

Introduction:**LEA:** Belridge Elementary**Contact:****LCAP Year:** 2016-17***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

Our goal is to have a well-informed public in continuing to advance our students in an ever evolving world. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions from our stakeholders. Our work together requires teamwork, collaboration, and dedication. We believe in the power of personal connections and relations between our stakeholders which include staff, students, parents, board members, and the community. (Certificated and Classified Unions are non-existent in our District. Therefore, there is no Union representation for any of our Stakeholders.)

Our vision is to provide a dedicated team, including administration, staff, students, parents, community members, and board members working in partnership to strengthen educational excellence for our students. We accomplish our vision by providing meetings throughout the year with each of our stakeholder groups.

Our Stakeholder involvement timeline/Activities include:

11/17/15 Students/Parents/Staff

Healthy Kids Student/Staff/Parent Surveys

9/30/15-10/22/15-11/20/15-12/17/15-1/15/16-3/2/16 Parents

School Site Council/Parent/DAC Meetings

(LCAP Annual Update – Discussion/Questions/Answers)

8/11/15-9/8/15-10/13/15-11/17/15-12/8/15-1/12/16-2/9/16-3/8/16-4/12/16-3/10/16- Board Members

Board Meeting (LCAP Annual Update)

5/31/16 Board Members - Public Hearing Board Meeting

6/14/16 Board Members – Adopt Annual Update LCAP Plan –Board Mtg.

9/1/15-9/22/15-10/6/15-10/27/15-11/03/15-12/15/15-1/05/16-1/19/16-2/2/16-2/16/16-3/29/16 Staff Meeting

After collecting the data from the stakeholder meetings, we composed the following list that would impact the LCAP. They include:

- Continue weekly written communication in English/Spanish with our parents/community
- Continue biweekly verbal communication in English/Spanish with our parents/community
- Continue RLA Common Core Curriculum training/PD
- Provide a 2 week summer school reading program in 2016/17
- Research/Compare/Evaluate Common Core Science/Social Studies curriculum to purchase when state adopted.

(LCAP Annual Update)

Annual Update:

Annual Update:

We elicited from and shared with all stakeholders our progress to date on implementing this LCAP and the decisions made in terms of change of course.

For example

1) Due to conflict of calendar for teacher training dates and lack of interest by families, Summer School was postponed until the summer of 2016-2017. There was an increase in the cost of PD due to staff attending additional Common Core trainings that were offered.

2) District utilized KCSOS Consultants instead of hiring a district ELD coordinator. The state adopted Common Core curriculum will not be approved and ready for adoption until after January 2016. Therefore, district purchased Common Core friendly ELD components for existing RLA curriculum.

3) Every Friday the unexcused absences for the week were documented. Phone calls and an additional unverified absence letter were sent to those parents. (Spanish and English) District added a quarterly perfect attendance Awards Assembly that parents are invited to attend. Parents of those students are also recognized.

4) There was an increase in the expenditure for Quarterly School Site Council Meetings due to an increased number of meetings. There was a decrease in the expenditure for Latino Literacy because the District finished using materials that were left over from previous years. Instruction occurred during Lunch Time Parent Meetings.

Annual Update:

Annual Update:

The topics of discussion with each stakeholder group included:

- Creating a Common Vision of Student Success
- Parent/Community Communication (Written/verbal) in English/Spanish
- Summer School Issues
- Purchase of Common Core friendly ELD components for existing RLA curriculum
- Purchase of RLA Common Core Curriculum in the Spring of 2017
- Attendance Issues
- Assessment Scores from Local Benchmarks which include: Star Reading and Math, AR Reading Scores, Houghton Mifflin/McDougal Littell, Go Math, and Running Records.
- Results from Healthy Kids Survey (Staff, Students, Parents)

The District responded to all questions in writing (Spanish/English)

All input/informed changes from stakeholders made in the LCAP are included in the Annual Update section of the Annual Update. They include:

- AR expenditure increase due to increase in student population and annual Reading Enterprise Real Time Subscription Renewal.
- Workshop/Reading Conference expenditure increase due to additional Common Core/Reading Workshops attended by all staff.
- Due to conflict of calendar for teacher training dates and lack of interest by families, Summer School was postponed until the summer of 2016-2017. There was an increase in the cost of PD due to staff attending additional Common Core trainings that were offered

Our Stakeholder involvement timeline/Activities include:

11/17/15 Students/Parents/Staff

Healthy Kids Student/Staff/Parent Surveys

9/30/15-10/22/15-11/20/15-12/17/15-1/15/16-3/2/16 Parents

School Site Council/Parent/DAC Meetings

(LCAP Annual Update – Discussion/Questions/Answers)

8/11/15-9/8/15-10/13/15-11/17/15-12/8/15-1/12/16-2/9/16-3/8/16-4/12/16-310/16- Board Members

Board Meeting (LCAP Annual Update)

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6/14/16 Board Members – Adopt Annual Update LCAP Plan –Board Mtg.

9/1/15-9/22/15-10/6/15-10/27/15-11/03/15-12/15/15-1/05/16-1/19/16-2/2/16-2/16/16-3/29/16 Staff Meeting

(LCAP Annual Update)

- District utilized KCSOS Consultants instead of hiring a district ELD coordinator.
- District purchased Common Core friendly ELD components for existing RLA curriculum. Therefore, there was a decrease in expenditure.
- Every Friday the unexcused absences for the week were documented. Phone calls and an additional unverified absence letter were sent to those parents. (Spanish and English) District added a quarterly perfect attendance Awards Assembly that parents are invited to attend. Parents of those students are also recognized.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?

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

GOAL:	By June 2019, 65% of all 3-8 grade students will achieve a score of Proficient/Advanced on the end of the year Smarter Balanced Achievement and local Benchmark Tests in R.L.A./ Math.	Related State and/or Local Priorities: X 1 _2 _3 X 4 _5 _6 _7 _8 Local: N/A
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<p>Identified Need:</p>	<p><u>State and Local Priorities</u></p> <p>1) Basic Services</p> <ul style="list-style-type: none"> • HQT/Teacher rate: 100%, teacher misassignments: 0 • Teachers teaching EL's without proper authorization: 0 • Instructional materials: 100% compliance on Williams • FIT: Good/exemplary ratings <p>4) Pupil Achievement</p> <ul style="list-style-type: none"> • API - N/A • 92.9% of English learner pupils will maintain progress toward English proficiency as measured by the CELDT/LPAC • The English learner reclassification rate is 54%. • Middle School Drop Out Rate - 0% • High School Drop Out Rate – N/A • High School graduation – N/A • EAP – N/A • AP passage rate – N/A <p>Currently, 32% of 3-8 students are achieving a score of Standard Met on the end of the year Smarter Balanced Test in R.L.A.</p> <p>Currently, 0% of English Learners are achieving a score of Standard Met on the end of the year Smarter Balanced Test in R.L.A.</p> <p>Currently, 26% of Low Income students are achieving a score of Standard Met on the end of the year Smarter Balanced Test in R.L.A.</p> <p>*All students currently demonstrate 28% Standard Met in math on Smarter Balanced.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p>LCAP Year 1</p>		

<p>Expected Annual Measurable Outcomes:</p>	<p><u>State and Local Priorities</u></p> <p>1)Basic Services</p> <ul style="list-style-type: none"> • HQT/Teacher rate: 100%, teacher misassignments: 0 • Teachers teaching EL’s without proper authorization: 0 • Instructional materials: 100% compliance on Williams • FIT: Good/exemplary ratings <p>4)Pupil Achievement</p> <ul style="list-style-type: none"> • API - N/A • 92.9% of English learner pupils will maintain progress toward English proficiency as measured by the CELDT/LPAC • The English learner reclassification rate will be 64% at the end of 2017-2018. • % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A • % of pupils in EAP – N/A • % of pupils passed AP exam with a score of 3 or higher – N/A • AP passage rate – N/A <p>55% of all 3-8 grade students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>33% of all 3-8 grade EL students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>45% of all 3-8 grade low income students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>*All students will achieve a 40% Standard Met in math.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

