooks 4000-4999: Books And Supplies Supplemental \$9,118</p> <p>Goal 4 (15/16 Update): 25 Dell tablets 4000-4999: Books And Supplies Supplemental \$8,265</p> <p>Goal 4 (15/16 Update): Typing skills program 4000-4999: Books And Supplies Supplemental \$0</p>
<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Utilize student data software to manage and maintain data for goal achievement analysis.</p>	<p>Goal 4 (15/16 Budget): Student data software annual fee 5000-5999: Services And Other Operating Expenditures Base \$5,100</p>	<p>Infinite Campus student information system was installed to allow us to manage and maintain data for goal achievement analysis. This action was effective in allowing us to meet Goal 4</p>	<p>Goal 4 (15/16 Update): Student data software annual fee 5000-5999: Services And Other Operating Expenditures Base \$5,105</p>

		by providing student progress data that allowed us to evaluate the implementation of the state standards.					
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Maintain and enhance library services.	Goal 4 (15/16 Budget): Library World software license 4000-4999: Books And Supplies Base \$450	We maintained and enhanced our library services to allowing us to manage our library effectively. This action is effective in meeting Goal 4 by allowing us to provide supplemental reading materials that support the implementation of state standards.	Goal 4 (15/16 Update): Library World software license 4000-4999: Books And Supplies Base \$439				
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Teacher stakeholders requested that we provide more student access to technology. Therefore, we plan to purchase computers on a one-to-one basis for all students in grades 3 through 8. Students in grades K - 2 will share a group of notebook computers. Goal 5 will be merged with Goal 4 in 2016/2017.						

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

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

<p>Original GOAL 5 from prior year LCAP:</p>	<p>Ensure access to courses and Increase student achievement in the areas of Language Arts, Math, Social Science, Science, Visual &amp; Performing Arts, Health, and Physical Education. English Language Development (ELD) will be addressed separately in Goal 9.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>Prioirtiy 4: Pupil Achievement</u>; <u>Priority 7: Course Access</u>; <u>Priority 8: Other Pupil Outcomes</u></p>
<p>Goal Applies to: Schools: Benjamin Foxen Elementary</p> <p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1) 60% of students will test proficient on state testing such as CST and CAASPP; 2) 85% of students will score a 3 or above or move at least on level on the writing prompts rubric over the course of the year; 3) 75% of students in grades K-3 will pass courses with a "3" or better; 85% of students in grades 4 - 8 will pass courses with a "C" or better. The data used to support student achievement also supports student access to courses.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1) The 2014/2015 school year was the first year students were tested using the newly formatted CAASPP testing in English/Language Arts (ELA) and math. Our goal for CAASPP testing was to have 60% of our students meet or exceed the standard. On average, 38% of our students in grades 3 - 8 met or exceeded the standard for ELA. However, an additional 29% of the students nearly met the standard, for a total of 67%. For math, 24% of our students met or exceeded the standard with an additional 22% nearly meeting the standard, for a total of 46%. Students in grades 5 and 8 were given the CST Science exam. Our goal was to have 60% of our students receive a proficient or advanced score. The 2014/2015 results of the science CST showed the following percent of students testing proficient or advanced: Grade 5 – 21%; Grade 8 – 34%.</p> <p>2) Our second measure of student achievement is to have 85% of our students score 3 or above or move at least one level on the writing prompts rubric over the course of the year. It was determined that each teacher will track student progress on an individual level but we will report on the total number of students scoring 3 or better for LCAP purposes. An analysis of the data from the first and second writing prompts shows the following:</p> <p>* First Writing Prompt - 42% of students scored a 3 or better (average across all grades)</p> <p>* Second Writing Prompt - 66% of students scored a 3 or better (average across all grades).</p>

