

Introduction:

Bridgeville School District (one school district) currently does not serve any English Learners or Foster Youth. There are no students from either of these student groups currently enrolled at Bridgeville School, so we do not have unduplicated student counts that include these students. The unduplicated count includes the 75-85% of the student population each year that is socio-economically disadvantaged. This is reflected in the plan and update. Due to the high percentage of low income students, all school programs designed to assist these students are implemented school-wide and aim to serve those unduplicated students. Since we are currently not serving any EL students there are some state metrics that do not apply: State Priority 4: Share of English Learners who become English proficient and English Learner reclassification rate. Also, because Bridgeville School district serves less than 50 students, the cost of the Healthy Kids Survey is not reasonable and so there are local surveys used instead for State Priority 6 metrics.

Bridgeville School District has one K-8 school and therefore has some metrics that do not apply. Those are: State Priority 4: Share of students who are career and college ready, Share of students who pass AP exams with 3 or higher, Share of students determined to be prepared for college by the EAP; State Priority 5: High School graduation rates, High School dropout rates; State Priority 8: Concurrent enrollment in community college classes, Enrollment in Career/Tech courses, Graduation rate of McKinney-Vento students, Number of students receiving Seal of Biliteracy. Also, due to the small school size (3 classrooms serving 30-35 students total, 10-15 students per class), there are no programs designed to target students with disabilities as a whole group. Instead, programs are designed and services are provided individually based on the recommendations and regulations outlined in IEPs that are created with parent input as well as input from the general education teachers and the resource specialist teacher.

Any budgeted expenses that are not part of goals, actions, and services in this plan and update can be viewed by looking at the complete approved budget in the school office.

LEA: Bridgeville Elementary

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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

Bridgeville School had LCAP input sessions throughout the year at Board meetings, Site Council meetings, Staff meetings, and Parent Nights. These sessions ensured that all stakeholders had multiple chances to offer insight and comments on the LCAP process, from the needs to the services and actions planned.

Site Council Meetings Dates: 9-9-15, 10-14-15, 11-18-15, 12-9-15, 1-13-16, 2-10-16, 3-9-16, 4-13-16, 5-11-16

Board Meetings Dates: 8-13-15, 9-10-15, 10-8-15, 11-12-15, 12-10-15, 1-12-16, 2-9-16, 3-8-16, 4-19-16, 5-17-16

Back to School Night: 9-9-15

Teacher's Meetings Dates: 9-2-15, 10-7-15, 11-4-15, 12-2-15, 1-6-16, 2-3-16, 3-3-16, 4-6-16, 5-4-16

Curriculum Fair/Open House: 3-8-16

LCAP Hearing: 6-7-16

LCAP Adoption: 6-14-16

Parent Input: Parent input was gathered at Back-to-School Night, Parent Teacher Conferences, Site Council meetings, and School Board meetings. In addition, a parent survey was given. Parent input focused mainly on curriculum purchases, staff development needs, and the desire for the music program and after school program to continue as they currently exist. Also, parent input suggested a desire to maintain 3 classrooms and 3 teachers for as long as fiscally possible.

Pupil Input: Student surveys and input through student council suggested the students most desired a continued after school program with athletics when possible, support of continuing the school music program, and a desire to continue working toward an improved school climate.

School Personnel Input: Teachers and Instructional Staff offered input at Site Council meetings and Teacher meetings. This includes certificated and classified staff members. This input focused on professional development needs and curriculum needs.

Bargaining Unit Input: N/A (3 teachers in the district and no bargaining unit) There is also no classified bargaining unit.

At these meetings, discussions took place that led to the prioritizing of needs and the development of goals and the corresponding planned actions and services. The collaborative nature of these meetings created an LCAP with stakeholder input and a sense of shared leadership. Additionally, the changing needs and priorities change from year to year, this process allows us to include new needs and priorities if needed as well as evaluate the continuing need for our currently planned actions and services.

Information provided by parents, staff, and community members resulted in planning activities and services that include, but are not limited to: school to home/community communication, recruitment and retention of highly qualified teachers and instructional staff keeping 3 teachers to hold classes to a 3-grade span maximum, professional development in the areas of common core instruction and classroom management, supporting the school music, library, and after school programs, access to technological resources and current curriculum, instruction and materials aligned to the common core standards, fiscal support of field trips and presentation/visitations to the school by outside presenters/professional, a well maintained school where everyone is safe, and the creation and sustaining of a school climate where all students feel safe, comfortable, and confident.

<p>Community Input: At School Board and Site Council meetings, we did receive some input focusing on the relationship between the school and the Community Center as well as curriculum decisions and a desire to continue field trips and presentations and visitations to the school by outside professionals (Kids in the Woods partnership, Dell'Arte partnership, etc.)</p> <p>Draft goals, draft actions/services, and a complete draft LCAP were used at these input sessions and was always available for review in the school office throughout the school year.</p>	
<p>Annual Update:</p> <p>The input meetings allowed all stakeholders to review the goals, actions, services, and expenditures all stakeholders worked together to create last year. This process made us evaluate together our progress toward goals, our need to adjust certain measurable outcomes and means of measurement, as well as change goals and expenditures as needed. The annual update reflects stakeholder input and a sense of what the entire school community feel are the needs, priorities, and goals for our school.</p> <p>Please also see information above in Involvement Process section.</p>	<p>Annual Update:</p> <p>The annual update makes it clear that much reflection and planning went in to evaluating our current plan and making the needed and necessary changes to ensure the continued safety and success of our students, teachers, classified staff, school families, and community members.</p> <p>Information provided by parents, staff, students, and community members resulted in planning activities and services that include, but are not limited to: school to home/community communication, recruitment and retention of highly qualified teachers and instructional staff keeping 3 teachers to hold classes to a 3-grade span maximum, professional development in the areas of common core instruction and classroom management, supporting the school music program, access to technological resources and current curriculum, instruction and materials aligned to the common core standards, fiscal support of field trips and presentation/visitations to the school by outside presenters/professional, a well maintained school where everyone is safe, and the creation and sustaining of a school climate where all students feel safe, welcome, comfortable, and confident.</p>

