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

Introduction:

The Briggs School District is located in the agricultural community of Santa Paula, approximately 65 miles west of Los Angeles in Ventura County, at a midway point between the cities of Ventura and Santa Paula. Briggs School District encompasses an area of approximately 22 miles, in a prime citrus and avocado growing area extending westward along the floor of the Santa Clara Valley and north to the foothills of the Las Padres National Forest. The location offers diversified experiences from the city, beaches, mountains and ranches. The Briggs School District currently has two schools: Olivelands School (K-4) and Briggs School (5-8). 576 students are enrolled in the district.   The demographics are as follows: - Hispanic/Latino 91%, White 8%, Other 1%. Our English Learner student percentage is 44%, Special Education is 10%, Low Income students 77%, Foster Care/Homeless 3% of our district population. Because our district is in a rural area there are no sidewalks and students must either enter our schools via bus or parent drop off. This has created a hardship for some parents who do not drive and therefore are unable to attend our parental engagement events at night, fall and spring parent conferences and after school tutoring.

LEA: __Briggs School District_   Contact :_Deborah Cuevas, Superintendent, dcuevas@briggsesd.org, 805-525-7151_   LCAP Year:_2014____

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
Announcements regarding the LCAP and the need for stakeholder engagement were made at Back to School Nights, Title 1 Parent Meeting, Student of the Month assemblies, monthly parent newsletters, notices mailed home and Parent Link messages.	No input was solicited at these events. It was used as informational opportunities to invite stakeholders.
Two LCAP informational meetings were held on 1/23/14 and 2/6/14 to invite interested stakeholders to participate on the LCAP committee. Information on Briggs School District academic standings were discussed. Subgroup population statistics were outlined and the impact on learning was conveyed. Specifically, we examined the relationship between the scores of students who were LI (low income) and EL (English Learners) in terms of the overlap in achievement gap. Almost all of the achievement gap	The LCAP includes actions and services to increase intervention, improve social emotional well-being and acceleration for all students and specifically for students in subgroups (Low Income and English Learners. Some actions include counseling services, parent engagement activities, support help for teachers working with at-risk students and purchasing materials used to assist in intervention and training for personnel.

Involvement Process	Impact on LCAP
for English Learners was also contained in the achievement gap for low income students.	
Briggs Teachers Association assigned two representative teachers for the LCAP committee.	Two teachers were active representatives on the LCAP Committee.
Superintendent Deborah Cuevas met with the district employees to review a Powerpoint presentation entitled, "Understand the Local Control Funding Formula" on 2/12/14. Discussion included the need for staff training/support to learn and develop new Common Core adopted curriculum, the need for counseling services for students with social emotional support needs, and the need to increase of home to school parent involvement.	The LCAP includes actions that include counseling services and parent engagement activities such as consistent grade level parent nights, English classes for interested parents, Spanish classes for teachers and staff professional development support.
Superintendent Deborah Cuevas provided the Board of Trustees with multiple LCFF/LCAP presentations as changes evolved. 10/9/13, 11/13/13, 12/11/13, 1/8/14, 2/12/14.	Board thanked the superintendent for keeping them up to date in the process, but no changes were requested or made to the LCAP as a result.

Involvement Process	Impact on LCAP
School Site Council met on 2/18/14, 3/11/14 to review and discuss the LCAP. Discussion included the plan for creation of the LCAP and the need for alignment between the LCAP and the SPSA. The need for parental engagement remained a big concern of School Site Council.	The LCAP includes actions that are designed to increase parental involvement and build a positive home to school relationship to increase student performance.
PAC committee meeting was held to inform the parents of the LCFF/LCAP regulations. All of the DELAC committee members also attended the two informational meetings held earlier in the year. Parent concerns included a need for additional support for English Learners who struggle with the general education curriculum, a need for better school to home communications, a need for parenting classes on how to work with their children at home and ESL classes for parents wanting to learn English. A big concern was the belief that their children were losing their Spanish language and only focusing on learning English. Parents want a bicultural, bi-literate child and were interested in dual immersion classes for their children.	The LCAP addresses the need for improved school culture and climate by including action to develop grade level parent meetings that will help parents understand the yearly goals and expected progress that their children are working towards. Parent/Student programs will be provided to instruct parents on how to read with their child (Spanish/English) in grades K-8. Dual immersion was identified as a future focus area and did not get into the LCAP this year.
Administrative team attended 2 LCAP informational meetings provided the Ventura County Office of Education on 2/12/14 and 3/13/14.	Procedures for completing the LCAP were implemented based on the recommendations from the Ventura County Office of Education.