		<p>While we did not meet our goal of 85% of students scoring a 3 or better our students did make significant progress from the first writing prompt to the second writing prompt. Due to the changing nature of the student body, we did not measure this goal on a student by student basis. For 2016/2017 and subsequent years we will only look at student achievement across all grades.</p> <p>3) Our third measure of student achievement is to have 75% of students in grades K – 3 pass courses with a “3” or better. An analysis of 2015/2016 first trimester report card data indicates that 72% of students in grades K – 3 passed with a “3” or better. The goal for grades 4 – 8 is for 85% of the students to pass their courses with a “C” or better. An analysis of the 2015/2016 first trimester report card data indicates that 83.33% of students in grades 4 – 8 passed their courses with a “C” or better.</p>
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**LCAP Year: 2015/2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>We will provide the following instructional support services to facilitate increased student achievement: Language Arts intervention teacher, Math Intervention teacher, tutoring services, Teacher on Special Assignment (.5 FTE), additional teacher to reduce combination classes and therefore ensure small class sizes, and other supplemental materials to increase student achievement.</p>	<p>Goal 5 (15/16 Budget): Language Arts Intervention Teacher 1000-1999: Certificated Personnel Salaries Concentration \$9,572</p>	<p>We provided instructional support services to increase student achievement. We originally intended to hire hourly Language Arts and Math Intervention teachers. However, we decided to hire a .5 FTE math and math intervention teacher and use .5 FTE of the 1.0 FTE TOSA position to provide Language Arts intervention services. The other .5 FTE of the TOSA provided additional student services. We also hired an additional teacher to ensure small class sizes. We also provided after school tutoring, supplemental materials, and access to technology. We do not have enough data at this time to prove the effectiveness of these strategies but research has shown that small class sizes, intervention services, and tutoring are effective strategies in improving student achievement. We</p>	<p>Goal 5 (15/16 Update): Math/Math Intervention Teacher (.5 FTE) 1000-1999: Certificated Personnel Salaries Concentration \$26,684</p>
	<p>Goal 5 (15/16 Budget): Math Intervention Teacher 1000-1999: Certificated Personnel Salaries Concentration \$9,572</p>		<p>Goal 5 (15/16 Update): Math/Math Intervention Teacher Benefits 3000-3999: Employee Benefits Concentration \$1,094</p>
	<p>Goal 5 (15/16 Budget): Employee Benefits 3000-3999: Employee Benefits Concentration \$1,812</p>		<p>Goal 5 (15/16 Update): TOSA (1.0 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$75,950</p>
	<p>Goal 5 (15/16 Budget): Renaissance Learning Program, Read Naturally, Explode the Code, state approved assessments, writing assessments, access to technology, Library-Book Club, science and art fairs, trimester progress reports 4000-4999: Books And Supplies Supplemental \$6,000</p>		<p>Goal 5 (15/16 Update): TOSA benefits 3000-3999: Employee Benefits Supplemental \$21,173</p> <p>Goal 5 (15/16 Update): Teacher for Class Size Reduction (1.0 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$41,992</p>

	<p>Goal 5 (15/16 Budget): After school tutoring - hourly instructor 1000-1999: Certificated Personnel Salaries Supplemental \$4,162</p> <p>Goal 5 (15/16 Budget): After school tutoring - hourly instructor 3000-3999: Employee Benefits Supplemental \$617</p> <p>Goal 5 (15/16 Budget): Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental \$37,082</p> <p>Goal 5 (15/16 Budget): Teacher on Special Assignment 3000-3999: Employee Benefits Supplemental \$10,599</p> <p>Goal 5 (15/16 Budget): Teacher for class size reduction 1000-1999: Certificated Personnel Salaries Supplemental \$55,232</p> <p>Goal 5 (15/16 Budget): Teacher for class size reduction 3000-3999: Employee Benefits Supplemental \$18,390</p>	<p>will continue to evaluate the effectiveness of our student support services as more data becomes available.</p>	<p>Goal 5 (15/16 Update): Teacher for Class Size Reduction Benefits 3000-3999: Employee Benefits Supplemental \$14,842</p> <p>Goal 5 (15/16 Update): After school tutoring - hourly instructor 1000-1999: Certificated Personnel Salaries Supplemental \$1,361</p> <p>Goal 5 (15/16 Update): After school tutoring - hourly instructor benefits 3000-3999: Employee Benefits Supplemental \$170</p> <p>Goal 5 (15/16 Update): Renaissance Learning Program 4000-4999: Books And Supplies Supplemental \$1,617</p> <p>Goal 5 (15/16 Update): Infinite Campus consulting for standards based report cards and progress reports 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400</p>
<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase equipment to support Physical Education activities.</p>	<p>Goal 5 (15/16 Budget): PE equipment 4000-4999: Books And Supplies Base \$1,000</p>	<p>Purchased equipment to support Physical Education activities. This action is effective in student development and achievement because teachers have observed that it enhances student's problem solving</p>	<p>Goal 5 (15/16 Update): PE equipment 4000-4999: Books And Supplies Base \$1,000</p>

