

Introduction:

LEA: Cambrian SD/Bagby Elementary School **Contact (Name, Title, Email, Phone Number):** Allison White, Principal, whitea@camabriand.org, 408-377-3882 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

School Description and Mission

Bagby Elementary School is an award winning school that values academic excellence and enjoys parental and community support. Bagby School serves approximately 700 students in grades K - 5. Our safe, warm learning environment is evident as one enters the beautifully landscaped campus. We enjoy being the home for numerous special programs, who are an integrate part of our campus. We embrace the whole child by celebrating diversity, instilling not only joy of learning, but also allowing the exploration of talents through art and music. Our students are encouraged to be Upstanders and are given opportunities to be responsible citizens. 21st century skills drive our instructional practices to provide opportunities to grow and become critical thinkers, collaborative workers and creative problem solvers. Our curriculum is rich in opportunities to explore the sciences and practice algebraic thinking. It is our goal to not only produce students ready for their academic future, but also prepared to be cooperative and caring members of society.

Bagby School is well maintained by a staff of custodians. They provide cleanliness and support of the facility in many ways. They are supplemented by district staff who regularly assist in building maintenance. An automated work order system ensures the jobs are completed in a timely manner.

The school is situated on about 10 acres, with an average classroom size of 960 square feet. The school has a separate staff room with adult restrooms and kitchenette facilities. Play areas have been replaced and upgraded to code over the past 4 years at our school site. Recent bond measures passed with overwhelming community support, the first providing funds for enrichment programs and the second funding a multi-million dollar facility update.

These upgrades have included electrical upgrades, air conditioning, painting, and refurbishing the bathrooms. All classrooms were refurbished and updated with new flooring, cabinetry, teaching surfaces and an expanded student services area. Our facilities are monitored on a constant basis by the principal and district office staff.

Safety and health concerns are a top priority. Our beautifully remodeled school enjoys a park-like campus, with large grassy areas, towering trees, safe playgrounds, and parent and student painted murals reflecting our culture. Our Community Garden adds to this lovely setting and students care for their environment by collaborating with Our City Forest to plant trees, picking up trash, and working in the gardens.

Cambrian is extremely proud of the technology infrastructure. There is one computer to every 2.8 students available in classrooms. Computers are networked and linked to the internet. There is a district-wide technology specialist available to the schools and additional support from teacher representatives at each site who assist fellow teachers with any problems or questions that might occur. The district-wide technology plan is in place and continues to be updated to enhance computer use in the learning process.

Opportunities for Parent Involvement

Bagby's parent volunteers and our Home and School Club share the commitment to high academic and behavioral standards. Our parent group is highly organized and operates much like an extended family to support the social, emotional and physical domains for all students. Parents are well acquainted with the rigor of our curriculum and plan enrichment activities that move all students toward proficiency. The Home and School Club provides assemblies, field trip experiences, and standards based enrichment opportunities that are aligned with the planning guide and grade level standards.

The H & S Club brings parents, students, and our community together for a variety of fun and educational activities including Halloween Fun Night, a Father/Daughter Dance, Crab Feed, Ice Cream Social, Art Show, and Field Day. They sponsor Family Science Night, Family Math Night, and Family Literacy Night where teachers present hands on activities that parents can use at home to support the standards. Several clubs are active at school, including the Girl Scouts and Boy Scouts, and parents volunteer to coordinate a number of after school activities such as art programs. Parents help in our classes as Arts Vista instructors, and reading/math volunteers. Events such as our music program and Science Fair provide additional times for the community to participate in our program.

School Safety

Bagby School is committed to a safe environment for all children. We support:

- Building a sense of community and belonging where every child feels included and valued.
- Teaching children positive social skills and attitudes including resolving conflicts without violence.
- Responding appropriately to emergencies and disasters to keep children safe.
- An environment that is free of physical and verbal harassment of any kind, including teasing and bullying.
- Our Walk 'N Roll Program to decrease traffic congestion around our school, and make getting to and leaving school safer.

Professional Development

Staff development is designed in our primary areas of focus: Common Core Curriculum shift, English Learner instruction, questioning for critical thinking, and math. Using CCCS assessments, professional development is aligned with district, school, and/or individual professional needs to ensure teachers have the adequate background, skills, and materials they need to support student learning. When new programs are introduced (e.g. math, science or language arts), specific time is dedicated to staff development to ensure the even and effective implementation of the program. (10 days including 2 hour early release days)

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

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

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

districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>At a District level:</p> <p>A Community Conversation on Learning held in the fall of 2013. The 75 stakeholders included administrators, teachers, classified staff, parents, and middle school students as well as business partners and leaders, and elected officials. The event focused on feedback for our Strategic Plan goals and targets and focused on the following questions:</p>	<p>Conditions for Learning:</p> <ul style="list-style-type: none"> *Student achievement and CCSS PD and support for teachers to help with transition to Common Core Standards. *Maintain and increase high expectations for student achievement. *Support for CCSS implementation, including resources to support parent understanding and ways to help students. *Support and time for teachers to create CCSS units and lessons Increase support for struggling students.

- 1) How are we doing, now?
- 2) What are some challenges and opportunities?
- 3) What can the community do to help Cambrian School District reach its 2016 goals?

These goals and targets are in direct alignment with the LCAP priorities.

LCAP process and the 8 state priorities were presented to School Board. Board members provided input and feedback for LCAP development.

A LCAP Community Survey was placed on the district website with information about the survey and directions to get access were sent to all parents, teachers, and staff. The response was good with teachers, staff and parents representing all sites along with community members responding to the questions and providing feedback and suggestions.

District Committees, with representation of staff across all grade levels and sites, were involved and engaged in the LCAP process. The committees were presented with how the LCAP process works and the 8 state priorities and input were gathered. These committees included the following:

1) Common Core Curriculum Council: This committee represents the Common Core leadership team for the district and includes representatives of teachers and administrators from all sites.

2) Positive Behavior Interventions and Supports (PBIS) District Leadership Team: This committee oversees the implementation of PBIS at each site. LCAP feedback was focused on school climate.