Involvement Process	Impact on LCAP
LCAP Committee met on 3/11/14, 4.16.14 to review the draft recommendations from stakeholders.	Review of the draft LCAP was presented along with an overview of recommendations from prior committee meetings.
LCAP Foster Youth Stakeholder Forum attendance by Superintendent on 4/15/14 at Ventura County Office of Education. Overview of county foster youth data was represented. Stakeholders shared their concerns that included a need for seamless, immediate entry into new schools and a need for a consistent foster youth liaison at each school site to support and guide the student in their educational needs.	The LCAP includes action that addresses the need for social-emotional support services for all students including foster youth.
Superintendent written responses to input from Parent and DELAC Committees not included in LCAP was not necessary as there were no parent comments from stakeholders outside of the meetings or other requests for information from superintendent.	No changes were made to the LCAP as no comments were submitted.
Draft goals available on website at beginning April 16, 2014.	No changes were made to LCAP as no comments were submitted regarding posting.

Involvement Process	Impact on LCAP
Draft of sections 2 and 3 available on website beginning May 1, 2014	No changes were made to LCAP as no comments were submitted regarding posting.
Complete LCAP draft available on website and in Board Agenda on May 9, 2014 for May 14, 2014 public hearing at regularly scheduled governing board meeting.	No changes were made to LCAP as no comments were submitted regarding posting.
LCAP adopted at regularly scheduled governing board meeting on June 11, 2014.	No changes were made to LCAP as no comments were submitted at the board meeting.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer

pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need 1: Increase student achievement Metric 1: ELA/MATH proficiency measured by local and state assessments and API or other measure since API cannot be calculated for 2014-2015 school year.	Goal #1 - Increase student achievement in English Language Arts (Listening, Speaking, Reading and Writing) and Math.	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.	LEA Wide		1 .We will establish a baseline percentage for proficiency on state and local benchmarks assessments in ELA and math	1. Increase proficiency of all students on local and state assessments by 10% over the base in ELA and math	1. Increase proficiency of all students on local and state assessments by 10% over prior year number in ELA and math	Student achievement #4 Other Student outcomes #8 Implementation of Common Core #2
Metric 2: Reclassification and proficiency rates of English Learners according to Title III AMAOs 1 and 2.	Goal #1 - Increase student achievement in English Language Arts (Listening,	All pupils including English Learners, Low Income students, Hispanic/Latino,	LEA Wide		2. Through participation in SEI, summer academy and ELD classes, 15% of EL students will be	2. Through participation in SEI, summer academy and ELD classes, 15% of EL students will be	2. Through participation in SEI, summer academy and ELD classes, 15% of EL students will be	Student achievement #4 Other Student outcomes #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	Speaking, Reading and Writing) and Math.	students with disabilities and Foster Youth.			reclassified as English proficient as determined by CELDT, teacher reports, and state test results.	reclassified as English proficient as determined by CELDT, teacher reports, and state test results.	reclassified as English proficient as determined by CELDT, teacher reports, and state test results.	
Metric 3: Ensure access to a wide curriculum and course access through annual evaluation and adoption.	Goal #1 - Increase student achievement in English Language Arts (Listening, Speaking, Reading and Writing) and Math.	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth.	LEA Wide		Identify/adopt new materials for mathematics to enhance course offerings under Common Core.	Identify/adopt new materials for ELA to enhance course offerings under Common Core.	Review social studies, science, and elective course offerings and materials. Adopt materials as necessary.	Common Core #2 Course Access #7
Metric 4: Common Core State Standards	Goal #1 - Increase student achievement in English Language Arts	All pupils including English Learners, Low Income students,	LEA Wide		Identify/adopt new materials for mathematics to enhance course offerings under Common	Identify/adopt new materials for ELA to enhance course offerings under Common Core.	Review social studies, science, and elective course offerings and materials. Adopt materials	Common Core #2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	(Listening, Speaking, Reading and Writing) and Math.	Hispanic/Latino, students with disabilities and Foster Youth.			Core.		as necessary.	
Need 2: Increase schoolwide culture and climate. Metric 1: Attendance, chronic absenteeism, and drop-out rates.	Goal #1 - Increase student achievement in English Language Arts (Listening, Speaking, Reading and Writing) and Math.	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth	LEA Wide		1. Maintain attendance rate of 97% or greater. Reduce cases to SARB to 0.	1. Maintain attendance rate of 97% or greater. Reduce cases to SARB to 0.	1. Maintain attendance rate of 97% or greater. Reduce cases to SARB to 0.	Student Engagement #5
Metric 2: Suspension expulsion rate and discipline referrals	Goal #2 - District will promote a respectful, responsible, engaging and inclusive environment for all students,	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and	LEA Wide		2. Achieve a suspension rate of less than 5%. Decrease the number of discipline referrals of academically underperforming	2. Achieve a suspension rate of less than 5%. Decrease the number of discipline referrals of academically underperforming	2. Achieve a suspension rate of less than 5%. Decrease the number of discipline referrals of academically underperforming	School Climate #6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	staff and parents.	Foster Youth			students by 5%.	students by 5%.	students by 5%.	
Metric 3: Healthy Kids survey results.	Goal #2 - District will promote a respectful, responsible, engaging and inclusive environment for all students, staff and parents.	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth	LEA Wide		3. Achieve 80% or greater of respondents to survey reporting overall positive school climate, connection, and staff.	3. Achieve 85% or greater of respondents to survey reporting overall positive school climate, connection, and staff.	3. Achieve 90% or greater of respondents to survey reporting overall positive school climate, connection, and staff.	Other Student Outcomes #8
Need 3: To support student wellness Metric 1: Healthy Kids survey and referrals to mental health services.	Goal #3 – The district will promote student maintenance of a healthy lifestyle including physical activity, healthy eating and emotional	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth	LEA Wide		1.Increase Mental Health service availability in schools	1.Increase Mental Health service availability in schools	1.Increase Mental Health service availability in schools	Other Student Outcomes #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	well-being.							
Metric 2: Physical education course completion/grades and California Physical Fitness Test results.	Goal #3 – The district will promote student maintenance of a healthy lifestyle including physical activity, healthy eating and emotional well-being.	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth	LEA Wide		2. Increase the percentage of students with a healthy body composition to 55%, study relationship of PE performance to PFT results.	2. Increase the percentage of students with a healthy body composition to 60%, study relationship of PE performance to PFT results.	2. Increase the percentage of students with a healthy body composition to 65%, study relationship of PE performance to PFT results.	Other Student Outcomes #8
Need 4: Current parent participation is mainly attendance at events and fall/spring conferences. The district has a need for parents to participate in learning opportunities, join	Goal #4- Improve district parent engagement strategies	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and	LEA Wide		1.Create baseline data for parent attendance at district/school parent meetings	1. Increase parent attendance at district/school parent meetings by 5%.	1. Increase parent attendance at district/school parent meetings by 5% from prior year.	Parental Involvement #3 School Climate #6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
committees/consistently participate, and provide input on LEA-wide decisions.