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:	1. All students will attain proficiency in the core content areas.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
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Identified Need:	<ol style="list-style-type: none"> 1. To annually increase the percentage of students who score at level 3 (Meets Standard) or above in English Language Arts and in Mathematics on the CAASPP 2. To close the achievement gap between the district's 2 lowest performing subgroups (Socio-economically disadvantaged and Special Education) who meet grade level standard in ELA and Mathematics 3. To increase awareness and training for staff related to CCSS courses, curriculum, benchmarks, and assessments 		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Metrics: State Priority 1: 1. 100% properly credentialed teachers, 2. Provide sufficient instructional materials for all students</p> <p>State Priority 2: 1. Implementation of CCSS for all students</p> <p>State Priority 4: 1. District benchmark results - Report Cards: Since we implemented the use of new CCSS report cards in the 2015-16 school year, we will use data from 15-16 as a baseline for future measurements. We will create baseline data before the start of the 16-17 school year that shows the amount of growth from Trimester 1 to trimester 3 on local report cards for each core subject area., 2. Standardized Test performance (CAASPP results) - Baseline numbers were developed using 2014-15 CAASPP results (55% of Bridgeville School students have met or exceeded the standard in ELA and 50% have met or exceeded the standard in Math.) The district goal is to increase by 5% to 60% in ELA and 55% in Math in 2015-16 testing.</p> <p>State Priority 7: 1. All students will have access and enrollment in all required areas of study including English Language Arts, Math, Science, Social Science, Music, and Physical Education., 2. All students with disabilities will have access to all courses and to support programs as identified in their IEPs.</p> <p>State Priority 8: 1. Performance in Science (NGSS results on report cards baseline will be created using 2015-16 year data), 2. Performance in PE (Report card results = maintain school avg. of B or higher), 3. Field Day results (improvements by all students in at least 2 areas over previous year), 4. California Physical Fitness Test results (Increase to 75% students scoring in Healthy Fitness Zone range: 2014-15 results = 50% in grade 5 and 67% in grade 7) and 5. 100% Participation in site level History Day and Science Fair competitions (grades 4-8)</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide opportunity and compensation for quality staff development opportunities (especially for CCSS curriculum and instructional practices)	LEA/School-wide (1 school district) 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	RS 0001 Travel and Conferences 300.00 RS 0000 Employee Mileage 302.00 RS 0000 Travel and Conferences 700.00

<p>1.2. Retain highly qualified teachers (we are at 100%) and maintain a .2 Music Teacher to help ensure broad course of study metric is met.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 - Teacher Salaries/Benefits 28,603.00 RS 0000 Teacher Salaries/Benefits 80,010.00 RS 1400 Teacher Salaries/Benefits 63,139.00 RS 4035 Teacher Salaries/Benefits 5,712.00 RS 5820 Teacher Salaries/Benefits 12,707.00 RS 0001 Music Teacher Salary/Benefits 6,928.00 RS 0000 Music Teacher Salary/Benefits 2,309.00</p>
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<p>1.3. Purchase sufficient materials to supplement the math curriculum for all students and continue Nat. Geo. ELA purchases to complete curriculum materials for all grades and students to ensure access to high quality and modern instructional materials aligned to CCSS</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Materials and Supplies 500.00 RS 0001 Textbooks 1300.00 RS 6300 Textbooks 1700.00</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: State Priority 1: 1. 100% properly credentialed teachers, 2. Provide sufficient instructional materials for all students</p> <p>State Priority 2: 1. Implementation of CCSS for all students</p> <p>State Priority 4: 1. District benchmark results - Report Cards: Since we implemented the use of new CCSS report cards in the 2015-16 school year, we will use data from 15-16 as a baseline for future measurements. We will create baseline data before the start of the 16-17 school year that shows the amount of growth from Trimester 1 to trimester 3 on local report cards for each core subject area., 2. Standardized Test performance (CAASSP results) - Baseline numbers were developed using 2014-15 CAASPP results (55% of Bridgeville School students have met or exceeded the standard in ELA and 50% have met or exceeded the standard in Math.) The district goal is to increase by 5% to 60% in ELA and 55% in Math in 2015-16 testing. In the 2016-17 year, the district goal will be to maintain ELA at 60% standard met or exceeded and increase Math by 5% to reach 60% standard met or exceeded.</p> <p>State Priority 7: 1. All students will have access and enrollment in all required areas of study including English Language Arts, Math, Science, Social Science, Music, and Physical Education., 2. All students with disabilities will have access to all courses and to support programs as identified in their IEPs.</p> <p>State Priority 8: 1. Performance in Science (NGSS results on report cards baseline will be created using 2015-16 year data), 2. Performance in PE (Report card results = Maintain school avg. of B or higher), 3. Field Day results (improvements by all students in at least 2 areas over previous year), 4. California Physical Fitness Test results (Increase to 75% students scoring in Healthy Fitness Zone range: 2014-15 results = 50% in grade 5 and 67% in grade 7) and 5. 100% Participation in site level History Day and Science Fair competitions (grades 4-8)</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
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<p>1.1 Provide opportunity and compensation for quality staff development opportunities (especially for CCSS curriculum and instructional practices)</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Travel and Conferences 30 0.00 RS 0000 Employee Mileage 100.00</p>
<p>1.2. Retain highly qualified teachers (we are at 100%) and maintain a .2 Music Teacher to help ensure broad course of study metric is met.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Teacher Salaries/Benefits 25,294.00 RS 0000 Teacher Salaries/Benefits 90,534.00 RS 1400 Teacher Salaries/Benefits 56,730.00 RS 5820 Teacher Salaries/Benefits 12,273.00 RS 4035 Teacher Salaries/Benefits 6,018.00</p>

<p>1.3. Purchase sufficient materials to supplement the math curriculum for all students and continue Nat. Geo. ELA purchases to complete curriculum materials for all grades and students to ensure access to high quality and modern instructional materials aligned to CCSS</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Classroom Materials and Supplies 500.00 RS 0001 Textbooks 1,300.00 RS 6300 Textbooks 2,350.00</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: State Priority 1: 1. 100% properly credentialed teachers, 2. Provide sufficient instructional materials for all students</p> <p>State Priority 2: 1. Implementation of CCSS for all students</p> <p>State Priority 4: 1. District benchmark results - Report Cards: Since we implemented the use of new CCSS report cards in the 2015-16 school year, we will use data from 15-16 as a baseline for future measurements. We will create baseline data before the start of the 16-17 school year that shows the amount of growth from Trimester 1 to trimester 3 on local report cards for each core subject area., 2. Standardized Test performance (CAASSP results) - Baseline numbers were developed using 2014-15 CAASPP results (55% of Bridgeville School students have met or exceeded the standard in ELA and 50% have met or exceeded the standard in Math.) The district goal is to increase by 5% to 60% in ELA and 55% in Math in 2015-16 testing. In the 2016-17 year, the district goal will be to maintain ELA at 60% standard met or exceeded and increase Math by 5% to reach 60% standard met or exceeded. In the 2017-18 school year, the district goal will again be to show an increase in 5% of students who score standard met or standard exceeded in ELA and Math so that 65% are meeting standard or exceeding standard in ELA and 65% are meeting standard or exceeding standard in Math.</p> <p>State Priority 7: 1. All students will have access and enrollment in all required areas of study including English Language Arts, Math, Science, Social Science, Music, and Physical Education., 2. All students with disabilities will have access to all courses and to support programs as identified in their IEPs.</p> <p>State Priority 8: 1. Performance in Science (NGSS results on report cards baseline will be created using 2015-16 year data), 2. Performance in PE (Report card results = Maintain school avg. of B or higher), 3. Field Day results (improvements by all students in at least 2 areas over previous year), 4. California Physical Fitness Test results (Increase to 75% students scoring in Healthy Fitness Zone range: 2014-15 results = 50% in grade 5 and 67% in grade 7) and 5. 100% Participation in site level History Day and Science Fair competitions (grades 4-8)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide opportunity and compensation for quality staff development opportunities (especially for CCSS curriculum and instructional practices)	LEA/School-wide (1 school district) 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	RS 0001 Travel and Conferences \$300.00 RS 0000 Employee Mileage \$100.00 0