3) Gifted and Talented Education (GATE) Council: This council includes administrators, teachers, and parents.

Home and School Presidents: Superintendent met with the presidents, reviewed the LCAP process gathered input. Parent Advisory Committees:

4) District English Language Advisory Committee (DELAC) and District Advisory Committee (DAC) reviewed data focused on Title I and Title III Program Improvement Plan and the revised LEA Plan. LCAP process and goals were discussed.

At the school site level:

School Site Council (SSC) involved in the development of the Single Plan for Student Achievement, including feedback and suggestions.

*Increased parent classroom volunteers.

*Increased emphasis on Project Based Learning and integrated learning.

*Increased differentiation in classroom for both high achieving and struggling students.

*Continue enhancement of technology to support student learning and coincide with 21st century learning and skills Increased and varied parent communication.

*Support consistent teacher quality.

*Decrease class sizes, especially in primary grades Continue support for GLAD and time *to develop units Provide materials to support CCSS.

Maintain accelerated courses at middle school Maintain and support school libraries

Increased teacher collaboration and sharing of best practices Maintain highly quality teachers that are in the district.

Engagement:

*Continued emphasis on whole child, with PE, Arts, and Music.

*Increased focus on student engagement, especially for students with behavior issues. *Return of elementary PE teacher.

*Student collaboration.

School Climate:

*Continued support for PBIS with Increased support for Tier 2 Continued focus with Project Cornerstone at all sites.

*Emphasize decreased bullying and cyber bullying, especially at the middle school.

Parent Involvement:

*Increased parent volunteers, with training Increased diversity on school committees.

*Effective communication between school and home, improve streamlined and online communication from school and district maintain updated school websites and calendars.

*Continue with parent surveys and input.

The SPSA is in alignment with the LEA Plan the LCAP priorities
b. English Language Advisory Committee (ELAC): Reviewed data related to EL students and provided input for SPSA and LCAP

Annual Update:

Based on what we learned from developing last year's LCAP when it comes to including all stakeholder groups in the process, Cambrian SD incorporated a four step process to engage with stakeholders in development of our LCAP for the 2015-2016 school year. This four step process ensured that all stakeholder had ample and various opportunities to provide feedback and input.

Step 1. Informing and educate all stakeholder groups of LCFF & LCAP process. During this step in the process, informational sessions on LCFF/LCAP in various venues across the school community were held. The goal of these sessions was to ensure that our community, staff, including teachers and support staff, and students were informed about the new law and its impact on our school and the district.

All stakeholders were invited to attend these meetings including parents, students, school faculty and staff and teacher representatives. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, Home & School Club Meetings and Principal Coffees. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district website.

Step 2. Gathering input was the next phase in the LCAP process. We initiated this process by participating in the District Advisory Intervention Team, comprised of teachers, staff, parents, principals and district administration. As a member of the DAIT team, we provided feedback on the current School and District LCAP goals, actions and services, as well as taking on the role of being the district LCAP Taskforce.

Following the DAIT/LCAP meetings, we held a series of community meetings to collect feedback on strategies to address the eight priority areas. We met with

Annual Update:

Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP. During this process of informing and educating Bagby stakeholder groups, participants asked many clarifying questions as they sought to better understand the provisions for school funding under the LCFF and LCAP development. As Bagby is not a Title 1 school, this opportunity to learn about school funding and associated priorities and restrictions was informative for stakeholder groups.

These sessions provided the district and site with some clear areas of identified need and suggested strategies to address that need. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP. They also served an additional function of providing a venue for community voice and signaled the new way that our district will be working with the community to develop our LCAPs.

Input was sought in a variety of in person and electronic forms. Results from the District LCAP survey was disaggregated for Bagby. Survey results indicated a desire for smaller class sizes and facilities that include a cafeteria that would be large enough for all classes to eat indoors. Survey respondents support a focus on the whole child (art, music, PE) and development of 21st Century Skills.

Information was shared and input solicited at the following meetings:

School Site Council-April 21, 2015

Principal Coffee- April 22, 2015

Staff Meeting-March 2, 2015

staff, student groups through an interview process, School Site Councils, and with our English Learner Advisory Committee (ELAC). During the meetings, participants were asked to respond to a series of questions related to the state's eight priority areas and the district's ideas about how to address them. Participants were asked to give feedback on the ideas as well as to suggest new ideas to consider. Careful notes were taken during these meetings to capture both the feedback on the eight priority areas, as well as on the suggested strategies to improve conditions in our school district. At the end of the meeting, we asked participants to rank both the eight priority areas and their suggested strategies. Those strategies formed the basis of the actions we used for this LCAP.

3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals and actions and services. Goals were developed to correspond with the district's strategic plan and the feedback gathered from the community. The information developed during this phase led directly to the goals, progress indicators and actions that appear in this LCAP. Data was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area.

The data reviewed included:

1. Proficiency Rates in District Illuminate CCSS Benchmarks for ELA & Math
2. CELDT scores
3. English Learner Re-designation rates
4. Results from the Community LCAP Survey
5. PBIS Self Evaluation Tool
6. Other local assessments (DRA, MARS)

After identifying needs, actions and services were recommended to realize each goal. The site leadership along with the District reviewed the draft LCAP and to gather feedback. Following that review, the staff integrated select comments and suggestions into the draft LCAP that was shared with the broader community. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. Following the community engagements, site leadership reviewed the goals and strategies and aligned them with current priorities and identified which goals and

English Learner Advisory Committee - April 1, 2015

Home and School Club - May 5, 2015

District Advisory Intervention Team Meetings

*Nov 21, 2014, March 19, 2015, May 8, 2015

Discussions at meetings allowed stakeholders to consider multiple perspectives and thoughts about priorities for Bagby's LCAP. Across a variety of forums, parent education around Common Core State Standards was a consistent theme. Support of at risk students through an extended day model rose as a priority as well. Similar to the results of the electronic survey, consistent comments surfaced around the value of teacher time for collaboration related to planning for Common Core State Standards. Parents and staff consistently expressed support for extended day support for Tier 2 Intervention in Language Arts and Math as well as a more general after school Homework Club. Staff indicated that professional development opportunities on Project Based Learning, Teaching with Technology, and Differentiation and GATE strategies would be welcomed. Stakeholders were asked to indicate the LCAP priorities they felt were most important to address at Bagby. Those areas are Student Achievement, Parent Involvement, and School Climate.