<p>1. Conduct District Benchmark Reading Placement tests</p> <p>2. Star Reading Placement Tests</p> <p>3. Houghton Mifflin Beginning of the Year Inventory</p> <p>4. Running Records</p> <p>5. Dolche Word Assessment List</p> <p>6. Phonemic Awareness Test</p> <p>7. Houghton Mifflin Timed Reading Fluency Test</p> <p>8. Renew Accelerated Reading Program</p> <p>9. McDougal Littell Beginning of Year Benchmark</p> <p>10. Writing Inventory</p> <p>11. Workshops/Reading Conferences for Staff</p> <p>12. 2 week Summer School Reading Program</p> <p>13. Provide PD/support to teachers/Admins based upon needs assessment Plan</p> <p>14. Purchase AR Books for Class Libraries</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1-7 N/S</p> <p>8. \$500.00 S/C, REAP (Supplies)</p> <p>9-10 N/A</p> <p>11. \$2340.00 (Subs) S/C, Common Core (Travel & Conference, Certificated Salaries)</p> <p>12. \$3000.00 (Certificated Salary) \$1000.00 (Materials) Lottery, S/C, Title I (Supplies)</p> <p>13. \$1170.00 (Substitutes) S/C, Title I (Certificated Salaries)</p> <p>14. \$500.00 S/C, Lottery, REAP (Supplies)</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>State and Local Priorities</u></p> <p>1)Basic Services</p> <ul style="list-style-type: none"> • HQT/Teacher rate: 100%, teacher misassignments: 0 • Teachers teaching EL’s without proper authorization: 0 • Instructional materials: 100% compliance on Williams • FIT: Good/exemplary ratings <p>4 Pupil Achievement</p> <ul style="list-style-type: none"> • API - N/A • 92.9% of English learner pupils will maintain progress toward English proficiency as measured by the CELDT/LPAC • The English learner reclassification rate will be 64% at the end of 2017-2018. • % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A • % of pupils in EAP – N/A • % of pupils passed AP exam with a score of 3 or higher – N/A • AP passage rate – N/A <p>57% of all 3-8 grade students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>35% of all 3-8 grade EL students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>47% of all 3-8 grade low income students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>*All students will achieve a 42% Standard Met in math.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

<p>1. Conduct District Benchmark Reading Placement tests</p> <p>2. Star Reading Placement Tests</p> <p>3. Houghton Mifflin Beginning of the Year Inventory</p> <p>4. Running Records</p> <p>5. Dolche Word Assessment List</p> <p>6. Phonemic Awareness Test</p> <p>7. Houghton Mifflin Timed Reading Fluency Test</p> <p>8. Renew Accelerated Reading Program</p> <p>9. McDougal Littell Beginning of Year Benchmark</p> <p>10. Writing Inventory</p> <p>11. Purchase CCSS state adopted reading curriculum</p> <p>12. Workshops/Reading Conferences for Staff</p> <p>13. 2 week Summer School Reading Program</p> <p>14. Provide PD/support to teachers/Admins based upon needs assessment Plan</p> <p>15. Purchase AR Books for Class Libraries</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1-7 N/A</p> <p>8. \$500.00 S/C, REAP (Supplies)</p> <p>9-10 N/A</p> <p>11. \$36,000.00 (General Fund)</p> <p>12. \$2340.00 (Substitutes) S/C, Common Core (Travel & Conference, Certificated Salaries)</p> <p>13. \$3000.00 (Teacher Salary) \$1000.00 (Materials) Lottery, S/C, Title I (Certificated Salaries, Supplies)</p> <p>14. \$1170.00 (Substitutes) S/C, Title I (Certificated Salaries)</p> <p>15. \$500.00 S/C, Lottery, REAP (Supplies)</p>
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LCAP Year 3

Expected Annual

Measurable Outcomes:**State and Local Priorities****1)Basic Services**

- HQT/Teacher rate: 100%, teacher misassignments: 0
- Teachers teaching EL's without proper authorization: 0
- Instructional materials: 100% compliance on Williams
- FIT: Good/exemplary ratings

4 Pupil Achievement

- API - N/A
- 92.9% of English learner pupils will maintain progress toward English proficiency as measured by the CELDT/LPAC
- The English learner reclassification rate will be 64% at the end of 2017-2018.
- % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A
- % of pupils in EAP – N/A
- % of pupils passed AP exam with a score of 3 or higher – N/A
- AP passage rate – N/A

60% of all 3-8 grade students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.

37% of all 3-8 grade EL students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.

50% of all 3-8 grade low income students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.

*All students will maintain a 44% Standard Met in math .