		strategies, instills confidence, and allows students to more effectively focus in the classroom.					
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Arts Outreach/music instruction/Spanish instruction	<p>Goal 5 (15/16 Budget): Arts Outreach/Coelho Music/Spanish instruction 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000</p>	<p>We provided supplemental art instruction through Arts Outreach, music instruction through Coelho Academy of Music (part of which was donated), photography instruction and sewing instruction. Spanish instruction was provided by individual teachers. This action is effective in achieving our desired outcome because teachers have observed that access to art, music, and life skills activities enhances whole brain learning which increases student achievement.</p>	<p>Goal 5 (15/16 Update): Arts Outreach/Coelho Academy of Music 5800: Professional/Consulting Services And Operating Expenditures Base \$3,007</p> <p>Goal 5 (15/16 Update): Photography supplies 4000-4999: Books And Supplies Base \$766</p>				
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Field trips to enhance student learning and engagement in the areas of social	<p>Goal 5 (15/16 Budget): Field Trips 5800: Professional/Consulting</p>	<p>Students participated in the following field trips: Avila Valley Barn, Hearst</p>	<p>Goal 5 (15/16 Update): Field Trips 5800: Professional/Consulting</p>				

<p>studies and science.</p>	<p>Services And Operating Expenditures Base \$3,500</p>	<p>Castle, PCPA's "Pirates of Penzance", Cal Poly, Clark Center's "Rumpelstiltskin", Pismo Beach Monarch Grove, Santa Maria Valley Discovery Museum, LaPurissima Mission, Santa Barbara Mission, Santa Barbara Museum of Natural History, and Lopez Lake. These activities were effective in achieving our desired outcome because they provided real life experiences and allowed students to expand their understanding of the concepts taught in the classroom.</p>	<p>Services And Operating Expenditures Base \$5,352</p>
<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Parent volunteers will start a track and field team.</p>	<p>Goal 5 (15/16 Budget): Donated costs \$0</p>	<p>This has not yet come to fruition. However, surveys of students indicated that they wanted a Noontime Sports Program. Based on student requests we opted to start a Noontime Sports Program overseen by a classified staff member. Teachers have observed that this activity is effective in increasing student's ability to achieve in the classroom because it promotes teamwork and problem solving skills. Additionally, it increases student's connection to the school community. This program was started in April of 2016.</p>	<p>Goal 5 (15/16 Update): Classified support for Noontime Sports Program 2000-2999: Classified Personnel Salaries Base \$833.52</p> <p>Goal 5 (15/16 Update): Classified support for Noontime Sports Program 3000-3999: Employee Benefits Base \$123.60</p>
<p>Scope of Service Benjamin Foxen</p>		<p>Scope of Service Benjamin Foxen</p>	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Consultation with teacher stakeholders suggested that in order to improve student achievement we should plan to make the following changes in 2016/2017: implement the Step Up to Writing program, hire a 1.0 FTE intervention teacher and provide a full-time instructional assistant for intervention, and provide additional staff development for teaching reading. We will no longer have a TOSA position. Goal 5 will be merged with Goal 4 in 2016/2017.		