Metric 1: Parent attendance at district/school sponsored meetings, events and committees. | | Foster Youth | | | | | | |
| Metric 2: Percent of parents of at risk students participating in learning opportunities. | Goal #4- Improve district parent engagement strategies | All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth | LEA Wide | | 2. Create baseline data for parental involvement in committees that reflect student subgroup populations. | 2. Seek to ensure that all committees reflect LCFF subgroup populations (Low Income, Foster Youth, English Learner and Students with Disabilities). | 2. Continue to monitor outcomes of year 1 and year 2 so that all committees reflect LCFF subgroup populations (Low Income, Foster Youth, English Learner | Parental Involvement #3

School Climate #6 |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
							and Students with Disabilities).	
Metric 3: Percent of parents returning parental input surveys.	Goal #4- Improve district parent engagement strategies	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth	LEA Wide		3. Create a baseline return rate for parent surveys.	3. Increase the return rate for parent surveys by 5%.	3. Increase the return rate for parent surveys by 5% from prior year	Parental Involvement #3 School Climate #6
Need 5: To provide all necessary tools for students to be successful. Metric 1: Williams Report, Facility inspection tool, teacher misassignments, and instructional materials. **Notes regarding goal**	Goal #5- District instructional materials, facilities and teaching assignments will promote excellence.	All pupils including English Learners, Low Income students, Hispanic/Latino, students with disabilities and Foster Youth	LEA Wide		1. All facilities will be noted in good repair as determined by the Facilities Tool. District will pursue adoption of Common Core math curriculum. Two or fewer teachers in grades K-8 will	1. All facilities will be noted in good repair as determined by the Facilities Tool. District will pursue adoption of Common Core ELA curriculum. One or fewer teachers in grades K-8 will	1. All facilities will be noted in good repair as determined by the Facilities Tool. District has adopted and implemented all Common Core curriculum. No teachers in grades K-8 will	Basic Services #1 Implementation of Common Core #2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
#5: The following metrics to not apply to our K-8 district: students who are college and career ready, AP exams, EAP exams, high school dropout rates, and high school graduation rates. API and CST results from 2013 are measurements used to identify actions and resources for specific subgroups, but they will not be used to measure growth between 2014-2017.					be assigned to classrooms that require special board approval.	be assigned to classrooms that require special board approval.	be assigned to classrooms that require special board approval.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the

goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 - Increase student achievement in English Language Arts (Listening, Speaking, Reading and Writing) and Math.	Student achievement #4 Other Student outcomes #8 Implementation of Common Core #2 Course Access # 7	Continuous Professional Development - ELA - South Coast Writing Project (SCWriP) teacher training to ensure writing across the course curriculum. Special Education training to help teachers implement modifications and accommodations within the general education setting for both ELA and Math.	LEA Wide		Hire consultants to provide teacher training and support; Unrestricted, Professional Services ($8,400) Contract with consultant to provide Special Education instruction for general education teachers; Unrestricted : ($3,000)	Hire Consultants; Unrestricted, Professional Services: ($8,400) Contract SPED consultant; Unrestricted: ($3,000)	Hire Consultants; Unrestricted, Professional Services: ($8,400) Contract SPED consultant; Unrestricted: ($3,000)
Goal #1 - Increase student achievement in English Language	Student achievement #4 Other Student outcomes #8	Adopt Common Core materials grades K-8	LEA Wide		Allotted teacher time to participate in a scope and sequence for the Math curriculum	Allotted time to participate in a scope and sequence for the ELA curriculum K-8 for	Allotted time to integrate scope and sequence for Math and ELA curriculum K-8 for representative

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Arts (Listening, Speaking, Reading and Writing) and Math.	Implementation of Common Core #2 Course Access # 7				K-8 for representative grade spans; Unrestricted Salaries and Benefits : ($2,800) Purchase Common Core Math Curriculum Grades K-8; Unrestricted Books : ($50,000)	representative grade spans; Unrestricted, Salaries and Benefits : ($2800) Purchase Common Core ELA Curriculum Grades K-8; Unrestricted, Books and Supplies: ($50,000)	grade spans; Unrestricted, Salaries and Benefits : ($2800) Purchase Common Core ancillary and supplemental Curriculum Math and ELA Grades K-8; Unrestricted, Books and Supplies: ($50,000)
Goal #1 - Increase student achievement in English Language Arts (Listening, Speaking, Reading and Writing) and Math.	Student achievement #4 Other Student outcomes #8 Implementation of Common Core #2 Course Access # 7	Technology- staying current on timeline for 1 to 1 student to device ratio as proposed in the board approved Technology Plan.	LEA Wide		Devices and infrastructure; Unrestricted, Non capitalized equipment: ($25,000)	Devices and infrastructure; Unrestricted, Non capitalized equipment: ($25,000)	Devices and infrastructure; Unrestricted, Non capitalized equipment: ($25,000)
Goal #1 - Increase student achievement	Student achievement #4 Other Student	Parent nights by grade level to increase parental involvement in	LEA Wide		Childcare Services; Restricted Federal Salaries and	Childcare Services; Restricted Federal Salaries and	Childcare Services; Restricted Federal Salaries and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
in English Language Arts (Listening, Speaking, Reading and Writing) and Math.	outcomes #8

Implementation of Common Core #2

Parental Involvement #3 | schools. Grade level teams will work with parent groups to facilitate acquisition of academic support skills for parents according to the needs of their students. | | | Benefits: Other ($183)

Team Trainers; Restricted Federal, Salaries and Benefits: Other ($1,574)

Food Supplies: Other ($750) | Benefits: Other ($183)

Team Trainers; Restricted Federal, Salaries and Benefits: Other ($1,574)

Food Supplies: Other ($750) | Benefits: Other ($183)

Team Trainers; Restricted Federal, Salaries and Benefits: Other ($1,574)

Food Supplies: Other ($750) |
| Goal #2 - District will promote a respectful, responsible, engaging and inclusive environment for all students, staff and parents. | School Climate #6