Student input was sought during the PBIS Survey. Among students surveyed, most indicated that they would like additional help in Reading and Math. Most indicated that they felt there were adults at school who would help them.

Given the consistent themes in the input, Bagby will be implementing Tier 2 support on a limited basis during the school day with the addition of extended day support in Language Arts and Math before or after school. We will also be creating opportunities for more general homework support for students in 3rd-5th grade. Continuing to enhance School Climate is a priority expressed by all stakeholders. All are interested in more options for recess play. We are exploring the possibility of an indoor recess "Fun Zone" where students could come to experience quieter play like games, puzzles, and crafts. The staff is investigating professional development opportunities related to teaching with technology and Project Based Learning. To address parent interest in a better understanding of CCSS for Math and Language Arts, staff will share information at parent meetings (Home and School Club, School Site Council). Our ELAC

strategies to include in the LCAP.

4. Revision of the LCAP based on final review. Finally, the site leadership shared the draft LCAP during the first Board meeting on June 4, 2015. Staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting on June 18, 2015. This final stage of our community engagement served to refine an LCAP that was heavily influenced by community feedback throughout the process.

parents are interested in understanding the English Learner program at Bagby and ways to best support their children as they learn English, so we will identify key topics to address at ELAC meetings.

Data sources and metrics that appear in the LCAP were those that most directly related to the goals and actions identified in the district priorities.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Bagby School will promote high academic achievement for all students while preparing them for 21st century college and career readiness.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	<p>1. Annually increase the % of all students who are proficient/advanced on the Common Core State Standards (CCSS) for English-Language Arts and Mathematics.</p> <p>2. Close the achievement gap in the district's lowest performing sub-groups by annually increasing the percentage of English Learner, Hispanic, Socio-economically Disadvantaged, Foster Youth and Students with Disabilities who are proficient/advanced in English Language Arts and Mathematics.</p> <p>3. District maintain and support highly qualified teachers.</p> <p>4. Full implementation of the Common Core State Standards (CCSS) is still in progress.</p> <p>Metrics</p> <ul style="list-style-type: none"> a. CCSS Interim Assessment Benchmarks Grades 1-5 b. District Writing Benchmarks Grades K-5 c. Smarter-Balanced Assessment Consortium (SBAC) Grades 3-5 d. MARS Tasks Spring - Grades K-5 e. Teacher Retention Rate f. Common Core Implementation in the classrooms g. Student Attendance Rate <p>As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California , or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.</p>	
Goal Applies to:	Schools: Bagby Elementary <hr/> Applicable Pupil Subgroups: All Students	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>Students will meet/exceed proficiency rates:</p> <ol style="list-style-type: none"> 1. CCSS Interim Assessment Benchmarks: 5% increase in Proficiency or above from baseline in ELA & Math in Grades 1-5 2. District Writing Benchmark: 5% increase in students performing at levels 3 & 4 Grades K-5 3. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from baseline in ELA & Math in Grades 3-5 4. MARS Tasks Spring: 5% increase in students performing at Proficient or above in Grades K-5 5. High Teacher Retention rate, excluding retirement 6. CCSS will be implemented in 100% of the classrooms through classroom observations by principals and teacher evaluation of Professional Development 7. Student Attendance Rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Provide Professional Development aligned with the Common Core State Standards (CCSS) in the following topics/areas for Staff:</p> <ol style="list-style-type: none"> 1. CCSS Instructional Shifts (ELA & Math) 2. Formative Assessments/Data Analysis 3. Implementing Instructional Rounds 4. Problem/Project Based Learning (PBL) 5. CCSS Units of Study in Writing by Lucy Calkins 6. Aspicio GLAD Curriculum/Strategies 7. Differentiated Instruction 8. ELA/ELD Framework (3 year transition plan) 9. 8 Mathematical Practices 10. Number and Math Talks 11. FOSS & NGSS 12. Technology Integration 13. Math Leadership Institute on Formative Assessment Lesson Design 14. Training of Trainers of GLAD & GLAD Support 15. Training on the newly adopted materials 	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>All TK- teachers will have 4 full days of professional development on CCSS Implementation. At five district sponsored meetings, all grade level teachers will convene to monitor and refine our implementation practices. At monthly staff meetings, teachers and site administrator will discuss site-specific needs. 4000-4999: Books And Supplies One Time Discretionary Fund 5000</p> <p>Training Math Institute Teacher Leaders Consultant 5800: Professional/Consulting Services And Operating Expenditures One Time Discretionary Fund 1250</p> <p>Math Teacher Leader Institute and Follow-up Training 1000-1999: Certificated Personnel Salaries One Time Discretionary Fund 5400</p> <p>CCSS Units of Study in Writing - Release Time for PD 1000-1999: Certificated Personnel Salaries One Time Discretionary Fund 16800</p> <p>The district and site administration will plan district and site-based mentoring and coaching opportunities for teachers using instructional rounds. The funding source for the salary portion of this expenditure. 1000-1999: Certificated Personnel Salaries Base 10000 1000-1999: Certificated Personnel Salaries Supplemental 10000</p> <p>Common Core PD Day (January 15, 2016) 1000-1999: Certificated Personnel Salaries One Time Discretionary Fund 16000</p> <p>3 release days for each grade level to collaborate and plan during instructional rounds/coaching. 1000-1999: Certificated</p>

