

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Belridge Elementary School District Contact: Tammy Reynolds, Supt., tareyno@zeus.kern.org (661)762-7381 LCAP Year: 2014-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Our goal is to have a well informed public in continuing to advance our students in an ever evolving world. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions. Our work together requires teamwork, collaboration, and dedication. We believe in the power of personal connections and relations between our stakeholders: staff, students, parents board members, and the community.</p> <p>Our vision is to provide a dedicated team, including administration, staff, students, parents, community members, and board members working in partnership to strengthen educational excellence for our students.</p> <p><i>Our stakeholder involvement timeline/activities include:</i></p> <p><i>February</i></p> <p>2/4/14 Staff –View LCFF Channel Insight videos 1,2,& 8 / Discuss/ Staff Survey</p> <p>2/6/14 Students – LCFF Student Friendly Slide Show /Discuss/ Student Survey</p> <p>2/7/14 Parents – LCFF Channel Insight videos in Spanish / Discuss/ Parent Survey</p> <p>2/11/14 Board Members – LCFF/LCAP Slide Presentation/Discuss</p>	<p>Findings/Input from surveys/interviews and Goals:</p> <p>After our stakeholders viewed LCFF Insight Videos, were interviewed by administration, had several discussions, gave input which administration responded in writing -Spanish/English, and completed written surveys, we met as a dedicated team and began our action planning. All input from Stakeholders is included in the Belridge Elementary School District LCAP Plan. During the Action Planning stage, our team wrote 5 Goals for our LCAP Plan. They include:</p> <ol style="list-style-type: none"> 1. By June 2017, 70% of all 3-8 grade students will achieve a score of Proficient/Advanced on the end of the year Smarter Balanced Achievement/ Benchmark Tests in R.L.A. 2. By June 2017, 85% of the districts EL students will read, write, speak, and listen in English proficiently based on CELDT and ADEPT scores 3. Maintain current 98% attendance rate for all groups as measured by the district records over the next three years. 4. By June 2017, 98% of all students/parents will feel connected to Belridge Elementary as measured by student/parent surveys/interviews. 5. By June 2017, the Common Core State Standards for all students will be fully implemented within the district. <p>The five goals will address the Related State and Local Priorities which include:</p> <ul style="list-style-type: none"> Priority 1: Basic Services Priority 2: Implementation of Common Core State Standards Priority 3: Parent Engagement Priority 4: Pupil Outcomes Priority 5: Pupil Engagement Priority 6: School Climate

Involvement Process	Impact on LCAP
<p>March</p> <p>3/4/14 Staff – Analyze input from survey/interview/discussion – Action Planning</p> <p>3/5/14 Students – Analyze input from survey/interview/discussion – Action Planning</p> <p>3/7/14 Parents – Analyze input from survey/interview/discussion – Action Planning. 3/11/14 Board Members – Action Planning</p> <p>April – Stakeholder Action Planning/ LCAP Draft to the Board.</p> <p>May – LCAP Adoption before the Board</p> <p>June – Budget Adoption before the Board</p>	<p>Priority 7: Course Access</p> <p>Priority 8: Other Pupil Outcomes</p>

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not

applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
#1 45% of 3-8 students are achieving a score of Proficient/Advanced on the end of the year Star Achievement Test in R.L.A. 53% of 3-8 students are achieving a score of Proficient/Advanced on the Local Benchmark Tests in R.L.A.	By June 2017, 75% of all 3-8 grade students will achieve a score of Proficient/Advanced on the end of the year Smarter Balanced Achievement /Benchmark Tests in R.L.A.	All	All	Review of Smarter Balanced Scores/ Local Benchmark Scores	55% of all 3-8 grade students will achieve a score of Proficient/Advanced on STAR and Local Benchmarks	65% of all 3-8 grade students will achieve a score of Proficient/Advanced on STAR and Local Benchmarks	75% of all 3-8 grade students will achieve a score of Proficient/Advanced on Smarter Balanced and Local Benchmarks	Priority #1, #2, #3, #4, #5, #7, #8
#2 52 % of the districts EL students are reading, writing, speaking, and listening proficiently in English based on CELDT	By June 2017, 85% of the districts EL students in the district for more than 3 years will read, write, speak, and listen in English proficiently based on CELDT	By June 2017, 85% of the districts EL students in the district for more than 3 years will read, write, speak, and listen in English proficiency based on CELDT	All	Review of CELDT/ ADEPT/ CST/ Local Benchmarks scores	60% of EL students will score proficient	72% of EL students will score proficient	85% of EL students will score proficient	Priority #1, #3, #4, #5, #7, #8