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1. Conduct District Benchmark Reading Placement tests</p> <p>2. Star Reading Placement Tests</p> <p>3. Houghton Mifflin Beginning of the Year Inventory</p> <p>4. Running Records</p> <p>5. Dolche Word Assessment List</p> <p>6. Phonemic Awareness Test</p> <p>7. Houghton Mifflin Timed Reading Fluency Test</p> <p>8. Renew Accelerated Reading Program</p> <p>9. McDougal Littell Beginning of Year Benchmark</p> <p>10. Writing Inventory</p> <p>11. Purchased CCSS state adopted reading curriculum in 2017-2018</p> <p>12. Workshops/Reading Conferences for Staff</p> <p>13. 2 week Summer School Reading Program</p> <p>14. Provide PD/support to teachers/Admins based upon needs assessment Plan</p> <p>15. Purchase AR Books for Class Libraries</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1-7 N/A</p> <p>8. \$500.00 S/C, REAP (Supplies)</p> <p>9-10 N/A</p> <p>11. \$0.00</p> <p>12. \$2340.00 (Substitutes) S/C, Common Core (Travel & Conference, Certificated Salaries)</p> <p>13. \$3000.00 (Teacher Salary) \$1000.00 (Materials) Lottery, S/C, Title I (Certificated Salaries, Supplies)</p> <p>14. \$1170.00 (Substitutes) S/C, Title I (Certificated Salaries)</p> <p>15. \$500.00 S/C, Lottery, REAP (Supplies)</p>
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GOAL:	By June 2019, 70% of the districts EL students in the district for more than 3 years will read, write, speak, and listen in English proficiently based on CELDT/LPAC	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local: N/A
Identified Need:	<p><u>State and Local Priorities</u></p> <p>56% of EL students will score proficient on CELDT</p> <p>Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING</p> <ul style="list-style-type: none"> • API – N/A • % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A • 92.9% of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC • English Learner reclassification rate is/or will be 54% • % of pupils passed AP exam with a score of 3 or higher – N/A • % of pupils in EAP – N/A 	
Goal Applies to:	<p>Schools: All</p> <p>Grades: All</p>	
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, English Learners
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING</p> <ul style="list-style-type: none"> • API – N/A • % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A • 92.9% of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC • English Learner reclassification rate is/or will be 54% • % of pupils passed AP exam with a score of 3 or higher – N/A • % of pupils in EAP – N/A <p>• 55% of all 3-8 grade students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>33% of all 3-8 grade EL students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>45% of all 3-8 grade low income students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>*All students will achieve a 40% Standard Met in math.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Conduct student shadowing activity/needs assessment</p> <p>2. Provide 1.25 FTE bilingual aides to work with our EL students.</p> <p>3. Provide PD/support to teachers/admins based upon needs assessment data</p> <p>4. Comprehensive PD in CELDT/LPAC language proficiency levels, rubrics, and implementation in classroom.</p> <p>5. Implement research based EL instructional strategies</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1.N/A</p> <p>2.\$87,935 S/C (Classified Salaries/Benefits)</p> <p>3.\$1170.00 (Substitutes) S/C, Title I (Certificated Salaries/Benefits)</p> <p>4.\$1170.00 (Substitutes) S/C, Title I (Certificated Salaries/Benefits)</p> <p>5.N/A</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p>60% of EL students will score proficient on LPAC</p> <p><u>State and Local Priorities</u></p> <p>Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING</p> <ul style="list-style-type: none"> • API – N/A • % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A • 92.9% of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC • English Learner reclassification rate is/or will be 54% • % of pupils passed AP exam with a score of 3 or higher – N/A • % of pupils in EAP – N/A <ul style="list-style-type: none"> • 57% of all 3-8 grade students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts. <p>35% of all 3-8 grade EL students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>47% of all 3-8 grade low income students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>*All students will achieve a 42% Standard Met in math.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1. Conduct student shadowing activity/needs assessment</p> <p>2. Provide 1.25 FTE bilingual aides to work with our EL students.</p> <p>3. Provide PD/support to teachers/admins based upon needs assessment data</p> <p>4. Comprehensive PD in LPAC language proficiency levels, rubrics, and implementation in classroom.</p> <p>5. Implement research based EL instructional strategies</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1. N/A</p> <p>2. \$87,935 S/C (Classified Salaries/Benefits)</p> <p>3. \$1170.00 (Substitutes) S/C, Title I (Certificated Salaries/Benefits)</p> <p>4. \$1170.00 (Substitutes) S/C, Title I (Certificated Salaries/Benefits)</p> <p>5. N/A</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>65% of EL students will score proficient on LPAC</p> <p><u>State and Local Priorities</u></p> <p>Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING</p> <ul style="list-style-type: none"> • API – N/A • % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A • 92.9% of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC • English Learner reclassification rate is/or will be 54% • % of pupils passed AP exam with a score of 3 or higher – N/A • % of pupils in EAP – N/A <p>• 60% of all 3-8 grade students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>37% of all 3-8 grade EL students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>50% of all 3-8 grade low income students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.</p> <p>*All students will maintain a 44% Standard Met in math .</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Conduct student shadowing activity/needs assessment</p> <p>2. Provide 1.25 FTE bilingual aides to work with our EL students.</p> <p>3. Provide PD/support to teachers/admins based upon needs assessment data</p> <p>4. Comprehensive PD in LPAC language proficiency levels, rubrics, and implementation in classroom.</p> <p>5. Implement research based EL instructional strategies</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1. N/A</p> <p>2. \$87,935 S/C (Classified Salaries/Benefits)</p> <p>3. \$1170.00 (Substitutes) S/C, Title I (Certificated Salaries/Benefits)</p> <p>4. \$1170.00 (Substitutes) S/C, Title I (Certificated Salaries/Benefits)</p> <p>5. N/A</p>
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GOAL:	Maintain current 98.5% attendance rate for all groups as measured by the district records over the next three years.	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 _7 _8 Local: N/A
Identified Need:	<p><u>State and Local Priorities</u></p> <p>5. Pupil Engagement</p> <ul style="list-style-type: none"> • Attendance rate of students - 98.5% • Chronic Absenteeism – 0% • Chronic Tardiness – 0% • Middle School dropout rates -0% • High School Dropout rates – N/A • High School Graduation rates –N/A • Attendance rate of 98.5% for all groups 	
Goal Applies to:	<p>Schools: All</p> <p>Grades: All</p>	
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p>98.5% attendance rate</p> <p><u>State and Local Priorities</u></p> <p>5 Pupil Engagement</p> <ul style="list-style-type: none"> • Attendance rate of students - 98.5% • Chronic Absenteeism – 0% • Chronic Tardiness – 0% • Middle School dropout rates -0% • High School Dropout rates – N/A • High School Graduation rates –N/A • Attendance rate of 98.5% for all groups 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Monitor daily attendance using a daily classroom attendance roster</p> <p>2. Monthly unverified absence letter sent to parents</p> <p>3. Weekly phone calls to families with absent students (English/Spanish)</p> <p>4. Conference with parents on attendance</p> <p>5. Independent Study Programs for emergency absences</p> <p>6. Information Letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish)</p> <p>7. Rewards for perfect attendance – Monthly "Popcorn With the Principal."</p> <p>8. Encourage parents to make Dr. appointments after 3:00 p.m. through the week</p> <p>9. Provide a safe/clean environment for students</p> <p>10. Teach "Student Wellness" units in grades TK-8</p> <p>11. TK-8 participate in a daily 10 minute walk at the beginning of a.m. recess.</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1. N/A</p> <p>2. \$50.00 Copies (LCFF/Property Tax Revenue, Supplies)</p> <p>3. N/A</p> <p>4. N/A</p> <p>5. N/A</p> <p>6. \$400.00 Materials (S/C, Supplies)</p> <p>7. \$500.00 Materials & Food S/C (Supplies, Travel & Conference)</p> <p>8. N/A</p> <p>9. N/A</p> <p>10. \$200.00 Materials (S/C, Supplies)</p> <p>11. N/A</p>
LCAP Year 2			