<p>B. Alignment of curriculum, instruction and assessment with the Common Core Standards (CCSS) in Reading/Language Arts & Mathematics.</p> <ol style="list-style-type: none"> 1. The Curriculum Leadership Council (CLC) will continue to research CCSS materials and assessments for ELA & Math. 2. The Math Adoption Committee will pilot & adopt new Math Curriculum aligned with CCSS. 3. CCSS Interim Benchmark Assessments for ELA & Math will be revised and implemented. 4. Teachers will collaborate in grade level teams to develop Units of Study. 5. Staff will continue to align current adopted materials to the CCSS Scope and Sequence. 6. Supplemental materials including online resources will be researched and implemented for Tier 2 Rtl students. 	District and Site	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Personnel Salaries Base 12600</p> <p>Math Pilot Materials 4000-4999: Books And Supplies Base 5000</p> <p>The appropriate grade level assessments will be administered to all TK-5 students. - Illuminate Benchmarks; Writing; MAC 5000-5999: Services And Other Operating Expenditures Base 8000</p> <p>New Math Curriculum Adoption TK-5 4000-4999: Books And Supplies One Time Discretionary Fund 75000</p> <p>3 release day per teacher for one on one DRA Assessment 1000-1999: Certificated Personnel Salaries Base 12600</p> <p>Release Time for PD on Math Pilot 1000-1999: Certificated Personnel Salaries One Time Discretionary Fund 1000</p>
<p>C. Teachers will plan lessons that infuse rigor throughout the lesson.</p> <p>General Strategies:</p> <ol style="list-style-type: none"> 1. Project Based Learning will be integrated across content areas. 2. Levels 3 and 4 Depth of Knowledge questions and diagnostic questions will be embedded in daily lessons. 3. Differentiated instruction will be provided at each level to meet students' current needs during flexible grouping. 4. Formative Assessment Techniques will be embedded into daily lessons 5. Teachers will use Learning Target for lessons. <p>English Language Arts Specific Strategies:</p> <ol style="list-style-type: none"> 1. A focus will be on text complexity, close reading, informational text and writing for all grade levels. 2. Vocabulary Development lessons will focus on academic vocabulary development and discourse to support the CCSS implementation. <p>Mathematics Specific Strategies:</p> <ol style="list-style-type: none"> 1. Teachers will infuse rigor in lessons focusing on the 8 areas of Mathematical Practice. 	District and Site	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>SWD</u></p>	<p>Identify and secure additional resources, training, materials to support standards mastery 4000-4999: Books And Supplies Base 5000</p>

<p>2. Teachers will continue to use the MARS performance tasks to help determine student proficiency in Mathematics.</p> <p>3. Number and Math Talks will be implemented daily</p>			
<p>D. Provide structured collaboration time for staff</p> <p>1. Collaboration time is a focus for ensuring that professional development is implemented and improving student learning.</p> <p>2. An evaluation will be completed by all participants of professional development activities.</p> <p>3. Structured collaboration time will be scheduled to plan, develop, and learn from each other with special emphasis on the following: Formative Assessment; Data analysis; Benchmark; Writing assessments; CELDT; MARS tasks.</p> <p>4. Teachers and Principals will use data to identify students and subgroups of students who are not reaching proficiency on specific standards and then identifying skills students lack.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3 release days for each grade level team to collaborate and plan. - Instructional Rounds/Coaching 1000-1999: Certificated Personnel Salaries Base 12600</p> <p>The district and site administration will plan district and site-based mentoring and coaching opportunities for teachers using instructional rounds. The funding source for the salary portion of this expenditure. 1000-1999: Certificated Personnel Salaries Supplemental 10000</p>
<p>E. Consistent writing program will be adopted.</p> <p>1. Implement Common Core Units of Study in Writing Curriculum by Lucy Calkins.</p> <p>2. Implement three units of study from Lucy Calkins and three assessments per year per grade level.</p> <p>3. Analyze results of the assessments and reteach or adjust instruction as needed.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Lucy Calkins Units of Study in Writing Curriculum Training 4000-4999: Books And Supplies One Time Discretionary Fund 16800</p>
<p>F. An intervention program for ELA and Math will be implemented to provide additional or extended day programs focusing on our significant subgroups of English Learners, Low Socio-Economic, and Foster Youth.</p> <p>1. Implement "Leveled Literacy Intervention" & "Do the Math" (ELA & Math) to provide additional support for students not performing at grade level.</p> <p>2. Train staff in materials, software and websites selected for intervention.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>SWD</u></p>	<p>The district will coordinate the implement of the Leveled Literacy Intervention and Do the Math to provide additional support for students not performing at grade level. Training of staff, materials, software and websites selected for intervention will be funded by the district. This program will be coordinated by a Teacher on Assignment. 1000-1999: Certificated Personnel Salaries Supplemental 5000</p> <p>Reading & Math Intervention Program Curriculum & Supplies 4000-4999: Books And Supplies Supplemental 28580</p> <p>Intervention Teachers Training & Salaries 1000-1999:</p>

<p>3. School staffs will implement a model of collaboration among all teachers who work with under-performing students.</p> <p>4.A Teacher on Assignment will provide support to coordinate and monitor implementation.</p>			<p>Certificated Personnel Salaries Supplemental 48360</p> <p>Kindergarten Instructional Support 2000-2999: Classified Personnel Salaries Supplemental 15000</p> <p>Rtl Instructional Aide 2000-2999: Classified Personnel Salaries Base 47000</p> <p>Rtl Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental 5000</p>
<p>G. Teachers will deliver technology embedded instruction which will provide student access to a digital learning environment.</p> <p>1. Teachers will participate in the appropriate technology cohort for the iPad & Digital Academies to further advance technology integration to promote student literacy and mathematics.</p> <p>2. Students will increase digital literacy, including keyboarding skills and communication skills.</p> <p>3. Teachers will use Smart Board technology to enhance student learning.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Technology Instructional Software, Materials & Supplies (Raz Kids; ScootPad; Accelerated Reader) 4000-4999: Books And Supplies Base 10000</p> <p>SysOps 1000-1999: Certificated Personnel Salaries Base 3660</p>
<p>H. Using data to guide instruction and learning.</p> <p>1. Staff will receive training with the data management system, Illuminate.</p> <p>2. Staff will receive training with Illuminate in developing classroom assessments for both English Language Arts and Mathematics, and analyzing data.</p> <p>3. Using Math Lead Teachers, teachers will revisit how to use the data from the Silicon Valley Math Initiative MAC/MARS Assessment to build reteach and re-engagement lessons.</p> <p>4. Principal will receive additional training with Illuminate in how to effectively use English Language Arts and Mathematics data to monitor student growth.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Illuminate Training 5800: Professional/Consulting Services And Operating Expenditures Base 1000</p>
<p>I. Monitor the implementation of CCSS.</p> <p>1. Implement instructional rounds at least once a quarter with specific emphasis on GLAD Strategies and how EL, SWD, Low Socio-Economic, and Foster Youth students are progressing towards meeting grade level expectations in the classroom.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>3 release days per grade level for collaboration. Cost already encumbered in Action D.</p>