Other Student Outcomes #8 | Spanish classes - LEA will offer Spanish Language instruction for interested staff outside the regular school day to increase the ability to communicate between staff, community and parents. | LEA Wide | | Hire Spanish teacher; Unrestricted, Professional Services.: ($3,000) | Hire Spanish teacher; Unrestricted, Professional Services.: ($3,000) | Hire Spanish teacher; Unrestricted, Professional Services.: ($3,000) |
| Goal #2 - District will promote a respectful, responsible, engaging and inclusive environment for all | School Climate #6

Other Student Outcomes #8 | Administer the Healthy Kids, Staff and Parent Survey on an annual basis to measure effective social emotional supports provided and their effect on the climate and | LEA Wide | | Annual CHKS survey administration; Unrestricted, professional services: ($450) | Annual CHKS survey administration; Unrestricted, professional services: ($450) | Annual CHKS survey administration; Unrestricted, professional services: ($450) |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
students, staff and parents.		culture of the district.					
Goal #3 – The district will promote student maintenance of a healthy lifestyle including physical activity, healthy eating and emotional well-being.	Other Student Outcomes #8	Administer the PFT Physical Fitness Test in grades 5 and 7 to measure student physical fitness. District will review and maintain board approved Wellness Policy on an annual basis.	LEA Wide		Inclusive of Physical Education teacher salary.: Other (0) Inclusive of administration salary.: Other (0)	Inclusive of Physical Education teacher salary.: Other (0) Inclusive of administration salary.: Other (0)	Inclusive of Physical Education teacher salary.: Other (0) Inclusive of administration salary.: Other (0)
Goal #4- Improve district parent engagement strategies	Parental Involvement #3 School Climate #6	Positive Parenting classes will be offered to all parents to increase engagement in the home environment and build a positive relationship between home and school.	LEA Wide		Hire consultant; Restricted Federal, Professional Services : ($2,000) Childcare services; Unrestricted Salaries and Benefits: ($549) Snacks, Unrestricted:	Hire consultant; Restricted Federal, Professional Services : ($2,000) Childcare services; Unrestricted Salaries and Benefits: ($549) Snacks, Unrestricted:	Hire consultant; Restricted Federal, Professional Services : ($2,000) Childcare services; Unrestricted Salaries and Benefits: ($549) Snacks, Unrestricted:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Base ($400)	Base ($400)	Base ($400)
Goal #4- Improve district parent engagement strategies	Parental Involvement #3 School Climate #6	Parent nights by grade level as mentioned in Goal 1.	LEA Wide		As mentioned in Goal 1: Childcare Services; Restricted Federal Salaries and Benefits : Other ($183) Team Trainers; Restricted Federal, Salaries and Benefits : Other ($1,574) Food Supplies: Other ($750)	As mentioned in Goal 1: Childcare Services; Restricted Federal Salaries and Benefits : Other ($183) Team Trainers; Restricted Federal, Salaries and Benefits : Other ($1,574) Food Supplies: Other ($750)	As mentioned in Goal 1: Childcare Services; Restricted Federal Salaries and Benefits : Other ($183) Team Trainers; Restricted Federal, Salaries and Benefits : Other ($1,574) Food Supplies: Other ($750)
Goal #4- Improve district parent engagement strategies	Parental Involvement #3 School Climate #6	Hold parent/stakeholder meetings in the community. Specifically Limoneira and Trailer Park Clubhouses	LEA Wide		Inclusive of regular administrator salaries/benefits.	Inclusive of regular administrator salaries/benefits.	Inclusive of regular administrator salaries/benefits.
Goal #5 – District instructional materials, facilities and	Implementation of Common Core #2	Purchase of ancillary and Common Core materials for ELA and Math as mentioned in Goal 1	LEA Wide		As noted in Goal 1 and professional Development training; Restricted State:	As noted in Goal 1 and professional Development training; Restricted State:	As noted in Goal 1 and professional Development training; Restricted State:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
teaching assignments will promote excellence.		and training for teachers in the newly adopted Common Core purchase as mentioned in Goal 1.			Other ($20,000)	Other ($20,000)	Other ($20,000)
Goal #5 – District instructional materials, facilities and teaching assignments will promote excellence.	Basic Services #1	Hire subject specific credentialed teachers for grades 7-8 as required when needed. Master scheduling in grades K-6 will reflect assigning of teachers according to credentialed area as multiple subject teachers.	LEA Wide		Inclusive of certificated salaries and benefits.	Inclusive of certificated salaries and benefits.	Inclusive of certificated salaries and benefits.
Goal #5 – District instructional materials, facilities and teaching assignments will promote excellence.	Basic Services #1	Increase and improve available instructional space including furniture and maintenance to support expanding enrollment and 21st Century Learning.	LEA Wide		Purchase of temporary modular and furniture. Facilities and Technology Support Services; Capital Facilities Fund: Other ($50,000)	Continue upgrade of facilities. Facilities and Technology Support Services; Capital Facilities Fund: Other ($50,000)	Continue upgrade of facilities. Facilities and Technology Support Services; Capital Facilities Fund: Other ($50,000)