<p>1.2. Retain highly qualified teachers (we are at 100%) and maintain a .2 Music Teacher to help ensure broad course of study metric is met.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Teacher Salaries/Benefits 26,050.00 RS 0000 Teacher Salaries/Benefits 125,748.00 RS 1400 Teacher Salaries/Benefits 28,865.00 RS 5820 Teacher Salaries/Benefits 12,866.00 RS 4035 Teacher Salaries/Benefits 5,684.00 RS 0001 Music Teacher Salary/Benefits 10,291.00</p>
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<p>1.3. Purchase sufficient materials to supplement the math curriculum for all students and continue Nat. Geo. ELA purchases to complete curriculum materials for all grades and students to ensure access to high quality and modern instructional materials aligned to CCSS</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Classroom Materials and Supplies 500.00 RS 0001 Textbooks 1,300.00 RS 6300 Textbooks 2,350.00</p>
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GOAL:	2. Develop and maintain a technologically progressive school			Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 X 8 Local: N/A
Identified Need:	<p>1. To increase access to and use of high quality digital project based tools and resources for students, staff, and school families;</p> <p>2. Improve student engagement and ownership of educational experience through creativity and innovation, critical thinking and problem solving, and communication and collaboration using technology and media;</p> <p>3. Ensure that all students and staff exhibit a range of functional and critical thinking skills related to information, technology, and media</p>			
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p>State Priority 2: Student access to technology ratio will be maintained at 1:1.</p> <p>State Priority 7: Each student in grades 3-5 will complete at least two technology-integrated projects during the year.</p> <p>State Priority 8: All students in grades 3-8 will complete a technology-based portfolio.</p>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>2.1. Provide professional development for integrating technology based teaching strategies into classroom practice.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Travel and conferences 300.00 RS 0000 Travel and Conferences 100.00</p>
<p>2.2. Promote the use of instructional technology for project-based learning and purchase of and in class use of technology-based curriculum in grades 3-8</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Computers and Equipment 900.00 RS 6010 Computers and Equipment 1800.00</p>
<p>2.3. Balance direct instruction with project-oriented teaching and learning methods.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Classroom Materials and Supplies 1,000.00 RS 0001 Student Field Trips 325.00 RS 0000 Student Field Trips 975.00 RS 0000 Classroom Materials and Supplies 800.00</p>

<p>2.4. Provide staff and student trainings on responsible digital citizenship and Internet safety.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>I-Safe curriculum subscription pre-purchased through 2016-2017 school year.</p>	
<p>LCAP Year 2</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: State Priority 2: Student access to technology ratio will be maintained at 1:1. State Priority 7: Each student in grades 3-5 will complete at least two technology-integrated projects during the year. State Priority 8: All students in grades 3-8 will complete a technology-based portfolio.</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>2.1. Provide professional development for integrating technology based teaching strategies into classroom practice</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Travel and Conferences 300.00 RS 0000 Travel and Confernces 100.00</p>	

<p>2.2. Promote the use of instructional technology for project-based learning and purchase of and in class use of technology-based curriculum in grades 3-8</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Computers and Equipment 900.00 RS 6010 Computers and Equipment 1,800.00</p>
<p>2.3. Balance direct instruction with project-oriented teaching and learning methods</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Classroom Materials and Supplies 1,500.00 RS 0001 Student Field Trips 325.00 RS 0000 Student Field Trips 975.00 RS 0000 Classroom Materials and Supplies 800.00</p>
<p>2.4. Provide staff and student trainings on responsible digital citizenship and Internet safety</p>	<p>LEA/school-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS0000 Materials and Supplies 300.00</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p>Metrics:</p> <p>State Priority 2: Student access to technology ratio will be maintained at 1:1.</p> <p>State Priority 7: Each student in grades 3-5 will complete at least two technology-integrated projects during the year.</p> <p>State Priority 8: All students in grades 3-8 will complete a technology-based portfolio.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1. Provide professional development for integrating technology based teaching strategies into classroom practice.	LEA/School-wide (1 school district) Grades: All	<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>RS 0001 Travel and Conferences 300.00</p> <p>RS 0000 Travel and Conferences 100.00</p>
2.2. Promote the use of instructional technology for project-based learning and purchase of and in class use of technology-based curriculum in grades 3-8	LEA/School-wide (1 school district) Grades: All	<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>	RS 6010 Computers and Equipment 1,800.00

<p>2.3. Balance direct instruction with project-oriented teaching and learning methods.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Classroom Materials and Supplies 1,000.00 RS 0001 Student Field Trips 325.00 RS 0000 Student Field Trips 975.00 RS 0000 Classroom Materials and Supplies 800.00</p>
<p>2.4. Provide staff and student trainings on responsible digital citizenship and Internet safety.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS0000 Materials and Supplies 300.00</p>

GOAL:	3. Provide a safe and secure environment for all staff and students		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	<ol style="list-style-type: none"> 1. Maintain a positive and safe school climate and environment, 2. Increase school-wide attendance rates to a minimum of 97% , 3. Maintain a safe school environment (maintenance and facilities) 		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. School environments will be reported as safer, more inclusive, and more welcoming using school surveys (Staff, Student, and Family surveys). 2. School-wide attendance rates will be a minimum of 97%. 3. All Safety Inspection recommendations will be completed within 6 months. 4. All monthly and yearly safety drills (Fire, Earthquake, Lockdown, Evacuation, Bus) will be completed as required/scheduled. <p>Metrics:</p> <p>State Priority 1: Facilities will be maintained with at least a "good" rating as measured by the FIT</p> <p>Sate Priority 5: School attendance will be a minimum of 97% (2015-16 results = 97.8%), Middle school drop out rate will be maintained at 0%, Student chronic absenteeism will be less than 3% (2015-16 rate = 0%)</p> <p>State Priority 6: School climate will be measured by student, family, and staff survey results: Family surveys completed and returned will increase from 12 to at least 15 and the number of responses agreeing that the school is a safe and inclusive place will increase from 95% to 96%, Student suspension rates will be maintained at less than 5% (2015-16 = 0%), Student expulsion rates will be maintained at 0%</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1. Implement plans and drills to support knowledge and training of safety measures.	LEA/School-wide (1 school district) 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	RS 0000 Employee Mileage 300.00
3.2. Implement programs that support the emotional and physical well-being of all students and staff	LEA/School-wide (1 school district) 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	RS 0001 Materials and Supplies 250.00
3.3. Promote opportunities and incentives to increase attendance rates.	LEA/School-wide (1 school district) 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	RS 0001 Student Awards 350.00