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

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

Original GOAL 6 from prior year LCAP:	Parental involvement with making decisions that affect the school. Metric: School Site Council minutes; LCAP meeting minutes; parent surveys.	Related State and/or Local Priorities: 1 _ 2 3 <u>X</u> 4 _ 5 _ 6 _ 7 8  COE only: 9 _ 10 _  Local : Specify <u>Priority 3: Parental Involvement</u>
Goal Applies to:	Schools: Benjamin Foxen Elementary Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Parents volunteers will achieve an 80% attendance rate at School Site Council meetings and LCAP meetings. 70% of parents will respond to parent surveys. 75% of parents will attend Parent/Teacher conferences.	Actual Annual Measurable Outcomes: A review of the School Site Council and LCAP Committee minutes revealed an average parent participation rate of 50%. An average of 96% of all parents attended the first trimester Parent/Teacher conferences which well exceeds our goal of 75%. The Valentine lunch and Talent Show were well-attended by family members. A survey of parents was conducted where parents were asked to respond to a series of questions relating to the eight state priorities. 59% of parents responded to the parent survey. However, this was an increase from the prior year when only 45% of parents responded to the survey. Results of the survey show the following percent of parents felt the district was meeting expectations in each of the priority areas: 1. Increase student achievement: 97% 2. Increase student engagement : 98% 3. Increase parental involvement and participation: 87% 4. Maintain a positive school climate: 98% 5. Ensure highly qualified teachers: 96% 6. Ensure student access to instructional material: 96% 7. Implement Common Core Standards: 91% 8. Ensure student access to a broad course of study: 94% The positive results of the parent survey demonstrate that the district is effective in communicating and involving parents in their student's education.
<b>LCAP Year: 2015/2016</b>		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures

<p>Provide opportunities for parents to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent surveys, trimester progress reports, Back to School Night, monthly newsletters, parent-teacher conferences, open session at board meetings, Bring Your Family to Lunch day, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day.</p>	<p>Goal 6 (15/16 Budget): Negligible costs or costs covered by other organizations. 0</p>	<p>Parents were provided with opportunities to participate in the following activities: School Site Council meetings, LCAP meetings, parent surveys, trimester progress reports, Back to School Night, monthly newsletters, parent-teacher conferences, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day. Principal and teacher observations of parental attendance at these events demonstrate these actions and services are effective in achieving our desired outcome.</p>	<p>Goal 6 (15/16 Update): Negligible costs or costs covered by other organizations. 0</p>
<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Consultation with parent and teacher stakeholders indicate the District administration should continue to encourage teachers to find new and creative ways to involve parents with their children's education. We will send a survey home in the first day packet to request parent suggestions for improving parental involvement. We are currently working on a parent portal through our Infinite Campus student information system that will allow parents to access student assignments and grades. This should be in place for all grades by the start of the 2016/2017 school year.</p>		

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

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

Original GOAL 7 from prior year LCAP:	Encourage pupil engagement. Metric: school attendance rates, chronic absenteeism rates, middle school dropout rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify Priority 5: Pupil Engagement	
Goal Applies to:	Schools: Benjamin Foxen Elementary Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Maintain overall school attendance rates of 95% or greater.	Actual Annual Measurable Outcomes: Our overall school attendance rate through February 29, 2016 is 95.46% . Our chronic absenteeism rate is 2% which compares favorably to the state wide rate of 8% for K-5 students. We had no middle school dropouts.	
<b>LCAP Year: 2015/2016</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Provide student incentives to attend school.	Goal 7 (15/16 Budget): Student incentives 4000-4999: Books And Supplies Base \$500	We purchased incentives to encourage students to attend school. Students report that they enjoy receiving rewards and recognition. Blochman Bucks which allow students to purchase merchandise at the "Blochman Store" are especially popular with the students. This action was effective in helping us achieve a school attendance rate of greater than 95%.	Goal 7 (15/16 Update): Socktober contest reward, Track and Field medals and rewards, Tooth Saver Necklaces, Math Superbowl registration, Blochman Bucks 4000-4999: Books And Supplies Base \$412
Scope of Service	Benjamin Foxen	Scope of Service	Benjamin Foxen
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)				
Phone calls are made to parents when students are absent and Principal makes contact with parents once a student reaches 10 absences.		Goal 7 (15/16 Budget): No identifiable cost \$0	Telephone calls were made to parents when students are absent and Principal makes contact with parents once a student reaches 10 absences. The number of students with chronic absenteeism is so low that we cannot report the data due to student privacy laws. However, the Superintendent/Principal reports that he has first-hand knowledge of the effectiveness of these telephone calls.	Goal 7 (15/16 Update): No identifiable cost \$0
Scope of Service	Benjamin Foxen		Scope of Service	Benjamin Foxen
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Consultations with student, parent, staff, teacher, and community stakeholders indicate that we should continue to provide a fun, safe, and friendly environment to encourage students to attend school.		