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

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

Guiding Questions:

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Reading Fluency Test <ul style="list-style-type: none"> Accelerated Reading Program 			\$1,500 REAP	\$500 LCFF, REAP	\$500 LCFF, REAP
		<ul style="list-style-type: none"> McDougal Little Beginning of Year Benchmark Writing Inventory Purchase CCSS state adopted reading curriculum Workshops/Reading Conferences for Staff 2 week Summer School Reading Program Provide PD/support to teachers/Admins based upon needs assessment Plan 			N/A N/A N/A Substitutes (\$130 per day) (6 days) General Fund Title I, LCFF N/A Substitutes \$130 per day (3 days) General Fund Title I, LCFF	N/A N/A \$12,000 REAP, Title I, LCFF Substitutes (\$130 per day) (6 days) General Fund Title I, LCFF Teacher Salary \$2,000 Materials Lottery, LCFF, Title I, General Fund Substitutes \$130 per day (3 days) General Fund Title I, LCFF	N/A N/A N/A Substitutes (\$130 per day) (6 days) General Fund Title I, LCFF Teacher Salary \$2,000 Materials Lottery, LCFF, Title I, General Fund Substitutes \$130 per day (3 days) General Fund Title

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> • Purchase AR Books for Class Libraries • Purchase Epson Interactive Projectors 			\$500 Lottery, LCFF, REAP \$3000 Title I, LCFF, REAP	\$500 Lottery, LCFF, REAP N/A	I, LCFF \$500 Lottery, LCFF, REAP N/A

<p>#2 By June 2017, 85% of the districts EL students in the district for more than 3 years will read, write, speak, and listen in English proficiently based on CELDT</p>		<p>(See Section B)</p>					
<p>#3 Maintain current 98% attendance rate for all groups as measured by the district records over the next three years.</p>	<p>2,3,4,5</p>	<ul style="list-style-type: none"> • Monitor daily attendance using a daily classroom attendance roster • Monthly unverified absence letter sent to parents • Weekly phone calls to families with absent students (English/Spanish) • Conference with parents on attendance • Independent Study Programs for emergency absences • Information Letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) • Rewards for perfect attendance – Monthly “Lunch Bunch” with Supt. • Encourage parents to make Dr. appointments after 3:00 p.m. through the week 	<p>LEA Wide</p>	<p>Monitor and update yearly</p>	<p>N/A</p> <p>Copies \$50</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Materials \$400 LCFF</p> <p>Materials/Food \$500 LCFF General Fund</p> <p>N/A</p>	<p>N/A</p> <p>Copies \$50</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Materials \$400 LCFF</p> <p>Materials/Food \$500 LCFF General Fund</p> <p>N/A</p>	<p>N/A</p> <p>Copies \$50</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Materials \$400 LCFF</p> <p>Materials/Food \$500 LCFF General Fund</p> <p>N/A</p>

		<ul style="list-style-type: none"> • Provide a safe/clean environment for students • Teach “Student Wellness” units in grades TK-8 • TK-8 participate in a daily 10 minute walk during P.E. 			N/A	N/A	N/A
					Materials \$200 LCFF	Materials \$200 LCFF	Materials \$200 LCFF
					N/A	N/A	N/A