<p>3.4. Ensure school facilities are maintained and safe.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0000 Building and Grounds Maintenance Supplies 500.00 RS 0000 Custodial Supplies 1300.00 RS 0000 Grounds Supplies 140.00 RS 0000 Building Maintenance and Supplies 500.00 RS 0230 Repairs Buildings 900.00</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>1. School environments will be reported as safer, more inclusive, and more welcoming using school surveys (Staff, Student, and Family surveys).</p> <p>2. School-wide attendance rates will be a minimum of 97%.</p> <p>3. All Safety Inspection recommendations will be completed within 6 months.</p> <p>4. All monthly and yearly safety drills (Fire, Earthquake, Lockdown, Evacuation, Bus) will be completed as required/scheduled.</p> <p>Metrics:</p> <p>State Priority 1: Facilities will be maintained with at least a "good" rating as measured by the FIT</p> <p>Sate Priority 5: School attendance will be a minimum of 97% (2015-16 results = 97.8%), Middle school drop out rate will be maintained at 0%, Student chronic absenteeism will be less than 3% (2015-16 rate = 0%)</p> <p>State Priority 6: School climate will be measured by student, family, and staff survey results: Family surveys completed and returned will increase from 12 to at least 15 and the number of responses agreeing that the school is a safe and inclusive place will increase from 95% to 96%, Student suspension rates will be maintained at less than 5% (2015-16 = 0%), Student expulsion rates will be maintained at 0%</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>3.1. Implement plans and drills to support knowledge and training of safety measures.</p>	<p>LEA/School-wide (1 school district)</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>RS</p> <p>0000 Employee Mileage 300.00</p>

<p>3.2. Implement programs that support the emotional and physical well-being of all students and staff</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Materials and Supplies 250.00</p>
<p>3.3. Promote opportunities and incentives to increase attendance rates</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Student Awards 350.00</p>

<p>3.4. Ensure school facilities are maintained and safe</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Building and Grounds Maintenance Supplies 850.00 RS 0230 Repairs Buildings 900.00 RS 0000 Custodial Supplies 1,300.00 RS 0000 Grounds Supplies 140.00 RS 0000 Building Maintenance and Supplies 500.00</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>1. School environments will be reported as safer, more inclusive, and more welcoming using school surveys (Staff, Student, and Family surveys).</p> <p>2. School-wide attendance rates will be a minimum of 97%.</p> <p>3. All Safety Inspection recommendations will be completed within 6 months.</p> <p>4. All monthly and yearly safety drills (Fire, Earthquake, Lockdown, Evacuation, Bus) will be completed as required/scheduled.</p> <p>Metrics:</p> <p>State Priority 1: Facilities will be maintained with at least a "good" rating as measured by the FIT</p> <p>Sate Priority 5: School attendance will be a minimum of 97% (2015-16 results = 97.8%), Middle school drop out rate will be maintained at 0%, Student chronic absenteeism will be less than 3% (2015-16 rate = 0%)</p> <p>State Priority 6: School climate will be measured by student, family, and staff survey results: Family surveys completed and returned will increase from 12 to at least 15 and the number of responses agreeing that the school is a safe and inclusive place will increase from 95% to 96%, Student suspension rates will be maintained at less than 5% (2015-16 = 0%), Student expulsion rates will be maintained at 0%</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>3.1. Implement plans and drills to support knowledge and training of safety measures.</p>	<p>LEA/School-wide (1 school district)</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>RS 0000 Employee Mileage 300.00</p>

3.2. Implement programs that support the emotional and physical well-being of all students and staff	LEA/School-wide (1 school district) 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	RS 0001 Materials and Supplies 250.00
3.3. Promote opportunities and incentives to increase attendance rates	LEA/School-wide (1 school district) 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	RS 0001 Student Awards 350.00

<p>3.4 Ensure school facilities are maintained and safe</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Building and Grounds Maintenance Supplies 850.00 RS 0230 Repairs Buildings 900.00 RS 0000 Custodial Supplies 1,300.00 RS 0000 Grounds Supplies 140.00 RS 0000 Building Maintenance and Supplies 500.00</p>
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GOAL:	4. Improve volunteer time and attendance at school events by parents, staff, and community members		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	<ol style="list-style-type: none"> 1. Improve attendance at school events by school staff, 2. Increase parent/guardian knowledge and participation in their child’s education, 3. Increase volunteer hours of parents/guardians/family members in the classroom 		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Maintain 95% attendance by staff at meetings and events (96% in 15-16) 2. Parent input/attendance at meetings and events will increase from 65% to 70% <p>Metrics:</p> <p>State Priority 3: Parent input meetings attendance, Staff meetings attendance, Parent/Staff surveys participation and results, Parent/Community volunteer hours, Parent/Community/Staff attendance at school events</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Budgeted Expenditures		

<p>4.1. Promote ongoing and open communication among stakeholders.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0000 Employee Mileage 300.00</p>
<p>4.2. Implement plans to increase parent/guardian participation and support.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0000 Postage 100.000</p>
<p>4.3. Ensure common understanding and interpretation of the LCAP and school goals among all stakeholders</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>See expenditures in Action 1 for this goal (mileage reimbursement for LCAP input trainings at county office of education)</p>

<p>4.4. Plan and promote events highlighting student successes.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Materials and Supplies 250.00 RS 1100 Student Awards 340.00 RS 0001 Student Awards 200.00 RS 0000 Materials and Supplies/Student Awards 500.00</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Maintain 95% attendance by staff at meetings and events (96% in 15-16) 2. Parent input/attendance at meetings and events will increase from 65% to 70%</p> <p>Metrics:</p> <p>State Priority 3: Parent input meetings attendance, Staff meetings attendance, Parent/Staff surveys participation and results, Parent/Community volunteer hours, Parent/Community/Staff attendance at school events</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>4.1. Promote ongoing and open communication among stakeholders</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0000 Employee Mileage 300.00</p>

<p>4.2. Implement plans to increase parent/guardian participation and support.</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0000 Postage 100.000</p>
<p>4.3. Ensure common understanding and interpretation of the LCAP and school goals among all stakeholders</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>See expenditures in Action 1 for this goal (mileage reimbursement for LCAP input trainings at county office of education)</p>
<p>4.4. Plan and promote events highlighting student successes</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Materials and Supplies 250.00 RS 0001 Student Awards 200.00 RS 0000 Materials and Supplies/Student Awards 500.00 RS 1100 Student Awards 340.00</p>

Expected Annual Measurable Outcomes:	<p>1. Maintain 95% attendance by staff at meetings and events (96% in 15-16)</p> <p>2. Parent input/attendance at meetings and events will increase from 65% to 70%</p> <p>Metrics:</p> <p>State Priority 3: Parent input meetings attendance, Staff meetings attendance, Parent/Staff surveys participation and results, Parent/Community volunteer hours, Parent/Community/Staff attendance at school events</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1. Promote ongoing and open communication among stakeholders</p>	<p>LEA/School-wide (1 school district)</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>RS 0000 5201 Employee Mileage 300.00</p>
<p>4.2. Implement plans to increase parent/guardian (including parents of students with disabilities) participation and support.</p>	<p>LEA/School-wide (1 school district)</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>RS 0000 Postage 100.000</p>

4.3. Ensure common understanding and interpretation of the LCAP and school goals among all stakeholders	LEA/School-wide (1 school district) 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	See expenditures in Action 1 for this goal (mileage reimbursement for LCAP input trainings at county office of education)
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<p>4.4. Plan and promote events highlighting student successes</p>	<p>LEA/School-wide (1 school district) Grades: All</p>	<p>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</p>	<p>RS 0001 Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$250.00 RS 0001 Student Awards 4000-4999: Books And Supplies Supplemental and Concentration \$200.00 RS 0000 Materials and Supplies/Student Awards 4000-4999: Books And Supplies Base \$500.00 RS 1100 Student Awards 4000-4999: Books And Supplies Other \$340.00</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:	All students will attain proficiency in the core content areas.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metrics:	Actual Annual Measurable Outcomes:	State Priority 1: 1. Percentage of properly credentialed teachers: 100% = MET 2. Student access and enrollment in all required
	State Priority 1: Percentage of properly credentialed teachers (100% = met), Student access and enrollment in all required areas of study (100% = met), Facilities in good repair (Williams Reports 2014		