2. Principal will review data and analyze with teachers to know every below grade level student in each class. 3. English Learners, Students with Disabilities, Low Socio Economic Students, and Foster Students will be monitored for their success in achieving proficiency in ELA. 4. Principal will monitor the implementation of CCSS for Mathematics to ensure that students gain in depth exposure to the 8 Mathematical Practices and for a consistent use of problem solving and critical thinking in the mathematics curriculum.		_ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) SWD	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: 1. CCSS Interim Assessment Benchmarks: 5% increase in Proficiency or above from 2015-2016 in ELA & Math in Grades 1-5 2. District Writing Benchmark: 5% increase in students performing at levels 3 & 4 Grades K-5 3. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from baseline in ELA & Math in Grades 3-5 4. MARS Tasks Spring: 5% increase in students performing at Proficient or above in Grades K-5 5. High Teacher Retention rate, excluding retirement 6. CCSS will be implemented in 100% of the classrooms through classroom observations by principals and teacher evaluation of Professional Development		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Provide Professional Development aligned with the Common Core State Standards (CCSS) in the following topics/areas for Staff: 1. CCSS Instructional Shifts (ELA & Math) 2. Formative Assessments/Data Analysis 3. Problem/Project Based Learning (PBL)	Bagby Elementary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	All TK- teachers will have 3 full days of professional development on CCSS Implementation. At five district sponsored meetings, all grade level teachers will convene to monitor and refine our implementation practices. At monthly staff meetings, teachers and site administrator will discuss site-specific needs. 4000-4999: Books And Supplies Base 5000

<p>4. CCSS Units of Study in Writing by Lucy Calkins</p> <p>5. Differentiated Instruction</p> <p>6. ELA/ELD Framework (3 year transition plan)</p> <p>7. Ongoing GLAD</p> <p>8. NGSS</p> <p>9. Technology Integration</p>		<p>_ Other Subgroups: (Specify)</p>	<p>The district and site administration will plan district and site-based mentoring and coaching opportunities for teachers using instructional rounds. The funding source for the salary portion of this expenditure. 1000-1999: Certificated Personnel Salaries Supplemental 10000</p>
<p>B. Alignment of curriculum, instruction and assessment with the Common Core Standards (CCSS) in Reading/Language Arts & Mathematics.</p> <p>1. The Curriculum Leadership Council (CLC) will consider ELA curriculum to pilot.</p> <p>2. New adoption of Math Curriculum aligned with CCSS.</p> <p>3. CCSS Interim Benchmark Assessments for ELA & Math will be revised and implemented.</p> <p>4. Staff will continue to align current adopted materials to the CCSS Scope and Sequence.</p>	District and Site	<p><input checked="" type="checkbox"/> All _____</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>3 release day per teacher for one on one DRA Assessment 1000-1999: Certificated Personnel Salaries Base 12600</p>
<p>C. Teachers will plan lessons that infuse rigor throughout the lesson.</p> <p>1. Project Based Learning will be integrated across content areas.</p> <p>2. Levels 3 and 4 Depth of Knowledge questions and diagnostic questions will be embedded in daily lessons.</p> <p>3. Differentiated instruction will be provided at each level to meet students' current needs during flexible grouping.</p> <p>4. Formative Assessment Techniques will be embedded into daily lessons</p> <p>5. Teachers will use Learning Target for lessons.</p>	District and Site	<p><input checked="" type="checkbox"/> All _____</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>Identify and secure additional resources, training, materials to support standards mastery 4000-4999: Books And Supplies Base 5000</p>
<p>D. Provide structured collaboration time for staff</p> <p>1. Collaboration time is a focus for ensuring that professional development is implemented and improving student learning.</p> <p>2. Structured collaboration time will be scheduled to plan, develop, and learn from each other.</p> <p>3. Teachers and Principals will use data to identify students and subgroups of students who are not reaching proficiency on specific standards and then identifying skills students lack.</p>	District and Site	<p><input checked="" type="checkbox"/> All _____</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>3 release days for each grade level team to collaborate and plan. - Instructional Rounds/Coaching 1000-1999: Certificated Personnel Salaries Base 12600</p>