<p>Expected Annual Measurable Outcomes:</p>	<p>98.5% attendance rate</p> <p><u>State and Local Priorities</u></p> <p>5. Pupil Engagement</p> <ul style="list-style-type: none"> • Attendance rate of students - 98.5% • Chronic Absenteeism – 0% • Chronic Tardiness – 0% • Middle School dropout rates -0% • High School Dropout rates – N/A • High School Graduation rates –N/A • Attendance rate of 98.5% for all groups 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Monitor daily attendance using a daily classroom attendance roster</p> <p>2. Monthly unverified absence letter sent to parents</p> <p>3. Weekly phone calls to families with absent students (English/Spanish)</p> <p>4. Conference with parents on attendance</p> <p>5. Independent Study Programs for emergency absences</p> <p>6. Information Letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish)</p> <p>7. Rewards for perfect attendance – Monthly "Popcorn With the Principal."</p> <p>8. Encourage parents to make Dr. appointments after 3:00 p.m. through the week</p> <p>9. Provide a safe/clean environment for students</p> <p>10. Teach "Student Wellness" units in grades TK-8</p> <p>11. TK-8 participate in a daily 10 minute walk at the beginning of a.m. recess.</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1. N/A</p> <p>2. \$50.00 Copies (LCFF/Property Tax Revenue, Supplies)</p> <p>3. N/A</p> <p>4. N/A</p> <p>5. N/A</p> <p>6. \$400.00 Materials (S/C, Supplies)</p> <p>7. \$500.00 Materials & Food S/C (Supplies, Travel & Conference)</p> <p>8. N/A</p> <p>9. N/A</p> <p>10. \$200.00 Materials (S/C, Supplies)</p> <p>11. N/A</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>98.5% attendance rate</p> <p><u>State and Local Priorities</u></p> <p>5. Pupil Engagement</p> <ul style="list-style-type: none"> • Attendance rate of students - 98.5% • Chronic Absenteeism – 0% • Chronic Tardiness – 0% • Middle School dropout rates -0% • High School Dropout rates – N/A • High School Graduation rates –N/A • Attendance rate of 98.5% for all groups 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Monitor daily attendance using a daily classroom attendance roster</p> <p>2. Monthly unverified absence letter sent to parents</p> <p>3. Weekly phone calls to families with absent students (English/Spanish)</p> <p>4. Conference with parents on attendance</p> <p>5. Independent Study Programs for emergency absences</p> <p>6. Information Letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish)</p> <p>7. Rewards for perfect attendance – Monthly "Popcorn With the Principal."</p> <p>8. Encourage parents to make Dr. appointments after 3:00 p.m. through the week</p> <p>9. Provide a safe/clean environment for students</p> <p>10. Teach "Student Wellness" units in grades TK-8</p> <p>11. TK-8 participate in a daily 10 minute walk at the beginning of a.m. recess.</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1. N/A</p> <p>2. \$50.00 Copies (LCFF/Property Tax Revenue, Supplies)</p> <p>3. N/A</p> <p>4. N/A</p> <p>5. N/A</p> <p>6. \$400.00 Materials (S/C, Supplies)</p> <p>7. \$500.00 Materials & Food S/C (Supplies, Travel & Conference)</p> <p>8. N/A</p> <p>9. N/A</p> <p>10. \$200.00 Materials (S/C, Supplies)</p> <p>11. N/A</p>
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GOAL:	By June 2019, 100% of all students/ parents/staff will feel connected to Belridge Elementary as measured by student/parent surveys/interviews.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local: IN/A
Identified Need:	<p><u>State and Local Priorities</u></p> <p>Priority 3 - PARENTAL INVOLVEMENT</p> <ul style="list-style-type: none"> Stakeholder Meetings to improve parental involvement for all pupils including unduplicated students and those with exceptional needs. (School Site (4) meetings,) (Parent Club (4) meetings,) (Community After school Activities of (7)) Healthy Kids Survey - 100 % of our families participated in the survey. All parents were invited through student activities or individual invitation as necessary. APS – 95% of our parents participated in the survey. Results confirmed the Healthy Kids Survey. <p>6. School Climate</p> <ul style="list-style-type: none"> Suspension rate for 2016-2017 0% Expulsions rate for 2016-2017 0% Healthy Kids Survey – 95% of Belridge Students feel safe and connected to our school. – 96% of Parents feel safe and connected to our school – 98% of Staff feel safe and connected to our school. <p>Currently, 85% of all students/parents feel connected to Belridge Elementary as measured by student/parent survey</p>	
Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>97% of all students/parents/staff will feel connected</p> <p><u>State and Local Priorities</u></p> <p>Priority 3 - PARENTAL INVOLVEMENT</p> <ul style="list-style-type: none"> • Stakeholder Meetings to improve parental involvement for all pupils including unduplicated students and those with exceptional needs. (School Site (4) meetings,) (Parent Club (4) meetings,) (Community After school Activities of (7)) • Healthy Kids Survey - 100 % of our families participated in the survey. All parents were invited through student activities or individual invitation as necessary. • APS – 95% of our parents participated in the survey. Results confirmed the Healthy Kids Survey. <p>6. School Climate</p> <ul style="list-style-type: none"> • Suspension rate for 2016-2017 0% • Expulsions rate for 2016-2017 0% • Healthy Kids Survey – 95% of Belridge Students feel safe and connected to our school. – 96% of Parents feel safe and connected to our school – 98% of Staff feel safe and connected to our school. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Conduct Staff, Student Parent, and Board Member Interviews/Surveys</p> <p>2. Quarterly School Site Council Meetings (4)</p> <p>3. Quarterly Parent/Community Meetings (4)</p> <p>4. Parent/Student Advisory Meetings (7)</p> <p>5. Latino Literacy for Parents</p> <p>6. Interactive School Website</p> <p>7. Written Communication (English/Spanish) (Progress reports, Monthly Classroom Newsletters, Classroom Calendars, Happy Grams)</p> <p>8. Home Visitations</p> <p>9. Weekly Phone Calls to Parents</p> <p>10. Parent Involvement Activities: (Back To School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Parent Conferences, Reading Slumber Party, Red Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, Cinco De Mayo, Friday Night Live)</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1. \$50.00 (Copies/Materials) S/C (Supplies)</p> <p>2. \$250.00 (Lunch) S/C (Travel & Conference)</p> <p>3. \$100.00 (Refreshments & Materials) S/C (Travel & Conference)</p> <p>4. \$50.00 (Refreshments & Materials) S/C (Travel & Conference)</p> <p>5. \$500.00 (Materials) S/C, REAP (Supplies)</p> <p>6. N/A</p> <p>7. \$500.00 (Materials) S/C (Supplies)</p> <p>8. N/A</p> <p>9. N/A</p> <p>10. \$2500.00 (Materials) S/C, REAP (Supplies)</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of all students/parents will feel connected</p> <p>State and Local Priorities</p> <p>Priority 3 - PARENTAL INVOLVEMENT</p> <ul style="list-style-type: none"> • Stakeholder Meetings to improve parental involvement for all pupils including unduplicated students and those with exceptional needs. (School Site (4) meetings,) (Parent Club (4) meetings,) (Community After school Activities of (7)) • Healthy Kids Survey - 100 % of our families participated in the survey. All parents were invited through student activities or individual invitation as necessary. • APS – 95% of our parents participated in the survey. Results confirmed the Healthy Kids Survey. <p>6. School Climate</p> <ul style="list-style-type: none"> • Suspension rate for 2017-2018 0% • Expulsions rate for 2017-2018 0% • Healthy Kids Survey – 95% of Belridge Students feel safe and connected to our school. – 96% of Parents feel safe and connected to our school – 98% of Staff feel safe and connected to our school. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Conduct Staff, Student Parent, and Board Member Interviews/Surveys</p> <p>2. Quarterly School Site Council Meetings</p> <p>3. Quarterly Parent/Community Meetings</p> <p>4. Parent/Student Advisory Meetings</p> <p>5. Latino Literacy for Parents</p> <p>6. Interactive School Website</p> <p>7. Written Communication (English/Spanish) (Progress reports, Monthly Classroom Newsletters, Classroom Calendars, Happy Grams)</p> <p>8. Home Visitations</p> <p>9. Weekly Phone Calls to Parents</p> <p>10. Parent Involvement Activities: (Back To School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Parent Conferences, Reading Slumber Party, Red Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, Cinco De Mayo, Friday Night Live)</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1. \$50.00 (Copies/Materials) S/C (Supplies)</p> <p>2. \$250.00 (Lunch) S/C (Travel & Conference)</p> <p>3. \$100.00 (Refreshments & Materials) S/C (Travel & Conference)</p> <p>4. \$50.00 (Refreshments & Materials) S/C (Travel & Conference)</p> <p>5. \$500.00 (Materials) S/C, REAP (Supplies)</p> <p>6. N/A</p> <p>7. \$500.00 (Materials) S/C (Supplies)</p> <p>8. N/A</p> <p>9. N/A</p> <p>10. \$2500.00 (Materials) S/C, REAP (Supplies)</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of all students/parents will feel connected</p> <p><u>State and Local Priorities</u></p> <p>Priority 3 - PARENTAL INVOLVEMENT</p> <ul style="list-style-type: none"> • Stakeholder Meetings to improve parental involvement for all pupils including unduplicated students and those with exceptional needs. (School Site (4) meetings,) (Parent Club (4) meetings,) (Community After school Activities of (7)) • Healthy Kids Survey - 100 % of our families participated in the survey. All parents were invited through student activities or individual invitation as necessary. • APS – 95% of our parents participated in the survey. Results confirmed the Healthy Kids Survey. <p>6. School Climate</p> <ul style="list-style-type: none"> • Suspension rate for 2018-2019 0% • Expulsions rate for 2018-2019 0% • Healthy Kids Survey – 95% of Belridge Students feel safe and connected to our school. – 96% of Parents feel safe and connected to our school – 98% of Staff feel safe and connected to our school. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Conduct Staff, Student Parent, and Board Member Interviews/Surveys</p> <p>2. Quarterly School Site Council Meetings</p> <p>3. Quarterly Parent/Community Meetings</p> <p>4. Parent/Student Advisory Meetings</p> <p>5. Latino Literacy for Parents</p> <p>6. Interactive School Website</p> <p>7. Written Communication (English/Spanish) (Progress reports, Monthly Classroom Newsletters, Classroom Calendars, Happy Grams)</p> <p>8. Home Visitations</p> <p>9. Weekly Phone Calls to Parents</p> <p>10. Parent Involvement Activities: (Back To School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Parent Conferences, Reading Slumber Party, Red Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, Cinco De Mayo, Friday Night Live)</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1. \$50.00 (Copies/Materials) S/C (Supplies)</p> <p>2. \$250.00 (Lunch) S/C (Travel & Conference)</p> <p>3. \$100.00 (Refreshments & Materials) S/C (Travel & Conference)</p> <p>4. \$50.00 (Refreshments & Materials) S/C (Travel & Conference)</p> <p>5. \$500.00 (Materials) S/C, REAP (Supplies)</p> <p>6. N/A</p> <p>7. \$500.00 (Materials) S/C (Supplies)</p> <p>8. N/A</p> <p>9. N/A</p> <p>10. \$2500.00 (Materials) S/C, REAP (Supplies)</p>
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GOAL:	By June 2019, the Common Core State Standards for all students will be fully implemented within the district as measured by the APS and Administrative observation.	Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 X 7 X 8 Local: IN/A
Identified Need:	<p><u>State and Local Priorities</u></p> <p>Priority 2 - IMPLEMENTATION OF STATE STANDARDS</p> <ul style="list-style-type: none"> • Implementation of the academic content and performance standards adopted by the state board is partial as measured by the APS and Administrative observation. • 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation. <p>Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in:</p> <ul style="list-style-type: none"> • 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) • Programs and services are developed and provided to 100% of unduplicated pupils. • Programs and services are developed and provided to 100% of individuals with exceptional needs. <p>Priority 8 – Other pupil Outcomes</p> <ul style="list-style-type: none"> • 92.9% of English learner pupils made progress toward English proficiency as measured by the CELDT • 95% of students will score 100% on PFT end of the year Fitness Test. • 52 % of the districts EL students are reading, writing, speaking, and listening proficiently in English based on CELDT <p>Common Core State Standards for all students are partially implemented as measured by Administrative observation and the APS</p>	
Goal Applies to:	<p>Schools: All</p> <p>Grades: All</p>	
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Common Core State Standards will be substantially implemented as measured by APS and administrative observation.</p> <p><u>State and Local Priorities</u></p> <p>Priority 2 - IMPLEMENTATION OF STATE STANDARDS</p> <ul style="list-style-type: none"> • Implementation of the academic content and performance standards adopted by the state board will be substantially implemented as measured by the APS and Administrative observation. • 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation. <p>Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in:</p> <ul style="list-style-type: none"> • 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) • Programs and services are developed and provided to 100% of unduplicated pupils. • Programs and services are developed and provided to 100% of individuals with exceptional needs. <p>Priority 8 – Other pupil Outcomes</p> <ul style="list-style-type: none"> • 92.9% of English learner pupils will maintain English proficiency as measured by the CELDT • 95% of students will maintain score 100% on PFT end of the year Fitness Test. • 52 % of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Provide Staff Training</p> <p>2. Monitor progress using student study teams</p> <p>3. Provide additional PD support to staff based upon needs assessment</p> <p>4. Monthly observation/evaluations with feedback</p> <p>5. Weekly Staff Development</p> <p>6. Research/Compare/Evaluate Common Core Science/Social Studies Curriculum</p> <p>7. Daily walk.</p> <p>8. PE classes are required to every student daily for 30 minutes.</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1. \$200.00 Materials LCFF (Supplies)</p> <p>2. N/A</p> <p>3. \$2340.00 (Substitutes) S/C, Common Core (Certificated Salaries/Benefits)</p> <p>4. N/A</p> <p>5. \$300.00 (Materials) S/C (Supplies)</p> <p>6. N/A</p> <p>7. N/A</p> <p>8. N/A</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Common Core State Standards will be substantially implemented.</p> <p>Priority 2 - IMPLEMENTATION OF STATE STANDARDS</p> <ul style="list-style-type: none"> • Implementation of the academic content and performance standards adopted by the state board will be substantially implemented as measured by the APS and Administrative observation. • 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation. <p>Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in:</p> <ul style="list-style-type: none"> • 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) • Programs and services are developed and provided to 100% of unduplicated pupils. • Programs and services are developed and provided to 100% of individuals with exceptional needs. <p>Priority 8 – Other pupil Outcomes</p> <ul style="list-style-type: none"> • 92.9% of English learner pupils will maintain English proficiency as measured by the LPAC • 95% of students will maintain score 100% on PFT end of the year Fitness Test. • 52 % of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on LPAC 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Provide Staff Training</p> <p>2. Monitor progress using student study teams</p> <p>3. Provide additional PD support to staff based upon needs assessment</p> <p>4. Monthly observation/evaluations with feedback</p> <p>5. Weekly Staff Development</p> <p>6. Research/Compare/Evaluate Common Core Science/Social Studies Curriculum</p> <p>7. Daily walk.</p> <p>8. PE classes are required to every student daily for 30 minutes.</p>	<p>Districtwide TK-8</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1. \$200.00 Materials LCFF (Supplies)</p> <p>2. N/A</p> <p>3. \$2340.00 (Substitutes) S/C, Common Core (Certificated Salaries/Benefits)</p> <p>4. N/A</p> <p>5. \$300.00 (Materials) S/C (Supplies)</p> <p>6. N/A</p> <p>7. N/A</p> <p>8. N/A</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Common Core State Standards will be fully implemented</p> <p><u>State and Local Priorities</u></p> <p>Priority 2 - IMPLEMENTATION OF STATE STANDARDS</p> <ul style="list-style-type: none"> • Implementation of the academic content and performance standards adopted by the state board will be fully implemented as measured by the APS and Administrative observation. • 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation. <p>Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in:</p> <ul style="list-style-type: none"> • 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) • Programs and services are developed and provided to 100% of unduplicated pupils. • Programs and services are developed and provided to 100% of individuals with exceptional needs. <p>Priority 8 – Other pupil Outcomes</p> <ul style="list-style-type: none"> • 95% of English learner pupils will make progress toward English proficiency as measured by the LPAC • 95% of students will maintain score 100% on PFT end of the year Fitness Test. • 56 % of the districts EL students will be reading, writing, speaking, and listening proficiently in English based on CELDT 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1. Provide Staff Training</p> <p>2. Monitor progress using student study teams</p> <p>3. Provide additional PD support to staff based upon needs assessment</p> <p>4. Monthly observation/evaluations with feedback</p> <p>5. Weekly Staff Development</p> <p>6. Research/Compare/Evaluate Common Core Science/Social Studies Curriculum</p> <p>7. Daily walk.</p> <p>8. PE classes are required to every student daily for 30 minutes.</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1. \$200.00 Materials LCFF (Supplies)</p> <p>2. N/A</p> <p>3. \$2340.00 (Substitutes) S/C, Common Core (Certificated Salaries/Benefits)</p> <p>4. N/A</p> <p>5. \$300.00 (Materials) S/C (Supplies)</p> <p>6. N/A</p> <p>7. N/A</p> <p>8. N/A</p>
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Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	By June 2018, 75% of all 3-8 grade students will achieve a score of Proficient/Advanced on the end of the year Smarter Balanced Achievement and local Benchmark Tests in R.L.A./ Math.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	55% of all 3-8 grade students will achieve a score of Proficient/Advanced on STAR and Local Benchmarks	Actual Annual Measurable Outcomes:	<u>State and Local Priorities</u>