<p>#4 By June 2017, 98% of all students/parents will feel connected to Belridge Elementary as measured by student/parent surveys/interviews.</p>	<p>3,5,6</p>	<ul style="list-style-type: none"> • Conduct Staff, Student Parent, and Board Member Interviews/Surveys • Quarterly School Site Council Meetings • Quarterly Parent/Community Meetings • Parent/Student Advisory Meetings • Latino Literacy for Parents • Interactive School Website • Written Communication (English/Spanish) (Progress reports, Monthly Classroom Newsletters, Classroom Calendars, Happy Grams) • Home Visitations 	<p>LEA Wide</p>	<p>Monitor and update yearly</p>	<p>Copies/Materials \$50 LCFF</p> <p>Lunch \$250 General Fund</p> <p>Refreshments \$100 Materials LCFF/Gen. Fund</p> <p>Refreshments \$50 Gen. Fund</p> <p>Materials \$500 LCFF, REAP</p> <p>N/A</p> <p>Materials \$500 LCFF</p> <p>N/A</p>	<p>Copies/Materials \$50 LCFF</p> <p>Lunch \$250 General Fund</p> <p>Refreshments \$100 Materials LCFF/Gen. Fund</p> <p>Refreshments \$50 Gen. Fund</p> <p>Materials \$500 LCFF, REAP</p> <p>N/A</p> <p>Materials \$500 LCFF</p> <p>N/A</p>	<p>Copies/Materials \$50 LCFF</p> <p>Lunch \$250 General Fund</p> <p>Refreshments \$100 Materials LCFF/Gen. Fun</p> <p>Refreshments \$50 Gen. Fund</p> <p>Materials \$500 LCFF, REAP</p> <p>N/A</p> <p>Materials \$500 LCFF</p> <p>N/A</p>
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		<ul style="list-style-type: none"> • Weekly Phone Calls to Parents • Parent Involvement Activities: (Back To School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Parent Conferences, Reading Slumber Party, Red Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, Cinco De Mayo, Friday Night Live) 			N/A	N/A	N/A
					Materials \$2,500 LCFF, REAP	Materials \$2,500 LCFF, REAP	Materials \$2,500 LCFF, REAP

<p>#5 By June 2017, the Common Core State Standards for all students will be fully implemented within the district as measured by the APS and Administrative observation</p>	<p>1,2,3,4,5,7,8</p>	<ul style="list-style-type: none"> • Provide Staff Training • Purchase CCSS curriculum with additional on-going training • Monitor progress using student study teams • Provide additional PD support to staff based upon needs assessment • Monthly observation/evaluations with feedback • Weekly Staff Development • Implement/monitor 	<p>LEA Wide</p>	<p>Monitor and update yearly</p>	<p>Materials \$200 LCFF</p> <p>N/A</p> <p>N/A</p> <p>Substitutes (\$130 per day) (6 days) General Fund</p> <p>N/A</p> <p>\$300 Materials LCFF</p> <p>N/A</p>	<p>Materials \$200 LCFF</p> <p>Cost Will Vary LCFF, Title I, REAP</p> <p>N/A</p> <p>Substitutes (\$130 per day) (6 days) General Fund</p> <p>N/A</p> <p>\$300 Materials LCFF</p> <p>N/A</p>	<p>Materials \$200 LCFF</p> <p>N/A</p> <p>N/A</p> <p>Substitutes (\$130 per day) (6 days) General Fund</p> <p>N/A</p> <p>\$300 Materials LCFF</p> <p>N/A</p>
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
#1 By June 2017, 75% of all 3-8 grade students will achieve a score of Proficient/Advanced on the end of the year Smarter Balanced Achievement /Benchmark Tests in R.L.A.	1,2,3,4,5,6,7,8	For low income pupils: <i>All goals and actions in 3A apply and support all low income pupils</i> <ul style="list-style-type: none"> Purchase CCSS curriculum with additional on-going training 	LEA/School wide	Monitor and update yearly	N/A	\$12,000 for new CCSS Curriculum LCFF, Title I, REAP	N/A

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>#1 By June 2017, 75% of all 3-8 grade students will achieve a score of Proficient/Advanced on the end of the year Smarter Balanced Achievement /Benchmark Tests in R.L.A.</p> <p>#2 By June 2017, 85% of the districts EL students in the district for more than 3 years will read, write, speak, and listen in English proficiently based on CELDT.</p> <p>#3 Maintain current</p>	1,2,3,4,5,6,7,8	<p>For English learners: <i>All goals and actions in 3A apply and support all EL Learners.</i></p> <ul style="list-style-type: none"> • Conduct student shadowing activity/needs assessment • Hire a part time district ELD “consultant” to support classroom teachers • Provide PD/support to teachers/admins based upon needs assessment data • Comprehensive PD in CELDT language proficiency levels, rubrics, and 	LEA/School wide	Monitor and update yearly	N/A	N/A	N/A
					\$13,000 LCFF, Title I	\$13,000 LCFF, Title I	\$13,000 LCFF, Title I
					Substitutes (\$130 per day) (3 days) General Fund LCFF, Title I	Substitutes (\$130 per day) (3 days) General Fund LCFF, Title I	Substitutes (\$130 per day) (3 days) General Fund LCFF, Title I
					Substitutes (\$130 per day) (3 days) General Fund	Substitutes (\$130 per day) (3 days) General Fund	Substitutes (\$130 per day) (3 days) General Fund