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

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

Original GOAL 8 from prior year LCAP:	Reduce pupil suspension rate. Metric: pupil suspension rates, pupil expulsion rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8  COE only: 9 _ 10 _  Local : Specify <u>Priority 6: School Climate</u>	
Goal Applies to:	Schools: Benjamin Foxen Elementary Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Reduce pupil suspensions by 5% over the prior year.	Actual Annual Measurable Outcomes: We had no expulsions in 2014/2015 and a suspension rate of 1.5%. In 2015/2016 we again had no expulsions and a suspension rate of 1.7%. While we were not able to reduce suspensions by the 5% goal our suspension rate is still lower than the state and county suspension rates.	
<b>LCAP Year: 2015/2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School psychologist, contact with parents, and curriculum for character program.	Goal 8 (15/16 Budget): School psychologist provided by county meets will meet with students who have social or emotional IEP goals. \$0  Goal 8 (15/16 Budget): Continue using Character program to build student awareness of proper conduct, social skills, conflict resolution, and problem solving skills. \$0	Teachers report that school psychologist services, teacher contact with parents, and utilizing the character program curriculum are effective in helping students maintain positive behaviors on campus.	Goal 8 (15/16 Update): School psychologist provided by county meets will meet with students who have social or emotional IEP goals. \$0  Goal 8 (15/16 Update): Continue using Character program to build student awareness of proper conduct, social skills, conflict resolution, and problem solving skills. \$0
Scope of Service	Benjamin Foxen	Scope of Service	Benjamin Foxen
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>We will use the Bullying Hotline that is part of the OneCall system and host at least one school assembly addressing school climate issues.</p>	<p>Goal 8 (15/16 Budget): No additional cost \$0</p>	<p>We did not use the Bullying Hotline that is part of the OneCall system but we did host at least one school assembly addressing school climate issues. We are emphasizing character traits on a daily basis during the morning announcements. This combined with the actions listed above are effective in maintaining a positive school climate.</p>	<p>Goal 8 (15/16 Update): No additional cost \$0</p>
<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service Benjamin Foxen</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Consultations with stakeholders indicate that we should continue to encourage teachers to address character and leadership traits that will encourage students to behave appropriately.</p>		

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

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

Original GOAL 9 from prior year LCAP:	Increase student achievement for English Learners. Metric: percentage of English Language Learners who make progress toward English proficiency as measured by CELDT testing and English learner reclassification rates.	Related State and/or Local Priorities: 1 _ 2 3 4 <u>X</u> 5 _ 6 _ 7 _ 8  COE only: 9 _ 10 _  Local : Specify Priority 4: <u>Pupil Achievement</u>	
Goal Applies to:	Schools: Benjamin Foxen Elementary Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	80% of students will advance one proficiency level every year as measured by CELDT testing. Students will achieve R-FEP based on the guidelines outlined in the Santa Barbara County Co-Op Master Plan for English Learners.	Actual Annual Measurable Outcomes: 85% of our English learner students advanced one proficiency level over the prior year. 27% of our English learner students were not enrolled in our school prior to third grade so they did not receive the phonics foundation teaching that their peers received. We had no English learner reclassifications during 2015/2016.	
<b>LCAP Year: 2015/2016</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
These students will receive the same services that are available to all students as identified in Goal 5. Additionally, teachers will utilize supplemental ELD materials in the R/LA, math materials, and SDAIE strategies to English Learner, the cost of which is incorporated in the expenditures found in Goal 5. Spanish reading materials will be provided, as necessary. As we move toward an ELA adoption, consideration will be given to address the needs of ELD students.	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
	Goal 9 (15/16 Budget): CELDT Coordinator -included in TOSA salary \$0	These students received the same services that are available to all students as identified in Goal 5. Additionally, teachers utilized supplemental ELD materials in the R/LA, math materials, and SDAIE strategies to English Learner, the cost of which is incorporated in the expenditures found in Goal 5. It was not necessary to provide Spanish reading materials. Mainstreaming English learner students into classrooms is an effective way to immerse them into ELA activities that allow them to improve their ELA skills as evidenced by the number of students moving one proficiency level on the CELDT test. Having A CELDT Coordinator is an effective way to allow	Goal 9 (15/16 Update): CELDT Coordinator -included in TOSA salary \$0

		to track the progress of our ELD students and thus allow us to achieve the desired outcome.					
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<p>Our TOSA will present ELD professional development ideas received at Curriculum Council meetings to our teachers. The TOSA will review new ELD standards to introduce and support the staff for standards implementation.</p>	<p>Goal 9 (15/16 Budget): TOSA - cost included in other goals \$0</p>	<p>The TOSA reviewed new ELD standards to introduce and support the staff for standards implementation. This in-house training was effective in allowing all teachers to assist English learner students.</p>	<p>Goal 9 (15/16 Update): TOSA - cost included in other goals \$0</p>				
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Consultations with stakeholders indicate that we should improve our intervention services as indicated in Goal 5.</p>						