-2015 = no complaints, 0 site grievance forms related to facilities and maintenance = met)

State Priority 2: Implementation of CCSS for all students (100% = met), Student access to CCSS aligned instructional materials (100% = met)

State Priority 4: District benchmark results, Standardized Test performance (CAASSP results) - Baseline numbers will be developed using 2014-15 CAASPP results, SBAC Interim Assessment results - Baselines will be created in 2015-16 school year, Common Core based report card results (Will be evaluated at end of 3rd trimester of 2014-15 year to create a baseline). Bridgeville ESD is a K-8 district; therefore, some portions of the state priorities are not applicable. These include: share of students who are college and career ready, share of students who pass AP exams, share of students determined prepared for college by the EAP. Bridgeville ESD does not currently have any EL students enrolled or reclassified EL students enrolled; therefore, some portion of the state priorities are not applicable. These include: share of ELs that become English proficient, EL reclassification rate.

State Priority 7: Student access and enrollment in all required areas of study. All students with disabilities will have access to all courses and to support programs as identified in their IEPs. (100% = met)

State Priority 8: Performance in Science (NGSS results on report cards beginning in 2015-16 year), STAR test results in Science (grades 5 and 8) - Will be reported when STAR test results are received for 2014-15, Performance in PE (Report card results = school avg. of B or higher = met),

Field Day results (improvements by all students of at least 5 % over previous year = met), State Physical Fitness Test results (grades 5 and 7) 100% = met , Participation in site and county History Day and Science Fair competitions (grades 4-8) - 100% = met

areas of study: 100% = MET All students have current common core ELA/Math and next generation science curriculum and teachers have attended curriculum and standards training to ensure instruction is aligned with common core standards.

3. Facilities in good repair: Williams Reports 2015-2016, 0 complaints and 0 site grievance forms related to facilities and maintenance = MET, FIT rating of "Good" - MET

State Priority 2:

1. Implementation of CCSS for all students: 100% = MET All students have current common core curriculum and teachers have attended curriculum and standards trainings to ensure instruction is aligned with common core standards. Professional development records are kept on file in the school office.

2. Student access to CCSS aligned materials: 100% = MET All students have current common core curriculum and teachers have attended curriculum and standards training to ensure instruction is aligned with common core standards.

State Priority 4:

1. Standardized tests results: Standardized Test performance (CAASPP results) - Baseline numbers were developed using 2014-15 CAASPP results (55% of Bridgeville School students have met or exceeded the standard in ELA and 50% have met or exceeded the standard in Math.) The district goal is to increase by 5% to 60% in ELA and 55% in Math in 2015-16 testing.

State Priority 7:

1. Student access and enrollment in all required areas of study 100% = MET. All students with disabilities will have access to all courses and to support programs as identified in their IEPs: 100% =

	<p>Outcome:</p> <ol style="list-style-type: none"> 1. Adjust and purchase updated instructional materials in all grades for all students to further insure alignment with CCSS 2. 2% increase in all students at all grade levels (proficiency and advanced in ELA and math) 3. Teacher participation in professional development related to CCSS and instructional methods. At least 2 days per teacher per year. 		<p>MET</p> <p>State Priority 8:</p> <ol style="list-style-type: none"> 1. Performance in science (NGSS) baseline will be created using data from report cards results 2015-16 year 2. CST results in Science (grades 5 and 8) 2015-16 year: end of year data unavailable at this time 3. Performance in PE: Report card results for 1st 2 trimesters = school avg. of B (3) or higher: 100% = MET 4. Field Day results (improvement by all students in at least 2 areas over previous semester/year) = 100% MET 5. State Physical Fitness Test results (grades 5 and 7): 100% participation = MET 6. Full participation in site History Day and Science Fair: 100% participation = MET
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>1. Provide opportunity and compensation for quality staff development opportunities (especially for CCSS curriculum and instructional practices)</p>	<p>RS 0001 - 5210 Travel and Conf 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300.00</p> <p>RS 0000-5210 Employee Mileage 5000-5999: Services And Other Operating Expenditures Base \$302.00</p> <p>RS 0000-5210 Travel and Conference 5000-5999: Services And Other Operating Expenditures Base \$700.00</p>	<p>Provided opportunity and compensation/reimbursement for quality staff development opportunities (especially for CCSS curriculum and instructional practices) including: CPM and MYMath curriculum trainings and colaboration, STEAM Conference and PLCs.</p>	<p>RS 0001-5210 Travel and Conferences 5000-5999: Servcies And Other Operating Expenditures Supplemental and Concentration \$300.00</p> <p>RS 0000-5201 Employee Mileage 5000-5999: Servcies And Other Operating Expenditures Base \$302.00</p> <p>RS 0000-5210 Travel and Conferences 5000-5999: Servcies And Other Operating Expenditures Base \$135.21 (The remainder of the planned expenditures were funded by one time Educator Effectiveness funds RS 6264-5210 \$564.79)</p>
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Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service:	LEA/School-wide (1 school district) 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>			
<p>2. Recruit and retain highly qualified teachers and support staff</p>	<p>RS 0001 - Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 28, 930.00</p> <p>RS 0000 Teacher Salaries (including Music Teacher) 1000-1999: Certificated Personnel Salaries Base \$60,330.00</p> <p>RS 1400 (EPA) Teacher Salaries 1000</p>	<p>LCAP input reinforced the stakeholder's desire to retain 3 teachers with maximum grade spans of 3 grades per classroom. All teachers are highly qualified that we are maintaining. In the 2015-16 year, we also funded a Classroom Aide who worked in the K-2 classroom to support reading development and a stronger understanding of primary core concepts. Due to declining enrollment and our small class sizes, we have decided to use the funds used for the Classroom Aide to pay teacher step increases to help maintain 3 teachers with maximum grade spans of 3 grades per classroom at our site. We also are no longer receiving Title I funds which were helping to fund the Classroom Aide position.</p>	<p>RS 0001 - Teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,377.00</p> <p>RS 0000 Teacher salaries (including Music Teacher) 1000-1999: Certificated Personnel Salaries Base \$63,375.00</p> <p>RS 1400 (EPA) Teacher Salaries 1000-1999: Certificated</p>		

-1999:
 Certificated
 Personnel
 Salaries
 Federal
 Funds
 \$42,971.00

RS 3010
 (Title I)
 Teacher
 Salaries 1000
 -1999:
 Certificated
 Personnel
 Salaries Title I
 \$364.00

RS 4035
 (Improving
 Teacher
 Quality)
 Teacher
 Salaries 1000
 -1999:
 Certificated
 Personnel
 Salaries
 Federal
 Funds
 \$4216.00

RS 5820
 (REAP)
 Teacher
 Salaries 1000
 -1999:
 Certificated
 Personnel
 Salaries
 Federal
 Funds
 \$6774.00