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>#1 By June 2017, 75% of all 3-8 grade students will achieve a score of Proficient/Advanced on the end of the year Smarter Balanced Achievement /Benchmark Tests in R.L.A.</p> <p>#3 Maintain current 98% attendance rate for all groups as measured by the district records over the next three years.</p> <p>#4 By June 2017, 98% of all students/parents will feel connected to</p>	1,2,3,4,5,6,7,8	<p>For Foster Youth <i>All goals and actions in 3A apply and support all foster youth.</i></p> <ul style="list-style-type: none"> • Purchase CCSS curriculum with additional on-going training • Accelerated Reading Program • Provide additional PD support to staff based upon needs assessment 	LEA/School wide	Monitor and update yearly	<p>N/A</p> <p>\$1,500 REAP</p> <p>Substitutes \$130 per day (3 days) General Fund LCFF, Title</p>	<p>\$12,000 for new CCSS curriculum LCFF, Title I, REAP</p> <p>\$500 LCFF, REAP</p> <p>Substitutes \$130 per day (3 days) General Fund LCFF, Title</p>	<p>N/A</p> <p>\$500 LCFF, REAP</p> <p>Substitutes \$130 per day (3 days) General Fund LCFF, Title</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>#1 By June 2017, 75% of all 3-8 grade students will achieve a score of Proficient/Advanced on the end of the year Smarter Balanced Achievement /Benchmark Tests in R.L.A.</p> <p>#2 By June 2017, 85% of the districts EL students in the district for more than 3 years will read, write, speak, and listen in English proficiently based on CELDT.</p> <p>#3 Maintain current 98% attendance rate</p>	1,2,3,4,5,6,7,8	<p>For redesignated fluent English proficient pupils: <i>Redesignated Fluent English Proficient Fluent Pupils and all goals in 3B that are necessary for their support will be offered.</i></p> <ul style="list-style-type: none"> • Purchase CCSS curriculum with additional on-going training • Accelerated Reading Program • Provide additional PD support to staff based upon needs assessment 	LEA/School wide	Monitor and update yearly	N/A	\$12,000 for new CCSS curriculum LCFF, Title I, REAP	N/A
					\$1,500 REAP	\$500 LCFF, REAP	\$500 LCFF, REAP
					Substitutes \$130 per day (3 days) General Fund LCFF, Title	Substitutes \$130 per day (3 days) General Fund LCFF, Title	Substitutes \$130 per day (3 days) General Fund LCFF, Title

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>for all groups as measured by the district records over the next three years.</p> <p>#4 By June 2017, 98% of all students/parents will feel connected to Belridge Elementary as measured by student/parent surveys/interviews.</p> <p>#5 By June 2017, the Common Core State Standards for all students will be fully implemented within the district as measured by the APS and Administrative observation</p>							

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

1. Belridge Elementary School District's increase in funds from LCFF based on supplemental and concentration Grants: \$92,910.00. (Belridge Elementary School has already met the LCFF target of \$92,910.00 in Supplemental and Concentration funds.)
2. The district is expending its LCFF supplemental and concentration grant funds as determined by this district's goals, outlined in Section 2 of this LCAP and its actions for implementing these goals, as outlined in Sections 3A and 3 B.
3. District wide and School wide Justifications:
 - 87.8% of the Belridge Elementary School District's pupils are identified as either Low Income, English Learner, or Foster Youth, and as these pupils are enrolled proportionally throughout the district, the district determined that the most effective use of its LCFF Supplemental and Concentration Grant Funds would be to enhance intervention services district wide to these students in the district's single school.

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

1. According to the minimum proportionality percentage (MPP) calculation, the percentage by which Belridge School District will increase or improve services is 46.82%.

2. **Improved Services**

- Accelerated Reader Books Purchased
- Connection with Students/Parents
- Technology in the Classroom
- Parent Education for EL Students
- Research Based Instructional Strategies for EL Students Implemented
- Attendance Monitoring

Increased Services

- Professional Development
- New Staff to Support English Learners
- Common Core Curriculum Materials Purchased
- ELD Curriculum Materials Purchased
- Parent Involvement Activities and Opportunities

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