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1- Increase student achievement in English Language Arts (Listening, Speaking, Reading, Writing) and Math.

Goal #2 - District will promote a respectful, responsible, engaging and inclusive environment for all students, staff and parents. | #4 - Student Achievement #5 - Student Engagement #8 - Other Student Outcomes #6 - School Climate #2 - Implementation of Common Core State Standards #7 - Course Access | **For low income pupils:**

Hire SEI, ELD, RtI, and Summer Academy staff to support rapid increase of achievement and course access.

Increase after school experience and course access for students by bringing in additional hands on programs for after school, including audio visual and technology.

District counseling services will be provided to increase social-emotional | LEA Wide | | Hire teachers; Restricted Federal, Salaries and Benefits : ($48,555)

Snacks; Federal Restricted: ($500)

Student Transportation; Unrestricted: ($1531)

Materials; Federal Restricted: ($3,000.00)

Professional Development training for audio visual curriculum/programs for all staff; Unrestricted: | Hire teachers; Restricted Federal, Salaries and Benefits : ($48,555)

Snacks; Federal Restricted: ($500)

Student Transportation; Unrestricted: ($1531)

Materials; Federal Restricted: ($3,000.00)

Professional Development training for audio visual curriculum/programs for all staff; Unrestricted: | Hire teachers; Restricted Federal, Salaries and Benefits : ($48,555)

Snacks; Federal Restricted: ($500)

Student Transportation; Unrestricted: ($1531)

Materials; Federal Restricted: ($3,000.00)

Professional Development training for audio visual curriculum/programs for all staff; Unrestricted: |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #3 - The district will promote student maintenance of a healthy lifestyle, including physical activity, healthy eating and emotional well-being.

Goal #4 - Improve district parent engagement strategies.

Goal #5- District instructional materials, facilities, and teaching assignments will promote excellence. | | support for at-risk students.

Purchase of a passenger van for families lacking transportation to school/community functions, and extra support services provided by the district as available.

Latino Family Literacy program will be utilized to improve the home to school relationship and support increased student literacy

Addition of parent learning center in the district to connect parents with resources for school that would not be available in the home.

Addition of district-funded preschool program to support | | | ($3,000)

Purchase of student computers; Unrestricted: ($3,000)

Teacher Created Materials supplies K-8, Unrestricted: ($2,000)

Hire one counselor; Unrestricted, Salaries and Benefits: ($50,000)

One passenger van that accommodates seven; Unrestricted equipment: ($35,000)

Target for Year 1 is 100 passengers or more utilize the van service. Unrestricted, ($1,100)

Hire teachers; Unrestricted, Salaries and Benefits: ($3,541)

Materials, shipping, | ($3,000)

Purchase of other technology, curriculum, materials; Unrestricted: ($5,000)

Teacher Created Materials supplies K-8, Unrestricted: ($2,000)

Hire counselor and increase by 1 day; Unrestricted, Salaries and Benefits: ($75,000)

Target for Year 2 is 125 passengers or more utilize the van service; Unrestricted, ($1,300)

Hire teachers; Unrestricted, Salaries and Benefits: ($3,541)

Materials, shipping, training; Unrestricted, Materials: ($6,100) | ($3,000)

Purchase of other technology, curriculum, materials; Unrestricted: ($5,000)

Teacher Created Materials supplies K-8, Unrestricted: ($2,000)

1 counselor x 3 days a week ; Unrestricted, Salaries and Benefits: ($75,000)

Target for Year 3 is 150 passengers or more utilize the van service; Unrestricted, ($1,600)

Hire teachers; Unrestricted, Salaries and Benefits: ($3,541)