Personnel
 Salaries
 Federal Funds
 (EPA)
 \$46,910.00

RS
 3010 Teacher
 Salaries 1000-
 1999:
 Certificated
 Personnel
 Salaries
 Federal Funds
 (Title I) \$364.00

RS 4035
 Teacher
 Salaries 1000-
 1999:
 Certificated
 Personnel
 Salaries
 Federal Funds
 (Title II)
 \$4216.00

RS
 5820 Teacher
 Salaries 1000-
 1999:
 Certificated
 Personnel
 Salaries
 Federal Funds
 (REAP)
 \$6774.00

RS 0000 Music
 Teacher Salary
 1000-1999:
 Certificated
 Personnel

RS 0000
 Music
 Teacher
 Salary 1000-
 1999:
 Certificated
 Personnel
 Salaries Base
 \$6485.00

RS 0001
 Classroom
 Aide salary
 2000-2999:
 Classified
 Personnel
 Salaries
 Supplemental
 and
 Concentration
 \$4594.00

RS 0000
 Classroom
 Aide salary
 2000-2999:
 Classified
 Personnel
 Salaries Base
 \$1233.00

RS 3010
 Classroom
 Aide salary
 1000-1999:
 Certificated
 Personnel
 Salaries Title I
 \$3845.00

Salaries Base
 \$0.00 - (Please
 note: \$7045.00
 included in total
 amount
 \$63,375.00 abo
 ve)

RS 0000/0001
 Classroom Aide
 Salary 2000-
 2999: Classified
 Personnel
 Salaries Base
 \$5930.00

RS 3010
 Classroom Aide
 Salary: 2000-
 2999 Classified
 Personnel
 Salries Federal
 Funds (Title I)
 \$3845.00

Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service:	LEA/School-wide (1 school district) 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>			

<p>3. Ensure access to high quality and modern instructional materials aligned to CCSS</p>		<p>RS 0001-4310 Classroom Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$500.00</p> <p>RS 0001-4110 Textbooks 4000-4999: Books And Supplies Supplemental and Concentration \$1300.00</p> <p>RS 6300-4110 Textbooks 4000-4999: Books And Supplies Lottery 917.00</p>	<p>Ensured access to high quality and modern instructional materials aligned to CCSS. Supplemental materials were ordered as needed for math curriculum (Sadlier-Oxford, MyMath, and CPM). New materials for ELA (Nat. Geo. curriculum) were also ordered.</p>	<p>RS 0001-4310 Classroom Materials and Supplies 4000-4999: Books and Supplies Supplemental and Concentration \$500.00</p> <p>RS 0001-4110 Textbooks 4000-4999: Books and Supplies Supplemental and Concentration \$1300.00</p> <p>RS 6300-4110 Textbooks 4000-4999: Books and Supplies Lottery \$917.00</p>	
<p>Scope of service:</p>	<p>LEA/School-wide (1 school district) Grades: All</p>		<p>Scope of service:</p>	<p>LEA/School-wide (1 school district) Grades: All</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>		<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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<p>What changes in actions, servivces, and expenditures</p>	<p>We analyzed data from the 2014-2015 SBAC and CST results. We decided due to our very small groups of students at one grade level (0-6 students in each grade), we will change our goals for increase in scores to be at a student level as well as grade levels. We will track each student to see whether they show improvement on standardized tests, internal assessments, and report cards. Again, we will be striving for 100% participation and will continue to strive for 2% increase school wide of at grade level and above grade level scores on the SBACs (CATs and CAAs) and CSTs. We will work to motivate all teachers to take advantage of professional development opportunities by offering mileage reimbursement and conference costs. We hope to meet the goal of having all teacher attend at least 2 days of professional development per school year in the areas of CCSS curriculum and instruction or classroom management. Due to declining enrollment and our small class sizes, we have decided to use the funds used for the Classroom Aide to pay teacher step increases to help maintain 3 teachers with maximum grade spans of 3 grades per classroom at our site. We also are no longer receiving Title I funds which were helping to fund the Classroom Aide position.</p>
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<p>Original Goal from prior year LCAP:</p>	<p>Develop and maintain a technologically progressive school</p>	<p>Related State and/or Local Priorities: X 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> X 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Grades: All</p>	
<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>Metrics:</p> <p>State Priority 1: Percentage of properly credentialed teachers - 100% = met</p> <p>Student access to standards aligned materials - 100% = met</p> <p>Student access to technology ratio at least 2:1 = met</p> <p>Facilities in good repair (Williams Report complaints, 0 facilities grievances at site level) = met</p> <p>At least 90% completion of standardized tests (CAASPP) on computers (grades 3-8) - 100% participation and 100% completion = met</p> <p>State Priority 8: Student access and enrollment in all required areas of study - 100% = met</p> <p>Outcome:</p> <ol style="list-style-type: none"> 1. Each student in grades 3-5 will complete at least two technology-integrated projects in the 2015-2016 school year 2. Students in grades 3-8 continue to develop technology-based student portfolios 3. Increased progress towards a 1:1 ratio (student access to technology) 		<p>Metrics:</p> <p>State Priority 1: Percentage of properly credentialed teachers - 100% = MET</p> <p>Student access to standards aligned materials - 100% = MET</p> <p>Student access to technology ratio at least 2:1 = 1:1 ratio attained = MET</p> <p>Facilities in good repair (Williams Report complaints, 0 facilities grievances at site level) = MET, FIT rating "Good" = MET</p> <p>State Priority 8: Student access and enrollment in all required areas of study - 100% = MET</p> <p>Outcome:</p> <ol style="list-style-type: none"> 1. Each student in grades 3-5 will complete at least two technology-integrated projects in the 2015-2016 school year = MET 2. Students in grades 3-8 continue to develop technology-based student portfolios = MET 3. Increased progress towards a 1:1 ratio (student access to technology) = MET

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide professional development for integrating technology based teaching strategies into classroom practice.	<p>RS 0001 5210 Travel and conferences (Professional Development) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300.00</p> <p>RS 0000 5210 Travel and conferences 5000-5999: Services And Other Operating Expenditures Base \$550.00</p>	<p>Provided professional development for integrating technology based teaching strategies into classroom practice:</p> <p>STEAM Conference and PLCs, MY Math and CPM curriculum trainings.</p>	<p>RS 0001 5210 Travel and conferences (Professional Development) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300.00</p> <p>RS 0000 5210 Travel and conferences 5000-5999: Services And Other Operating Expenditures Base \$213.00 - We used one time monies from Educator Effectiveness funds (RS 6264 5210 Travel and Conferences) to cover some of these expenditures.</p>

Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service:	LEA/School-wide (1 school district) 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>			