<p>E. Consistent writing program will be adopted.</p> <ol style="list-style-type: none"> 1. Continue to implement Common Core Units of Study in Writing Curriculum. 2. Implement three units of study from Lucy Calkins and three assessments per year per grade level. 3. Analyze results of the assessments and reteach or adjust instruction as needed. 	District and Site	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials and Supplies for writing program implementation. 4000-4999: Books And Supplies Base 1000</p>
<p>F. An intervention program for ELA and Math will be implemented to provide additional or extended day programs focusing on our significant subgroups of English Learners, Low Socio-Economic, and Foster Youth.</p> <ol style="list-style-type: none"> 1. Implement "Leveled Literacy Intervention" & "Do the Math" (ELA & Math) to provide additional support for students not performing at grade level. 2. Train new staff in materials, software and websites selected for intervention as needed. 3. A Teacher on Assignment will provide support to coordinate and monitor implementation. 4. Provide RtI Support for students needing additional support during the day. 	District and Site	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The district will coordinate the implement of the Leveled Literacy Intervention and Do the Math to provide additional support for students not performing at grade level. Training of staff, materials, software and websites selected for intervention will be funded by the district. This program will be coordinated by a Teacher on Assignment. 1000-1999: Certificated Personnel Salaries Supplemental 5000</p> <p>Intervention Teachers Training & Salaries 1000-1999: Certificated Personnel Salaries Supplemental 48360</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental 5000</p> <p>Kindergarten Instructional Support 2000-2999: Classified Personnel Salaries Supplemental 1600</p> <p>RtI Instructional Aides 2000-2999: Classified Personnel Salaries Base 60000</p>
<p>G. Teachers will deliver technology embedded instruction which will provide student access to a digital learning environment.</p> <ol style="list-style-type: none"> 1. Teachers will participate in the appropriate technology cohort for the iPad & Digital Academies to further advance technology integration to promote student literacy and mathematics. 2. Students will increase digital literacy, including keyboarding skills and communication skills. 3. Teachers will use Smart Board technology to enhance student learning. 	District and Site	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Technology Instructional Software, Materials & Supplies (Raz Kids; ScootPad; Accelerated Reader) 4000-4999: Books And Supplies Base 10000</p> <p>SysOps 1000-1999: Certificated Personnel Salaries Base 3660</p>
<p>H. Using data to guide instruction and learning.</p> <ol style="list-style-type: none"> 1. Staff will use data from Illuminate to develop 	District and Site	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials and supplies for data discussions 4000-4999: Books And Supplies Base 1000</p>

classroom assessments for both English Language Arts and Mathematics, and analyzing data. 2. Principal will receive use Illuminate to effectively use English Language Arts and Mathematics data to monitor student growth.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
I. Monitor the implementation of CCSS for Math. 1. Continue with instructional rounds at least once a quarter with specific emphasis on GLAD Strategies and how EL, SWD, Low Socio-Economic, and Foster students are progressing in the classroom. 2. Principal will continue to monitor the implementation of CCSS for Mathematics to ensure that students gain in depth exposure to the 8 Mathematical Practices and for a consistent use of problem solving and critical thinking in the mathematics curriculum.	District and Site	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3 release days per grade level for collaboration. Cost already encumbered in Action D.

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Students will meet/exceed proficiency rates: 1. CCSS Interim Assessment Benchmarks: 5% increase in Proficiency or above from 2016-2017 in ELA & Math in Grades 1-5 2. District Writing Benchmark: 5% increase in students performing at levels 3 & 4 Grades K-5 3. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from 2016-2017 in ELA & Math in Grades 3-5 4. MARS Tasks Spring: 5% increase in students performing at Proficient or above in Grades K-5 5. High Teacher Retention rate, excluding retirement 6. CCSS will be implemented in 100% of the classrooms through classroom observations by principals and teacher evaluation of Professional Development		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Provide Professional Development aligned with the Common Core State Standards (CCSS) in the following topics/areas for Staff: 1. CCSS Instructional Shifts (ELA & Math) 2. Problem/Project Based Learning (PBL) 3. Differentiated Instruction 4. ELA/ELD Framework (3 year transition plan) 5. NGSS 6. Technology Integration	District and Site	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	All TK- teachers will have 3 full days of professional development on CCSS Implementation. At five district sponsored meetings, all grade level teachers will convene to monitor and refine our implementation practices. At monthly staff meetings, teachers and site administrator will discuss site-specific needs. 4000-4999: Books And Supplies Base 5000 The district and site administration will plan district and site-based mentoring and coaching opportunities for teachers

7. Training on the newly adopted materials.			using instructional rounds. The funding source for the salary portion of this expenditure. 1000-1999: Certificated Personnel Salaries Supplemental 10000
<p>B. Alignment of curriculum, instruction and assessment with the Common Core Standards (CCSS) in Reading/Language Arts & Mathematics.</p> <p>1. CLC will adopt new ELA curriculum 2. Teachers will collaborate in grade level teams to develop Units of Study. 3. Staff will continue to align current adopted materials to the CCSS Scope and Sequence. 4. Interim Benchmark Assessments for ELA & Math will be revised and implemented.</p>	District and Site	<p><input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>New ELA Curriculum Adoption 4000-4999: Books And Supplies Base 75000</p> <p>3 release day per teacher for one on one DRA Assessment 1000-1999: Certificated Personnel Salaries Base 12600</p>
<p>C. Teachers will plan lessons that infuse rigor throughout the lesson.</p> <p>1. Project Based Learning will be integrated across content areas. 2. Levels 3 and 4 Depth of Knowledge questions and diagnostic questions will be embedded in daily lessons. 3. Differentiated instruction will be provided at each level to meet students' current needs during flexible grouping. 4. Formative Assessment Techniques will be embedded into daily lessons 5. Teachers will use Learning Target for lessons.</p>	District and Site	<p><input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Identify and secure additional resources, training, materials to support standards mastery 4000-4999: Books And Supplies Base 5000</p>
<p>D. Provide structured collaboration time for staff</p> <p>1. Collaboration time is a focus for ensuring that professional development is implemented and improving student learning. 2. Structured collaboration time will be scheduled to plan, develop, and learn from each other with special emphasis on the following: Formative Assessment; Data analysis; Benchmark; Writing assessments; CELDT; MARS tasks. 3. Teachers and Principals will use data to identify students and subgroups of students who are not reaching proficiency on specific standards and then identifying skills students lack.</p>	District and Site	<p><input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3 release days for each grade level team to collaborate and plan. - Instructional Rounds/Coaching. 1000-1999: Certificated Personnel Salaries Base 12600</p>