Materials, shipping, training; Unrestricted, Materials: ($6,100) |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		early childhood education for families of EL students and those who cannot afford private preschool.			training; Unrestricted, Materials: ($6,100) Childcare; Unrestricted, Salaries and Benefits: ($660) Snacks, Unrestricted, Salaries and Benefits: ($400) No action on parent center for 2014-2015 No action taken on preschool during 2014-2015.	Childcare; Unrestricted, Salaries and Benefits: ($660) Snacks, Unrestricted, Salaries and Benefits: ($400) District will generate a study on the feasibility of adding a parent learning center on campus to support the success of students in historically at risk subgroups. Hire consultant: ($2,000) District will generate a study on the feasibility of adding a district funded preschool program. Hire consultant: ($2,000)	Childcare; Unrestricted, Salaries and Benefits: ($660) Snacks, Unrestricted, Salaries and Benefits: ($400) Generate an implementation plan for parent learning center based on outcome of study from Year 2. Hire consultant: ($2,000) Generate an implementation plan for preschool based on outcome of study from Year 2. Hire consultant: ($2,000)
Goal #1- Increase student achievement in English Language	#4 - Student Achievement #5 - Student Engagement #8 - Other Student	**For English learners:** Provide teacher training for ELD support and	LEA Wide		Contracting with Ventura County Office of Education to provide teacher training and support for ELD; Unrestricted	Contracting with Ventura County Office of Education to provide teacher training and support for ELD; Unrestricted	Contracting with Ventura County Office of Education to provide teacher training and support for ELD; Unrestricted

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Arts (Listening, Speaking, Reading, Writing) and Math.

Goal #3 - The district will promote student maintenance of a healthy lifestyle, including physical activity, healthy eating and emotional well-being.

Goal #5- District instructional materials, facilities, and teaching assignments will promote excellence. | Outcomes #6 - School Climate #2 - Implementation of Common Core State Standards #7 - Course Access | instruction in the gen ed classroom.

Hire SEI, ELD, RtI, and Summer Academy staff to support rapid increase of achievement and course access.

Work with SCRWIP to create interim assessments for ELs to measure progress and reclassify as necessary through the use of EL-specific writing assessments.

Latino Family Literacy program will be utilized to improve the home to school relationship and support increased student literacy.

District counseling services will be provided to increase social-emotional support for at-risk students | | | Professional Development : ($6,750)

Hire teachers; Unrestricted, Salaries and Benefits: ($3,541)

RtI teachers; Unrestricted Salaries and benefits: Supplemental (67,437)

Hire teachers; Restricted Federal; (63,641)

Consulting services to create assessments for English learners; Restricted Federal: Other ($1,500)

Materials, shipping, training; Unrestricted, Materials: Supplemental ($6,100)

Childcare; | Professional Development : ($6,750)

Hire teachers; Unrestricted, Salaries and Benefits: ($3,541)

RtI teachers; Unrestricted Salaries and benefits: Supplemental (67,437)

Hire teachers; Restricted Federal; (63,641)

Consulting services to create assessments for English learners; Restricted Federal: Other ($1,500)

Materials, shipping, training; Unrestricted, Materials: ($6,100)

Childcare; Unrestricted, Salaries and | Professional Development : ($6,750)

Hire teachers; Unrestricted, Salaries and Benefits: ($3,541)

RtI teachers; Unrestricted Salaries and benefits: Supplemental (67,437)

Hire teachers; Restricted Federal; (63,641)

Consulting services to create assessments for English learners; Restricted Federal: Other ($1,500)

Materials, shipping, training; Unrestricted, Materials: ($6,100)

Childcare; Unrestricted, Salaries and |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		To promote parent comfort/engagement in daily school interactions, the district will offer English classes for parents.

Spanish classes - LEA will offer Spanish Language instruction for interested staff outside the regular school day to increase the ability to communicate between staff, community and parents.

Addition of district-funded preschool program to support early childhood education for families of EL students and those who cannot afford private preschool. | | | Unrestricted, Salaries and Benefits: ($660)

Snacks, Unrestricted, Salaries and Benefits: ($400)

Hire one counselor; Unrestricted, Salaries and Benefits: ($50,000)

Hire 1 ESL Teacher; Unrestricted Salaries ($3,000.00)

Childcare; Unrestricted, Salaries and Benefits: ($400)

Hire consultant; Unrestricted, Professional Services: ($3,000)

No action taken on preschool during 2014-2015. | Benefits: ($660)

Snacks, Unrestricted, Salaries and Benefits: ($400)

Hire counselor and increase by 1 day; Unrestricted, Salaries and Benefits: ($75,000)