62% of all EL students will achieve a score of Proficient/Advanced on STAR and Local Benchmarks

59% of all Low Income students will achieve a score of Proficient/Advanced on STAR and Local Benchmarks

*All students will maintain a 75% proficiency in math.

State and Local Priorities

1) Basic Services

- HQT/Teacher rate: 100%, teacher misassignments: 0
- Teachers teaching EL's without proper authorization: 0
- Instructional materials: 100% compliance on Williams
- FIT: Good/exemplary ratings

2) Implementation of State Standards

- CCSS ELA/ELD partial implementations as described by APS items 1-5/ Math full implementation as described by APS items 1-5
- ELD components of the programs and services will enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.

4) Pupil Achievement

- 3 year Average Academic Performance Index score: 837
- 92.9% of English learner pupils will maintain

Priority 1 - BASIC

- 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
- 100% of pupils have sufficient access to standards-aligned instructional materials.
- School facilities are maintained in good repair, FIT report: Good/exemplary ratings

Priority 2 - IMPLEMENTATION OF STATE STANDARDS

- Implementation of the academic content and performance standards adopted by the state board is partial as measured by the APS and Administrative observation.
- 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.

Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING

- 32% of all 3-8 grade students achieved a score of Standard Met on State and Local Benchmarks in English Language Arts.

0% of all 3-8 grade EL students achieved a score of Standard Met on State and Local Benchmarks in English Language Arts.

26% of all 3-8 grade low income students achieved a score of Standard Met on State and Local Benchmarks in English Language Arts.

	<p>progress toward English proficiency as measured by the CELDT</p> <ul style="list-style-type: none"> • The English learner reclassification rate is will be 55% at the end of 2015-2016. • CST – N/A • High School graduation – N/A • High School Drop Out Rate – N/A • EAP – N/A • A/P exams – N/A • API – N/A <p>7) Course Access</p> <ul style="list-style-type: none"> • RSP teacher shared with 2 other districts is provided to one student with exceptional needs for purpose of gaining Language Arts content knowledge. • Speech teacher is provided to two students with exceptional needs for purpose of gaining Verbal skills to aide with Language Arts content knowledge. • All students are enrolled in broad course of study including all subject areas described in Ed Code 51210 • 100% of unduplicated and students with special needs are in programs to address these needs. 		<p>*All students maintained a 28% Standard Met in math.</p> <ul style="list-style-type: none"> • API – N/A • % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A • 92.9% of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC • English Learner reclassification rate is/or will be 54% • % of pupils passed AP exam with a score of 3 or higher – N/A • % of pupils in EAP – N/A <p>Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in:</p> <ul style="list-style-type: none"> • 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) • Programs and services are developed and provided to 100% of unduplicated pupils. • Programs and services are developed and provided to 100% of individuals with exceptional needs.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

1. Conduct District Benchmark Reading Placement tests	1-7 N/A	1. Conducted District Benchmark Reading Placement tests	1-7 N/A
2. Star Reading Placement Tests	8. \$1500.00 S/C (Supplies)	2. Star Reading Placement Tests were given	8. \$2200.00 S/C (Supplies)
3. Houghton Mifflin Beginning of the Year Inventory	9-11 N/A	3. Houghton Mifflin Beginning of the Year Inventory was given	9-11 N/A
4. Running Records	12. \$2340.00 (Travel Expenses/Price of Conferences/Materials)	4. Running Records were conducted	12. \$2620.00 S/C (Travel/Conference)
5. Dolche Word Assessment List	S/C, Common Core, Travel & Conference	5. Dolche Word Assessment was conducted	13. \$0.00
6. Phonemic Awareness Test	13. \$3000.00 (Teacher Salary), \$1000.00 (Materials)	6. Phonemic Awareness Tests were given	14. \$1170.00 S/C, Title I (Travel & Conference)
7. Houghton Mifflin Timed Reading Fluency Test	Lottery, S/C, Title I (Certificated Teacher Salaries)	7. Houghton Mifflin Timed Reading Fluency Tests were given	15. \$500.00 S/C, Lottery, REAP (Supplies)
8. Renew license for Accelerated Reading Program	14. \$1170.00 S/C, Title I (Travel & Conference)	8. Accelerated Reading Program implemented	16. N/A
9. McDougal Little Beginning of Year Benchmark	15. \$500.00 S/C, Lottery, REAP (Supplies)	9. McDougal Little Beginning of Year Benchmark was given	
10. Writing Inventory	16. \$3000.00 S/C, REAP (Supplies)	10. Writing Inventory was conducted	
11. Review and begin the selection process of adopting CCSS state adopted reading curriculum		11. Review and begin selection process for adopting CCSS state adopted reading curriculum	
12. Workshops/Reading Conferences for Staff		12. Workshops/Reading Conferences for Staff were provided	
13. 2 week Summer School Reading Program		13. 2 week Summer School Reading Program cancelled due to lack of interest and funding source.	
14. Provide PD/support to teachers/Admins based upon needs assessment Plan		14. Provided PD/support to teachers/Admins based upon needs assessment plan.	
15. Purchase AR Books for Class Libraries		15. Purchased AR Books for Class Libraries	
16. Purchase Epson Interactive Projectors		16. Purchased Epson Interactive Projectors in 2013-14.	

Scope of service:	Districtwide TK-8 Grades: All		Scope of service:	Districtwide TK-8 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	Due to conflict of calendar for teacher training dates and lack of interest by families, Summer School was postponed until the summer of 2017-2018. Purchased Epson Interactive Projectors in 2013-2014. Materials purchased, diagnostic testing, and Professional Development deemed to be successful by all stakeholders. Professional development and implementation of diagnostic testing will be continued.				

Original Goal from prior year LCAP:	By June 2018, 85% of the districts EL students in the district for more than 3 years will read, write, speak, and listen in English proficiently based on CELDT		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, English Learners		
Expected Annual Measurable Outcomes:	60% of EL students will score proficient State and Local Priorities 1. Basic Services <ul style="list-style-type: none"> Instructional materials: 100% compliance on Williams Teachers teaching EL's without proper authorization: 0 Teachers receive yearly training/update on 		Actual Annual Measurable Outcomes:	54% of EL students did score proficient on CELDT State and Local Priorities Priority 1 - BASIC <ul style="list-style-type: none"> 100% of Teachers are: appropriately assigned, fully credentialed in subject areas

- ELD strategies/standards: 3
- FIT: Good/exemplary ratings
- HQT/Teacher rate: 100%, teacher misassignments:0
- **Implementation of State Standard**
- CCSS Implementation rates: ELA/ELD full implementation as described by APS items 1-5 for ELA/ELD

2) Implementation of State Standards

- CCSS ELA/ELD partial implementations as described by APS items 1-5/ Math full implementation as described by APS items 1-5
- ELD components of the programs and services will enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.

4) Pupil Achievement

- 3 year Average Academic Performance Index for English Learners score: 823
- 92.9% of English learner pupils will maintain progress toward English proficiency as measured by the CELDT
- The English learner reclassification rate is 60% at the end of 2015-2016.
- High School graduation – N/A
- High School Drop Out Rate – N/A
- EAP – N/A
- AP passage rate – N/A

8) Other Pupil Outcomes

- taught, and for the pupils they are teaching.
- 100% of pupils have sufficient access to standards-aligned instructional materials.
- School facilities are maintained in good repair, FIT report: Good/exemplary ratings

Priority 2 - IMPLEMENTATION OF STATE STANDARDS

- Implementation of the academic content and performance standards adopted by the state board is partial as measured by the APS and Administrative observation.
- 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.

Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING

- Currently, 32% of 3-8 students are achieving a score of Standard Met on the end of the year Smarter Balanced Test in R.L.A.
- Currently, 0% of English Learners are achieving a score of Standard Met on the end of the year Smarter Balanced Test in R.L.A.
- Currently, 26% of Low Income students are achieving a score of Standard Met on the end of the year Smarter Balanced Test in R.L.A.

*All students currently demonstrate 28% Standard Met in math on Smarter Balanced.