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$191,928</u>
The amount of Supplemental and Concentration grant funds, as calculated pursuant to 5 CCR 15496(a)(5) is \$191,928 for 2016/2017. Please refer to Exhibit A for a copy of our Minimum Proportionality calculation. These funds were expended on unduplicated pupils in the following manner:	
* Portable classroom lease payment \$9,200	
* Dell tablets \$45,000	
* Intervention teacher \$87,089	
* Student incentives \$1,000	
* CELDT Coordinator \$1,754	
* Instructional/Library Assistants \$84,505	
TOTAL \$228,548	

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

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

13.15	%
The percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils, as calculated pursuant to 5 CCR 15496(a) is 13.15% for 2016/2017. Please refer to Exhibit A for a copy of our Minimum Proportionality calculation.	
The use of supplemental and concentration grant monies is essential in allowing us to meet our goals for our population of unduplicated pupils. A qualitative analysis shows the use of these funds is effective in improving results for unduplicated pupils in the following manner:	
* Portable classroom lease payment: The addition of portable classrooms has allowed us to eliminate combination classes in our lower grades which gives teachers the ability	

to focus directly on the grade level needs of students.

\* Dell tablets: Daily access to computers at school enables unduplicated pupils to perform better on computerized state testing and allows for greater access to CCSS supplemental materials.

\* Intervention teacher, instructional assistants, and library assistant: A dedicated intervention teacher and instructional assistants will provide the additional classroom and instructional support that unduplicated pupils often need to perform on par with their peers. A library assistant will provide support to unduplicated pupils utilizing the library. Many unduplicated pupils have never visited a library and often need additional assistance finding materials and understanding how to effectively use the library.

\* Student incentives: Student incentives have proven to be an effective method of encouraging students to attend school.

\* CELDT Coordinator: Having a CELDT coordinator is an effective use of funds because it allows us to appropriately track and reclassify our English learners.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018/2019	2016/2017- 2018/2019 Total
All Funding Sources	359,784.00	419,432.12	299,514.97	301,635.00	300,484.00	901,633.97
	0.00	0.00	0.00	0.00	0.00	0.00
Base	87,480.00	91,031.12	27,901.00	54,678.00	44,678.00	127,257.00
Concentration	22,276.00	29,098.00	0.00	0.00	0.00	0.00
Lottery	0.00	29,374.00	0.00	0.00	0.00	0.00
Other	80,206.00	71,029.00	17,363.00	17,363.00	17,363.00	52,089.00
Special Education	0.00	0.00	21,434.97	25,648.00	26,747.00	73,829.97
Supplemental	169,822.00	194,632.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	0.00	0.00	228,548.00	199,678.00	207,428.00	635,654.00
Title II	0.00	4,268.00	4,268.00	4,268.00	4,268.00	12,804.00