Hire 1 ESL Teacher; Unrestricted Salaries and Benefits: ($3,000.00)

Childcare; Unrestricted, Salaries and Benefits: ($400)

Hire consultant; Unrestricted, Professional Services: ($3,000)

District will generate a study on the feasibility of adding a district funded preschool program. Hire consultant: ($2,000) | Benefits: ($660)

Snacks, Unrestricted, Salaries and Benefits: ($400)

1 counselor x 3 days a week ; Unrestricted, Salaries and Benefits: ($75,000)

Hire 1 ESL Teacher; Unrestricted Salaries and Benefits: ($3,000.00)

Childcare; Unrestricted, Salaries and Benefits: ($400)

Hire consultant; Unrestricted, Professional Services: ($3,000)

Generate an implementation plan for preschool based on outcome of study from Year 2. Hire consultant: ($2,000) |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #2 - District will promote a respectful, responsible, engaging and inclusive environment for all students, staff and parents.

Goal #5- District instructional materials, facilities, and teaching assignments will promote excellence.

Goal #3 - The district will promote student maintenance of a healthy lifestyle, including physical activity, healthy | #6 School Climate #5 Student Engagement #8 Other Student Outcomes | **For foster youth:**

District counseling services will be provided to increase social-emotional support for at-risk students

Addition of parent learning center in the district to connect parents with resources for school that would not be available in the home. | LEA Wide | | Hire one counselor; Unrestricted, Salaries and Benefits: ($50,000)

No action on parent center for 2014-2015 | Hire counselor and increase by 1 day; Unrestricted, Salaries and Benefits: ($75,000)

District will generate a study on the feasibility of adding a parent learning center on campus to support the success of students in historically at risk subgroups. Hire consultant: ($2,000) | 1 counselor x 3 days a week ; Unrestricted, Salaries and Benefits: ($75,000)

Generate an implementation plan for parent learning center based on outcome of study from Year 2. Hire consultant: ($2,000) |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
eating and emotional well-being.							
Goal #1- Increase student achievement in English Language Arts (Listening, Speaking, Reading, Writing) and Math.	#4 - Student Achievement #5 - Student Engagement #8 - Other Student Outcomes #6 - School Climate #2 - Implementation of Common Core State Standards #7 - Course Access	**For redesignated fluent English proficient pupils**: Provide teacher training for ELD support and instruction in the gen ed classroom. Hire SEI, ELD, RtI, and Summer Academy staff to support rapid increase of achievement and course access. Work with SCRWIP to create interim assessments for ELs to measure progress and reclassify as necessary through the use of EL-specific writing assessments. Spanish classes - LEA will offer Spanish Language instruction for interested staff	LEA Wide		Contracting with Ventura County Office of Education to provide teacher training and support for ELD; Unrestricted Professional Development : ($6,750) Consulting services to create assessments for English learners; Restricted Federal: Other ($1,500) Hire consultant; Unrestricted, Professional Services: ($3,000)	Contracting with Ventura County Office of Education to provide teacher training and support for ELD; Unrestricted Professional Development : ($6,750) Consulting services to create assessments for English learners; Restricted Federal: Other ($1,500) Hire consultant; Unrestricted, Professional Services: ($3,000)	Contracting with Ventura County Office of Education to provide teacher training and support for ELD; Unrestricted Professional Development : ($6,750) Consulting services to create assessments for English learners; Restricted Federal: Other ($1,500) Hire consultant; Unrestricted, Professional Services: ($3,000)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		outside the regular school day to increase the ability to communicate between staff, community and parents.					

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Briggs Elementary School District has over 80% unduplicated pupils in the LCFF subgroups. In school year 2014/2015 the supplemental/concentration funding will be $442,977.00. The funds will be used to assist in purchasing common core intervention materials and diagnostics assessments, tutoring sessions, Summer Academy, transportation van, parent materials, time and services required to support parent and student engagement outside of the regular school day (night classes, meetings, childcare), and payment for counseling support services to address the social emotional needs of unduplicated students.

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

By increasing time for certificated and qualified personnel to provide intervention or acceleration of targeted subgroups and by improving access to technology, school resources, parent outreach, students in subgroups will increase their academic achievement. By focusing expenditures on improving school connectedness for parents and students, the district students will begin to close the achievement gap between other districts with lower populations of our targeted subgroups. Services for students within the subgroups should increase by about 12.41%. The expenditures specified for the subgroups meet or exceed the 12.41% threshold.

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