- API – N/A
- % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A

	<ul style="list-style-type: none"> 92.9% of English learner pupils made progress toward English proficiency as measured by the CELDT Put a higher number of students that (What we hope will be) 95% of students will score 100% on PFT end of the year Fitness Test. 		<ul style="list-style-type: none"> 92.9% of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC English Learner reclassification rate is/or will be 54% % of pupils passed AP exam with a score of 3 or higher – N/A % of pupils in EAP – N/A <p>Priority 8 – Other pupil Outcomes</p> <ul style="list-style-type: none"> 92.9% of English learner pupils maintained English proficiency as measured by the CELDT 95% of students will score 100% on PFT end of the year Fitness Test.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Conduct student shadowing activity/needs assessment	1.N/A	1. Conducted student shadowing activity/needs assessment	1.N/A
2. Provide a bilingual aide to work with our EL students.	2.\$41,980.20 S/C (Classified Salaries)	2. Provided 1.25 FTE bilingual aides to work with our EL students.	2.\$87,935 S/C (Classified Salaries and Benefits)
3. Provide PD/support to teachers/admins based upon needs assessment data	3.\$1170.00 (Substitutes) S/C, Title I (Certificated Salaries)	3. Provided PD/support to teachers/admins based upon needs assessment data	3.\$1170.00 (Substitutes) S/C, Title I (Certificated Salaries)
4. Comprehensive PD in CELDT language proficiency levels, rubrics, and implementation in classroom. Adopt ELD formative assessment	4.\$1170.00 (Substitutes) S/C, Title I (Certificated Salaries)	4. Comprehensive PD in CELDT language proficiency levels, rubrics, and implementation in classroom. Adopted ELD formative assessment	4.\$1170.00 (Substitutes) S/C, Title I (Certificated Salaries)
5. Purchase EL Achieve Curriculum/provide PD to staff		5. Purchased EL Achieve component, (bridging) of our existing curriculum/provided PD to staff	
6. Implement research based EL instructional strategies		6. Implemented research based EL instructional strategies	
7. Train staff in "new" ELD curriculum aligned to CCSS			

		<p>5.\$5,000 for new EL Curriculum, REAP, S/C (Instructional Materials)</p> <p>6.N/A</p> <p>7.\$500.00 S/C (Travel & Conference)</p>	<p>7.Trained staff in “new” ELD component of our existing curriculum aligned to CCSS</p>	<p>5.\$877.00 (Common Core -7405) (Instructional Materials) for new EL Curriculum, REAP, S/C (Instructional Materials)</p> <p>*Discrepancy in annual expenditure due to District purchased Common Core friendly ELD components for existing RLA curriculum.</p> <p>6.N/A</p> <p>7.\$500.00 S/C (Travel & Conference)</p>
Scope of service:	Districtwide TK-8 Grades: All		Scope of service:	Districtwide TK-8 Grades: All
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

What changes in actions, services, and expenditures	The redesignation number percent was lower this year due to the high redesignation rate the previous year and the TK/K students who were new to the District this year. Therefore, because we believe the current expenditures remain effective due to our assesment, we will continue to provide these actions, services, and expenditures. The cost of bilingual aides cost more than expected because we went from 1 to 3 aides. The cost of substitutes went down because we didn't need as many substitutes. Discrepancy in annual expenditure due to District purchased Common Core friendly ELD components for existing RLA curriculum.
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Original Goal from prior year LCAP:	Maintain current 98% attendance rate for all groups as measured by the district records over the next three years.	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 _7 _8 Local:	
Goal Applies to:	Schools: All Grades: All		
	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	98% attendance rate <u>State and Local Priorities</u> 5. Pupil Engagement <ul style="list-style-type: none"> • Attendance rate of students - 98.5% • Chronic Absenteeism – 0% • Chronic Tardiness – 0% • Middle School dropout rates - 0% • High School Dropout rates – N/A High School Graduation rates – N/A	Actual Annual Measurable Outcomes:	98.5% attendance rate <u>State and Local Priorities</u> Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE <ul style="list-style-type: none"> • School attendance rate 98.5% • Chronic absenteeism rate 0% • Middle School dropout rate 0% • High School dropout rate – N/A • High School graduation rate – N/A
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>1. Monitor daily attendance using a daily classroom attendance roster</p> <p>2. Monthly unverified absence letter sent to parents</p> <p>3. Weekly phone calls to families with absent students (English/Spanish)</p> <p>4. Conference with parents on attendance</p> <p>5. Independent Study Programs for emergency absences</p> <p>6. Information Letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish)</p> <p>7. Rewards for perfect attendance – Monthly “Lunch Bunch” with Supt.</p> <p>8. Encourage parents to make Dr. appointments after 3:00 p.m. through the week</p> <p>9. Provide a safe/clean environment for students</p> <p>10. Teach “Student Wellness” units in grades TK-8</p> <p>11. TK-8 participate in a daily 10 minute walk during P.E</p>	<p>1. N/A</p> <p>2. \$50.00 Copies (LCFF/Property Tax Revenue, Supplies)</p> <p>3. N/A</p> <p>4. N/A</p> <p>5. N/A</p> <p>6. \$400.00 Materials (S/C, Supplies)</p> <p>7. \$500.00 Materials & Food S/C (Supplies, Travel & Conference)</p> <p>8. N/A</p> <p>9. N/A</p> <p>10. \$200.00 Materials (S/C, Supplies)</p> <p>11. N/A</p>	<p>1. Monitored daily attendance using a daily classroom attendance roster</p> <p>2. Monthly unverified absence letters were sent to parents</p> <p>3. Weekly phone calls were made to families with absent students (English/Spanish)</p> <p>4. Conferenced with parents on attendance</p> <p>5. Independent Study Programs for emergency absences were conducted</p> <p>6. Information Letter was sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish)</p> <p>7. Rewards for perfect attendance were given - Monthly "Popcorn With The Principal"</p> <p>8. Encouraged parents to make Dr. appointments after 3:00 p.m. through the week</p> <p>9. Provided a safe/clean environment for students</p> <p>10. Taught “Student Wellness” units in grades TK-8</p> <p>11. TK-8 participated in a daily 10 minute walk during P.E</p>	<p>1. N/A</p> <p>2. \$50.00 Copies (LCFF/Property Tax Revenue, Supplies)</p> <p>3. N/A</p> <p>4. N/A</p> <p>5. N/A</p> <p>6. \$400.00 Materials (S/C, Supplies)</p> <p>7. \$500.00 Materials & Food S/C (Supplies, Travel & Conference)</p> <p>8. N/A</p> <p>9. N/A</p> <p>10. \$200.00 Materials (S/C, Supplies)</p> <p>11. N/A</p>
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Scope of service:	Districtwide TK-8 Grades: All		Scope of service:	Districtwide TK-8 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	Every Friday the unexcused absences for the week were documented. Phone calls and an additional unverified absence letter were sent to those parents. (Spanish and English) District added a quarterly perfect attendance Awards Assembly that parents were invited to attend. Parents of those students are also recognized. 98.5% attendance rate indicates effectiveness of these actions. Stakeholder assessment of 98.5% attendance rate indicates the effectiveness of these actions.				