<p>E. Consistent writing program will be adopted.</p> <p>1. Continue to implement Common Core Units of Study in Writing Curriculum.</p> <p>2. Analyze results of the assessments and reteach or adjust instruction as needed.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials and Supplies for writing program implementation 4000-4999: Books And Supplies Base 1000</p>
<p>F. An intervention program for ELA and Math will be implemented to provide additional or extended day programs focusing on our significant subgroups of English Learners, Low Socio-Economic, and Foster Youth.</p> <p>1. Implement "Leveled Literacy Intervention" & "Do the Math" (ELA & Math) to provide additional support for students not performing at grade level.</p> <p>2. Train new staff in materials, software and websites selected for intervention as needed.</p> <p>3. A Teacher on Assignment will provide support to coordinate and monitor implementation.</p> <p>4. Provide Rtl Support for students needing additional support during the day.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The district will coordinate the implement of the Leveled Literacy Intervention and Do the Math to provide additional support for students not performing at grade level. Training of staff, materials, software and websites selected for intervention will be funded by the district. This program will be coordinated by a Teacher on Assignment. 1000-1999: Certificated Personnel Salaries Supplemental 5000</p> <p>Intervention Teachers Training & Salaries 1000-1999: Certificated Personnel Salaries Supplemental 48360</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental 5000</p> <p>Kindergarten Instructional Support 2000-2999: Classified Personnel Salaries Supplemental 16000</p> <p>Rtl Instructional Aides 2000-2999: Classified Personnel Salaries Base 60000</p>
<p>G. Teachers will deliver technology embedded instruction which will provide student access to a digital learning environment.</p> <p>1. Teachers will participate in the appropriate technology cohort for the iPad & Digital Academies to further advance technology integration to promote student literacy and mathematics.</p> <p>2. Students will increase digital literacy, including keyboarding skills and communication skills.</p> <p>3. Teachers will use Smart Board technology to enhance student learning.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Technology Instructional Software, Materials & Supplies (Raz Kids; ScootPad; Accelerated Reader) 4000-4999: Books And Supplies Base 10000</p> <p>SysOps 1000-1999: Certificated Personnel Salaries Base 3660</p>
<p>H. Using data to guide instruction and learning.</p> <p>1. Staff will use data from Illuminate to develop classroom assessments for both English Language Arts</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	<p>Materials and supplies for data discussions 4000-4999: Books And Supplies Base 1000</p>

and Mathematics, and analyzing data. 2. Principal will receive use Illuminate to effectively use English Language Arts and Mathematics data to monitor student growth.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
I. Monitor the implementation of CCSS for Math. 1. Continue with instructional rounds at least once a quarter with specific emphasis on GLAD Strategies and how EL, SWD, Low Socio-Economic, and Foster students are progressing in the classroom. 2. Principal will continue to monitor the implementation of CCSS for Mathematics to ensure that students gain in depth exposure to the 8 Mathematical Practices and for a consistent use of problem solving and critical thinking in the mathematics curriculum.	District and Site	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3 release days per grade level for collaboration. Cost already encumbered in Action D.

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

GOAL 2:	English Learner students will attain proficiency in English Language Arts and Mathematics.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	<p>EL students are a significant subgroup.</p> <ol style="list-style-type: none"> 1. 71% English Learners are making a years growth in a years time, exceeding criteria for AMAO #1 2. English Learners, both under (30%) and over 5 years (60%) in the US, reach CELDT proficiency, exceeding the criteria for AMAO #2 3. For the majority of the English Learners, the longer they stay in Cambrian School District, the better they perform on the CELDT assessment. 4. All EL students need to reach CELDT proficiency. <p>Metric:</p> <ol style="list-style-type: none"> a. California English Language Development Test (CELDT) - AMAO 2 b. CCSS Interim Assessment Benchmark: ELA and Math c. Smarter-Balanced Assessment Consortium (SBAC) d. EL Re-classification Rate e. All teachers are highly qualified, including CLAD certification f. All teachers are GLAD trained <p>As a TK-8 District, Cambrian do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California , or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.</p>		
Goal Applies to:	Schools: Bagby Elementary Applicable Pupil Subgroups:	ALL Students	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1. Increase the percent of EL students attaining English proficient level on the CELDT in the less than 5 year cohort from 31% to 40%. 2. At minimum, a 5% increase in EL students performing at proficiency on the Interim Benchmark Assessments for Grades 1-5. 3. At minimum, a 5% increase in EL students performing at proficiency on the SBAC for Grades 3-5. 4. EL Reclassification Rate increase to 12% 5. 100% of teachers are highly qualified with CLAD certification 6. 100% of teachers are GLAD trained 7. EL students attendance rate at 100%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Alignment of ELD instruction with Common Core ELD standards and Features of Designated ELD Instruction from the ELA/ELD Framework. 1. Provide professional development about the ELA/ELD Framework to all staff. 2. Provide training to ELD teacher and EL Instructional Aides on ELD curriculum: "Frames for Fluency" by Ballade & Tighe 3. Provide ongoing training and support for GLAD instructional strategies for all staff.	District and Site	<u>All</u> ----- OR: <u> </u> Low Income pupils <u>X</u> English Learners <u> </u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>EL SWD</u>	All TK- teachers will have 4 full days of professional development on CCSS Implementation. At five district sponsored meetings, all grade level teachers will convene to monitor and refine our implementation practices. At monthly staff meetings, teachers and site administrator will discuss site-specific needs. (See Goal 1 for cost associated with PD)
B. Effectively Monitor the implementation of English Learner program 1. Administrators will monitor effective implementation of adopted ELD curriculum with the implementation of the district Walk-through Guide, emphasizing GLAD strategies. 2. Administrators will monitor on-going implementation of required GLAD strategies to be used during integrated ELD (i.e. 7 HIP Pocket Strategies, Process Grid, and Cognitive Content Dictionary). 3. Administrators and teachers will monitor the placement, assessments, materials and student progress in ELD. 4. Administrators and teachers will analyze annual CELDT data to determine progress of groups and individuals.	District and Site	<u>All</u> ----- OR: <u> </u> Low Income pupils <u>X</u> English Learners <u> </u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>EL SWD</u>	CELDT Testing - CELDT Testers 2000-2999: Classified Personnel Salaries Supplemental 6000 CELDT Testing Materials & Supplies 4000-4999: Books And Supplies Supplemental 500