Total Expenditures by Object Type						
Object Type	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018/2019	2016/2017- 2018/2019 Total
All Expenditure Types	359,784.00	419,432.12	299,514.97	301,635.00	300,484.00	901,633.97
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	115,620.00	145,987.00	68,410.00	71,424.00	75,681.00	215,515.00
2000-2999: Classified Personnel Salaries	0.00	833.52	88,371.00	92,767.00	100,744.00	281,882.00
3000-3999: Employee Benefits	31,418.00	37,402.60	56,533.97	63,298.00	59,913.00	179,744.97
4000-4999: Books And Supplies	126,247.00	121,301.00	49,050.00	37,050.00	27,050.00	113,150.00
5000-5999: Services And Other Operating Expenditures	40,159.00	28,480.00	37,150.00	33,596.00	33,596.00	104,342.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00	10,759.00	0.00	3,500.00	3,500.00	7,000.00
5900: Communications	12,840.00	12,840.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	25,000.00	61,829.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018/2019	2016/2017- 2018/2019 Total
All Expenditure Types	All Funding Sources	359,784.00	419,432.12	299,514.97	301,635.00	300,484.00	901,633.97
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	1,000.00	0.00	0.00	1,000.00
1000-1999: Certificated Personnel Salaries	Concentration	19,144.00	26,684.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018/2019	2016/2017- 2018/2019 Total
1000-1999: Certificated Personnel Salaries	Supplemental	96,476.00	119,303.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	67,410.00	71,424.00	75,681.00	214,515.00
2000-2999: Classified Personnel Salaries	Base	0.00	833.52	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	17,363.00	17,363.00	17,363.00	52,089.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	19,388.00	20,346.00	26,747.00	66,481.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	51,620.00	55,058.00	56,634.00	163,312.00
3000-3999: Employee Benefits	Base	0.00	123.60	169.00	0.00	0.00	169.00
3000-3999: Employee Benefits	Concentration	1,812.00	1,094.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Special Education	0.00	0.00	2,046.97	5,302.00	0.00	7,348.97
3000-3999: Employee Benefits	Supplemental	29,606.00	36,185.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	0.00	54,318.00	57,996.00	59,913.00	172,227.00
4000-4999: Books And Supplies	Base	66,000.00	61,823.00	3,050.00	31,050.00	21,050.00	55,150.00
4000-4999: Books And Supplies	Concentration	1,320.00	1,320.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	29,374.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	23,147.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	35,780.00	28,784.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	46,000.00	6,000.00	6,000.00	58,000.00
5000-5999: Services And Other Operating Expenditures	Base	8,100.00	15,012.00	23,682.00	20,128.00	20,128.00	63,938.00
5000-5999: Services And Other Operating Expenditures	Other	32,059.00	9,200.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	9,200.00	9,200.00	9,200.00	27,600.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015/2016 Annual Update Budgeted	2015/2016 Annual Update Actual	2016/2017	2017/2018	2018/2019	2016/2017- 2018/2019 Total
5000-5999: Services And Other Operating Expenditures	Title II	0.00	4,268.00	4,268.00	4,268.00	4,268.00	12,804.00
5800: Professional/Consulting Services And Operating Expenditures	Base	8,500.00	8,359.00	0.00	3,500.00	3,500.00	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	2,400.00	0.00	0.00	0.00	0.00
5900: Communications	Base	4,880.00	4,880.00	0.00	0.00	0.00	0.00
5900: Communications	Supplemental	7,960.00	7,960.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	25,000.00	61,829.00	0.00	0.00	0.00	0.00

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

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

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

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

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

## EXHIBIT A

Blochman Union Elementary (69112) - Blochman Union School District 16/17 Adopted Budget 6/1/2016					
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant					
	2016-17	2017-18**	2018-19**	2019-20**	2020-21**
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>	191,928	154,074	145,329	149,211	149,211
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils	223,730	228,548	199,678	207,428	207,428
Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp					
3. Difference [1] less [2]	(31,802)	(74,474)	(54,349)	(58,217)	(58,217)
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate	(17,440)	(55,081)	(22,403)	(43,756)	-
GAP funding rate	54.84%	73.96%	41.22%	75.16%	0.00%
5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part A	191,928	154,074	145,329	149,211	149,211
6. Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation	1,459,325	1,507,348	1,573,054	1,643,015	1,676,297
LCFF Phase-In Entitlement	1,702,348	1,712,517	1,769,478	1,843,321	1,876,603
7/8. Minimum Proportionality Percentage* [5] / [6] LCAP Section 3, Part B	13.15%	10.22%	9.24%	9.08%	8.90%
<p><small>*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year If Step 3a &lt;=0, then calculate the minimum proportionality percentage at Estimated Supplemental &amp; Concentration Grant Funding, step 5 **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years</small></p>					
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP					
	2016-17	2017-18	2018-19	2019-20	2020-21
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 191,928	\$ 154,074	\$ 145,329	\$ 149,211	\$ 149,211
Current year Minimum Proportionality Percentage (MPP)	13.15%	10.22%	9.24%	9.08%	8.90%