<p>2. Promote the use of instructional technology for project-based learning. 2. Purchase of and in class use of technology-based curriculum in grades 3-8</p>		<p>RS 0001 4445 Computers and Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$900.00</p> <p>RS 6010 4445 Computers and Equipment 4000-4999: Books And Supplies Other \$900.00</p>	<p>Promoted the use of instructional technology for project-based learning.</p> <p>Purchased and used in classes technology-based curriculum in grades 3-8 (MyMath, CPM, Nat. Geo ELA)</p>		<p>RS 0001 4445 Computers and Equipment 4000-4999: Books and Supplies Supplemental and Concentration - \$268.10 - Many computer purchases were made through After School Program (RS 6010 4445 Computers and Equipment) since the computer lab is regularly used by the after school program.</p> <p>RS 6010 4445 Computers and Equipment 4000-4999: Books and Other Supplies \$900.00</p>
<p>Scope of service:</p>	<p>LEA/School-wide (1 school district)</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA/School-wide (1 school district)</p> <p>Grades: All</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>		<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>3. Balance direct instruction with project-oriented teaching and learning methods.</p>	<p>RS 0001 Classroom Materials and Supplies 4000- 4999: Books And Supplies Supplemental and Concentration \$500.00</p> <p>RS 0001 5801 Student Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$325.00</p> <p>RS 0000 5801 Student Field Trips 5000-5999: Services And Other Operating Expenditures</p>	<p>Balanced direct instruction with project-oriented teaching and learning methods. New curriculum training and implementation for MyMath, CPM Math, and Nat. Geo ELA.</p>	<p>RS 0001 Classroom Materials and Supplies 4000- 4999: Books And Supplies Supplemental and Concentration \$500.00</p> <p>RS 0001 5801 Student Field Trips 5000- 5999: Services And Other Operating Expenditures Supplemental and Concentration \$325.00</p> <p>RS 0000 5801 Student Field Trips 5000- 5999: Services And Other Operating Expenditures Base \$972.80</p>

		Base \$975.00 RS 0000 4310 Classroom Materials and Supplies 4000 -4999: Books And Supplies Base \$1000.00			RS 0000 4310 Classroom Materials and Supplies 4000- 4999: Books And Supplies Base \$1000.00
Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service:	LEA/School-wide (1 school district) 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		
4. Provide staff and student trainings on responsible digital citizenship and Internet safety.		No anticipated expenditures	Provided staff and student trainings on responsible digital citizenship and Internet safety. (I-Safe curriculum)		No expenditures. Curriculum had already been purchased (I-Safe).
Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service:	LEA/School-wide (1 school district) 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>
<p>What changes in actions, services, and expenditures</p>	<p>All outcomes were met. The Classroom observation and visitations showed an increase in the use of technology based curriculum and projects, especially at the 3-8 grade levels. We will continue to use I-Safe for our digital citizenship curriculum and supplement with the curriculum that teachers find most useful to their student groups.</p>	

<p>Original Goal from prior year LCAP:</p>	<p>Provide a safe and secure environment for all staff and students</p>	<p>Related State and/or Local Priorities: <input type="checkbox"/>_1 <input type="checkbox"/>_2 <input type="checkbox"/>_3 <input type="checkbox"/>_4 <input checked="" type="checkbox"/>_5 <input checked="" type="checkbox"/>_6 <input type="checkbox"/>_7 <input type="checkbox"/>_8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>all</p> <p>Grades: All</p>
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
<p>Metrics:</p> <p>Sate Priority 5: School attendance rates (Schoolwide attendance rate for 2014-15 was 96.6% = met), Middle school drop out rates (0% = met) (Bridgeville ESD is a K-8 district; therefore, some portions of the state priorities are not applicable. These include: high school dropout rates, high school graduation rates)</p> <p>State Priority 6: School climate survey results (baselines to be determined using 2014-15 end of school survey results and 2015-16 beginning of year survey results), Student suspension rates (3 of 42 students = 7% = met), Student expulsion rates (0%), Williams Reports (0 complaints in 2014-15 year = met), School Safety Inspection recommendations completed (100% = met)</p> <p>Outcome:</p> <ol style="list-style-type: none"> 1. School environments will be reported as safer, more inclusive, and more welcoming. 2. School-wide attendance rates will be a minimum of 96.5%, School suspension rates will be less than 10%) 3. All Safety Inspection recommendations will be completed within 6 months 	<p>Metrics:</p> <p>Sate Priority 5: School attendance rates (Schoolwide attendance rate for 2015-16 at LCAP writing was 97.2% = MET), Middle school drop out rates (0% = MET) (Bridgeville ESD is a K-8 district; therefore, some portions of the state priorities are not applicable. These include: high school dropout rates, high school graduation rates.</p> <p>State Priority 6: School climate survey results (Increase in number of "family" surveys returned increased from 12 to 15 = MET, Increase the number of Agree/Strongly Agree marking by 1% over 15-16: Increased from avg. 91% to 95% = MET), Student suspension rates (0 of 42 students = 0% = MET), Student expulsion rates (0%) = MET, Williams Reports (0 complaints in 2015-16) = MET, FIT tool results - "good" ranking = MET, School Safety Inspection recommendations completed (100% = MET)</p> <p>Outcome:</p> <ol style="list-style-type: none"> 1. School environments will be reported as safer, more inclusive, and more welcoming on the student, staff, and family surveys using crieris in Priority 6 above. = MET 2. School-wide attendance rates will be a minimum of 96.5%, School suspension rates will be less than 10% = MET 3. All Safety Inspection recommendations will be completed within 6 months = MET

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Implement plans and drills to support knowledge and training of safety measures.		No anticipated expenditures	Implemented plans and drills to support knowledge and training of safety measures. (School Safety Plan, Illness and Injury Prevention Plan, Fire drills monthly, Earthquake drills bi-annually, Lockdown drills bi-annually, Evacuation drill annually, Bus Safety and Evacuation drill annually)		None
Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service:	LEA/School-wide (1 school district) 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		

2. Implement programs that support the emotional and physical well-being of all students and staff		RS 0001 Project Wisdom purchase or other Classroom Materials for School Safety Curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$250.00	Implemented programs (Project Wisdom and Love and Logic) that support the emotional and physical well-being of all students and staff.	RS 0001 Project Wisdom purchase or other Classroom Materials for School Safety Curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$0.00 - We chose to use the already purchased Project Wisdom materials that were unused last school year. Teachers also supplemented with curriculum of their own.
Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service:	LEA/School-wide (1 school district) 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>	

3. Promote opportunities and incentives to increase attendance rates.		RS 0001 5885 Student Awards 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150.00	Promoted opportunities and incentives to increase attendance rates: Award ceremonies, reward field trips, and weekly drawings.	RS 0001 5885 Student Awards 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150.00
Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service:	LEA/School-wide (1 school district) 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>	
4. Ensure school facilities are maintained and safe.		RS 0001 Building and Grounds Maintenance Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$850.00 RS 0230 Repairs	Ensured school facilities are maintained and safe. Bi-annual site inspection completed by Facilities and Maintenance personnel. Annual Site Inspection completed by County Office of Eduaction/JPA. Annual kitchen inspections completed. .	RS 0001 4381 Building and Grounds Maintenance Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$850.00 RS 0230 Repairs