Original Goal from prior year LCAP:	By June 2018, 100% of all students/ parents/staff will feel connected to Belridge Elementary as measured by student/parent surveys/interviews.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	<p>94% of all students/parents will feel connected</p> <p>State and Local Priorities</p> <p>3. Parental Involvement</p> <ul style="list-style-type: none"> Stakeholder Meetings to improve parental involvement for all pupils including unduplicated students and those with exceptional needs. (School Site (3) meetings,) (Parent Club (3) meetings,) (Community After school Activities of (7)) Healthy Kids Survey - 100 % of our families participated in the survey. APS – 94% of our parents participated in the survey. <p>6. School Climate</p> <ul style="list-style-type: none"> Suspension rate for 2015-2016 0% Expulsions rate for 2015-2016 0% Healthy Kids Survey – 94% of Belridge Students feel safe and connected to our school. – 96% of Parents feel safe and connected to our school – 98% of Staff feel safe and connected to our school. 	Actual Annual Measurable Outcomes:	<p>95% of all students/parents did feel connected as measured by surveys.</p> <p>State and Local Priorities</p> <p>Priority 3 - PARENTAL INVOLVEMENT</p> <ul style="list-style-type: none"> Stakeholder Meetings to improve parental involvement for all pupils including unduplicated students and those with exceptional needs. (School Site (4) meetings,) (Parent Club (4) meetings,) (Community After school Activities of (7)) Healthy Kids Survey - 100 % of our families participated in the survey. All parents were invited through student activities or individual invitation as necessary. APS – 95% of our parents participated in the survey. Results confirmed the Healthy Kids Survey. <p>6. School Climate</p> <ul style="list-style-type: none"> Suspension rate for 2015-2016 0% Expulsions rate for 2015-2016 0% Healthy Kids Survey – 95% of Belridge Students feel safe and connected to our school. – 96% of Parents feel safe and connected to our school – 98% of Staff feel safe and connected to our school.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>1. Conduct Staff, Student Parent, and Board Member Interviews/Surveys</p> <p>2. Quarterly School Site Council Meetings</p> <p>3. Quarterly Parent/Community Meetings</p> <p>4. Parent/Student Advisory Meetings</p> <p>5. Latino Literacy for Parents</p> <p>6. Interactive School Website</p> <p>7. Written Communication (English/Spanish) (Progress reports, Monthly Classroom Newsletters, Classroom Calendars, Happy Grams)</p> <p>8. Home Visitations</p> <p>9. Weekly Phone Calls to Parents</p> <p>10. Parent Involvement Activities: (Back To School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Parent Conferences, Reading Slumber Party, Red Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, Cinco De Mayo, Friday Night Live)</p>	<p>1. \$50.00 (Copies/Materials) S/C (Supplies)</p> <p>2. \$250.00 (Lunch) S/C (Travel & Conference)</p> <p>3. \$100.00 (Refreshments & Materials) S/C (Travel & Conference)</p> <p>4. \$50.00 (Refreshments & Materials) S/C (Travel & Conference)</p> <p>5. \$500.00 (Materials) S/C, REAP (Supplies)</p> <p>6. N/A</p> <p>7. \$500.00 (Materials) S/C (Supplies)</p> <p>8. N/A</p> <p>9. N/A</p> <p>10. \$2500.00 (Materials) S/C, REAP (Supplies)</p>	<p>1. Conducted Staff, Student Parent, and Board Member Interviews/Surveys</p> <p>2. Four School Site Council Meetings were held.</p> <p>3. Four Parent/Community Meetings were held.</p> <p>4. Seven Community After school Activities were held.</p> <p>5. Spring Latino Literacy classes were offered for Parents.</p> <p>6. Interactive School Website was utilized.</p> <p>7. Written Communication was made (English/Spanish) (Progress reports, Monthly Classroom Newsletters, Classroom Calendars, Happy Grams)</p> <p>8. Home Visitations took place</p> <p>9. Weekly Phone Calls were made to Parents</p> <p>10. Parent Involvement Activities included: (Back To School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Parent Conferences, Reading Slumber Party, Red Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, Cinco De Mayo, Friday Night Live)</p>	<p>1. \$50.00 (Copies/Materials) S/C (Supplies)</p> <p>2. \$250.00 (Lunch) S/C (Travel & Conference)</p> <p>3. \$100.00 (Refreshments & Materials) S/C (Travel & Conference)</p> <p>4. \$50.00 (Refreshments & Materials) S/C (Travel & Conference)</p> <p>5. \$500.00 (Materials) S/C, REAP (Supplies)</p> <p>6. N/A</p> <p>7. \$500.00 (Materials) S/C (Supplies)</p> <p>8. N/A</p> <p>9. N/A</p> <p>10. \$2500.00 (Materials) S/C, REAP (Supplies)</p>
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Scope of service:	Districtwide TK-8 Grades: All		Scope of service:	Districtwide TK-8 Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	These actions have been accessed and are deemed very successful by all stakeholder groups and will continue.				

Original Goal from prior year LCAP:	By June 2018, the Common Core State Standards for all students will be fully implemented within the district as measured by the APS and Administrative observation.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>Common Core State Standards will be substantially implemented</p> <p><u>State and Local Priorities</u></p> <p>1. Basic Services</p> <ul style="list-style-type: none"> • HQT/Teacher rate: 100%, teacher misassignments: 0 • Teachers teaching EL's without proper authorization: 0 • Instructional materials: 100% compliance on Williams • FIT: Good/exemplary ratings <p>2. Implementation of State Standards</p> <ul style="list-style-type: none"> • CCSS ELA/ELD partial implementations as described by APS items 1-5/ Math full implementation as described by APS items 1-5 • ELD components of the programs and services will enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency. 	<p>Actual Annual Measurable Outcomes:</p>	<p>Common Core State Standards are partially implemented in ELD/ELA and fully implemented in Math.</p> <p><u>State and Local Priorities</u></p> <p>Priority 1 - BASIC</p> <ol style="list-style-type: none"> 1. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. 2. 100% of pupils have sufficient access to standards-aligned instructional materials. 3. School facilities are maintained in good repair, FIT report: Good/exemplary ratings <p>Priority 2 - IMPLEMENTATION OF STATE STANDARDS</p> <ul style="list-style-type: none"> • Implementation of the academic content and performance standards adopted by the state board is partial as measured by the APS and Administrative observation. • 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Provide Staff Training		1. \$200.00	1. Provided Staff Training		1. \$200.00
2. Purchase CCSS curriculum with additional on-going training		Materials LCFF (Supplies)	2. Did not purchase CCSS curriculum with additional on-going training		Materials LCFF (Supplies)
3. Monitor progress using student study teams		2. \$16,752.74	3. Monitored progress using student study teams		2. 0
4. Provide additional PD support to staff based upon needs assessment		S/C, Title I, REAP (Instructional Materials, Travel & Conference)	4. Provided additional PD support to staff based upon needs assessment		3. N/A
5. Monthly observation/evaluations with feedback		3. N/A	5. Conducted Monthly observation/evaluations with feedback		4. \$960.00 (Substitutes) S/C, Common Core (Certificated Salaries) (See number #2)
6. Weekly Staff Development		4. \$2340.00 (Substitutes) S/C, Common Core (Certificated Salaries)	6. Weekly Staff Development meetings were provided		5. N/A
7. Research/Compare/Evaluate Common Core Science/Social Studies Curriculum		5. N/A	7. Researched/Compared/Evaluated Common Core Science/Social Studies Curriculum		6. \$300.00 (Materials) S/C (Supplies)
		6. \$300.00 (Materials) S/C (Supplies)			7. N/A
		7. N/A			
Scope of service:	Districtwide TK-8 Grades: All		Scope of service:	Districtwide TK-8 Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures

We didn't need as many substitutes because we had fewer professional development meetings than anticipated.

The implementation of state standards remains partial because lack of funds have not allowed us to purchase ELA/ELD materials.

All other materials are deemed to be effective by all Stakeholders groups and will continue.

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:	105102
<p>Belridge Elementary School District's increase in funds from LCFF based on supplemental and concentration Grants: \$105,102. (Belridge Elementary School is at it's LCFF target of \$105,102 in Supplemental and Concentration funds.)</p> <p>The District is expending its LCFF supplemental and concentration grant funds in a school-wide/district-wide manner as determined by this district's goals, outlined in this LCAP and its actions for implementing these goals. The percent of unduplicated pupils is 90%. It is believed their needs are best met by providing services on a school-wide model. All supplemental and concentration funds are principally directed to meet the needs of our unduplicated students.</p>	

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

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

39.56	%
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90.0% of the Belridge Elementary School District's pupils are identified as either Low Income, English Learner, or Foster Youth; and as these pupils are enrolled proportionally throughout the district, the district determined that the most effective use of its LCFF Supplemental and Concentration Grant Funds would be to enhance intervention services district wide to these students in the district's single school.

Improved /Increased Supplemental and Concentration Fund Services include:

- Administer diagnostic placement tests which guided individualized instruction
- Provide various professional development activities for staff which include strategies of instruction to support unduplicated student groups
- Purchase ELD Language Arts supplemental component
- Provide improved parent involvement activities
- Provided increased and additional instructional aides
- On-going cost of contracts/technology

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).