		Buildings 5000-5999: Services And Other Operating Expenditures Other \$900.00 RS 0000 Custodial Supplies 4000 -4999: Books And Supplies Base \$555.00 RS 0000 Grounds Supplies 4000 -4999: Books And Supplies Base \$140.00 RS 0000 Building Maintenance and Supplies 4000-4999: Books And Supplies Base \$700.00			Buildings 5000- 5999: Services And Other Operating Expenditures Other \$900.00 RS 0000 Custodial Supplies \$555.00 RS 0000 4377 Grounds Supplies \$140.00 RS 0000 4381 Building Maintenance and Supplies \$700.00
Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service:	LEA/School-wide (1 school district) 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>
<p>What changes in actions, services, and expenditures</p>	<p>A focus on maintaining safe and clean facilities through custodial and maintenance expenditures will continue with repairs being made when needed. We increased preparation training with the full staff for all drills this year. We also continued to have staff trainings and staff development using the safety trainings available through Keenan and our county office presentations. Project Wisdom has helped to create positive culture changes at the school,, and we will continue with these efforts next year. Anti-bullying curriculum was used in the 6-8 grades using free curriculum from Pacer's National Bullying Prevention Center.</p>	

<p>Original Goal from prior year LCAP:</p>	<p>Improve communication, volunteer time, and attendance at school events with parents (including parents of students with disabilities), staff, and community members</p>	<p>Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:</p>
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Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metrics:	Actual Annual Measurable Outcomes:	Metrics:
	<p>State Priority 3: Parent input meetings attendance 25% = not met, Staff meetings attendance 95% = met, Parent/Staff surveys participation and results 80% participation = met, 2014-15 results will be used to create baseline), Parent/Community volunteer hours (increase of 120 hours from 2013-14 = met), Parent/Community/Staff attendance at school events (increase from 60% to 72% = met)</p> <p>Outcome:</p> <ol style="list-style-type: none"> Continued reported increase in school employee communication Additional 5% increase in parent communication from the school and 3. Additional 5% increase in parent involvement, attendance, and volunteer hours 	<p>State Priority 3: Parent input meetings attendance 65% = MET , Staff meetings attendance 96% = MET, Parent/Staff surveys participation and results 80% participation = NOT MET, Increase in 1% Agree/Strongly Agree % avg. answers increased from 91% to 95% = MET,), Parent/Community volunteer hours increase of 150 hours from 2014-2015 = MET, Parent/Community/Staff attendance at school events (increase from 72% to 75% = met)</p> <p>Outcome:</p> <ol style="list-style-type: none"> Continued reported increase in school employee communication Additional 5% increase in parent communication from the school and 3. Additional 5% increase in parent involvement, attendance, and volunteer hours 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Promote ongoing and open communication among stakeholders.	No anticipated expenditures	Promoted ongoing and open communication among stakeholders: LCAP Sessions, Site Council Meetings, Booster Club meetings, Board meetings, Parent information sessions at Back-to-School Night, Conference week, and Curriculum Fair/Open House.	No expenditures.

Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service:	LEA/School-wide (1 school district) 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		
2. Implement plans to increase parent/guardian participation and support.		No anticipated expenditures	Implemented plans to increase parent/guardian participation and support : Dr. Seuss Day, Garden Club, Apple Pressing, Shadow Puppetry, Music Program, Reading Support Program.	None.	
Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service:	LEA/School-wide (1 school district) 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		

3. Ensure common understanding and interpretation of the LCAP and school goals among all stakeholders.		No anticipated expenditures	Ensured common understanding and interpretation of the LCAP and school goals among all stakeholders: Advertised LCAP Sessions, Site Council Meetings, Booster Club meetings, Board meetings, Parent information sessions at Back-to-School Night, Conference week, and Curriculum Fair/Open House.	None.
Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service: LEA/School-wide (1 school district) 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	
4. Plan and promote events highlighting student successes.		RS 0001 Materials and Supplies 4000-4999: Books And Supplies \$250.00 RS 0001 Student Awards \$200.00 RS 0000 Materials and Supplies/Student Awards 4000-4999: Books And Supplies	Planned and promoted events highlighting student successes: Trimester Award ceremonies, Curriculum Fair Awards, Field Day Awards.	RS 0001 Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0.00 - We used existing supply of decorations, awards, certificates, etc. since supplemental and concentration

		Base \$500.00 \$340.00			<p>funds came in lower than anticipated after budget adoption.</p> <p>RS 0001 Student Awards Supplemental and Concentration \$ 000.00 - We used existing supply of awards, certificates, etc. since supplemental and concentration funds came in lower than anticipated after budget adoption.</p> <p>RS 0000 Materials and Supplies/Student Awards 4000 -4999: Books And Supplies Base \$358.42</p>
Scope of service:	LEA/School-wide (1 school district) Grades: All		Scope of service:	LEA/School-wide (1 school district) 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	<p>We made changes in outreach to school families and the community this year. We made sure to have a threefold approach to all communication: online information (school website, community newsletter), written communication (school flyers to send home, school mailings, posting flyers at school and community venues), and phone calls/word of mouth/face to face communication. This seemed to help increase our attendance rates at school events and increase volunteerism at the school. We had a lot of volunteer hours this year (more than twice as many as last year) in the after school program (shadow puppetry, art, gardening, sports) and during the school day (*reading support volunteers, classroom volunteers). We will continue to use these three-fold approach for school communication. We also organized a Dr. Seuss Day this year using parents and volunteers and we look forward to continuing that event next year as well as adding perhaps one new event per school year.</p>
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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:	40580
<p>For the 2016-2017 year, Bridgeville Elementary School District (BESD) is receiving approximately \$40,580.00 in Supplemental and Concentration Grant funding. The increased funds have been allocated to our one school site (BESD is a single school district) schoolwide to support the actions and services listed below.</p> <ol style="list-style-type: none"> 1. Provide opportunity and compensation for quality staff development opportunities (especially for CCSS curriculum and instructional practices): A portion of the funding is allocated to provide comprehensive professional development for teachers. High quality teachers are one of the best services we can provide to increase learning and mastery of standards for our students. Professional development topics brought up in LCAP sessions and therefore in our goals include CCSS curriculum implementation and instruction as well as school climate (classroom management, etc.) related trainings. 2. At the stakeholder meetings and discussions, it became evident that keeping a maximum of a 3 grade span per classroom is preferred to support both our teachers and our students abilities to master state standards. This will keep the grade span in each classroom at 3 and ensure very small class sizes to make the three grade span teaching more effective for our students. 3. Ensure access to high quality and modern instructional materials aligned to CCSS: A portion of the funding is allocated the purchase and implementation of modern and CCSS aligned materials. This will ensure all students have access to modern and effective curriculum and materials. We will continue to supplement math adoption materials (K-2 Sadlier-Oxford, 3-5 MyMath, 6-8 CPM) and continue purchases to complete K-8 Nat. Geo. curriculum for ELA.) <p>These planned actions and services add up to an expected expenditure amount of \$40,580.00</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.

13.05	%
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For the 2016-2017 year, Bridgeville Elementary School District (BESD) has a proportionality percentage of 13.05% increased and/or improved services for our unduplicated student populations. The quality of services will be improved for the high percentage (75-85% annually) of socio-economically disadvantaged student population through the means listed in the actions and services portion of the LCAP. In addition to those increased services, BESD will focus on improving intervention programs and services currently provided to students during the school day, especially through the use of Project Wisdom our school climate program. We will also purchase additional materials and supplies to support these students at home with their schoolwork. Communication with, engagement of and involvement by parents and guardians of our unduplicated students and all stakeholders to support these students and the increase in services that is needed is another key part of the LCAP (sections 2 and 3).

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).