<p>C. Implement Designated ELD Program</p> <p>1. Designated ELD is provided 30-45 minutes daily for EL students.</p> <p>2. Designated ELD programs will group students by CELDT level and grade level if possible.</p> <p>Levels 1 – 2 Levels 2+ - 3 Levels 4-5</p> <p>OR</p> <p>Levels 1 – 3 Levels 4-5</p>	District and Site	<p><u> All </u> -----</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u>X</u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u>X</u> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups: (Specify)</p> <p><u>EL SWD</u></p>	<p>Pullout services for EL students in Grades 1-5 will be coordinated and implemented by the district. It will be coordinated by the district TOSA. 1000-1999: Certificated Personnel Salaries Title III LEP 5000</p> <p>ELD Curriculum and Supplies 4000-4999: Books And Supplies Supplemental 2500</p> <p>Designated ELD Pull-out ELD Teachers 1000-1999: Certificated Personnel Salaries Supplemental 27565</p>
<p>D. Provide Extended Day/Targeted Interventions for EL students who need additional support</p> <p>1. Staff will implement "Leveled Literacy Intervention (LLI) for ELA and Do the Math (Math) to provide additional support for EL students not performing at grade level.</p> <p>2. Staff will be trained in the materials, software and websites selected for intervention.</p> <p>3. Staff will implement a model of collaboration among all teachers who work with under performing EL students.</p> <p>4.The District Teacher on Assignment will provide support to coordinate and monitor implementation.</p>	District and Site	<p><u> All </u> -----</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u>X</u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u>X</u> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups: (Specify)</p> <p><u>EL SWD</u></p>	<p>See Goal 1 for cost associated with Materials, Training and Teacher Salaries for Intervention Programs to provide additional support for EL students.</p>
<p>E. Provide Professional Development targeted to meet the needs of English Learners.</p> <p>1. Training will be provided for ELD teachers on adopted and supplemental ELD curriculum materials for best implementation.</p> <p>2. Training will be provided for teachers on ELD Program Instructional strategies and course of study.</p> <p>3. Training will be provided teachers on the first phase of implementing the newly adopted ELA/ELD Framework.</p> <p>4.The process and training for transitioning from designated ELD to Integrated ELD for all teachers will occur.</p> <p>5. Provide ongoing training and support for GLAD.</p>	District and Site	<p><u> All </u> -----</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u>X</u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u>X</u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p> <p><u>EL SWD</u></p>	<p>GLAD Follow-up Support. These follow up sessions takes place during site collaboration meetings and one release day working with a GLADiators. 1000-1999: Certificated Personnel Salaries Base 4000</p> <p>GLADiators TnT - Training of trainer 5800: Professional/Consulting Services And Operating Expenditures Common Core 5000</p> <p>Training for ELD teachers on adopted and supplemental ELD curriculum materials for best implementation. 1000-1999: Certificated Personnel Salaries Supplemental 1500</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1. Increase the percent of EL students attaining English proficient level on the CELDT in the less than 5 year cohort from 40% to 50%. 2. At minimum, a 5% increase in EL students performing at proficiency on the Interim Benchmark Assessments for Grades 1-5. 3. At minimum, a 5% increase in EL students performing at proficiency on the SBAC for Grades 3-5. 4. EL Reclassification Rate increase to 14%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Alignment of ELD instruction with Common Core ELD standards and Features of Designated ELD Instruction from the ELA/ELD Framework. 1. Provide professional development about the ELA/ELD Framework for integrated and designated ELD to all staff. 2. Provide ongoing training and support for GLAD instructional strategies for all staff.	District and Site	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) EL SWD	All TK- teachers will have 4 full days of professional development on CCSS Implementation. At five district sponsored meetings, all grade level teachers will convene to monitor and refine our implementation practices. At monthly staff meetings, teachers and site administrator will discuss site-specific needs. (See Goal 1 for cost associated with PD)
B. Monitor the implementation of English Learner program 1. CELDT testing for annuals and initials 2. Administrators will monitor effective implementation of ELA/ELD Framework and adopted ELD curriculum with through instructional rounds, emphasizing GLAD strategies. 3. Administrators and teachers will analyze annual CELDT data to determine progress of groups and individuals.	District and Site	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) EL SWD	CELDT Testing - CELDT Testers 2000-2999: Classified Personnel Salaries Supplemental 6000 2000-2999: Classified Personnel Salaries Supplemental 6000 CELDT Testing Materials & Supplies 4000-4999: Books And Supplies Supplemental 500 Data material and supplies for analysis 4000-4999: Books And Supplies Supplemental 250
C. Implement Designated ELD Program 1. Designated ELD is provided 30-45 minutes daily for EL students. 2. Designated ELD programs will group students by CELDT level and grade level if possible.	District and Site	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) EL SWD	Pullout services for EL students in Grades 1-5 will be coordinated and implemented by the district. It will be coordinated by the district TOSA. 1000-1999: Certificated Personnel Salaries Title III LEP 5000 ELD Curriculum and Supplies 4000-4999: Books And Supplies Supplemental 2000 Designated ELD Pull-out ELD Teachers 1000-1999: Certificated Personnel Salaries Supplemental 27565

<p>D. Provide Extended Day/Targeted Interventions for EL students who need additional support</p> <p>1. Staff will implement "Leveled Literacy Intervention (LLI) for ELA and Do the Math (Math) to provide additional support for EL students not performing at grade level.</p> <p>2. Staff will collaborate among all teachers who work with under performing EL students for Rtl and additional support.</p> <p>3. The District Teacher on Assignment will provide support to coordinate and monitor implementation.</p>	District and Site	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>EL SWD</u></p>	See Goal 1 for cost associated with Materials, Training and Teacher Salaries for Intervention Programs to provide additional support for EL students.
<p>E. Provide Professional Development targeted to meet the needs of English Learners.</p> <p>1. Provide training will on new adopted and supplemental ELD curriculum.</p> <p>2. Provide ongoing training on ELA/ELD Framework.</p> <p>3. Implement the process and training for transitioning from designated ELD to Integrated ELD for all teachers will occur.</p> <p>4. Provide ongoing training and support for GLAD.</p>	District and Site	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>EL SWD</u></p>	<p>GLAD Follow-up Support. These follow up sessions takes place during site collaboration meetings and one release day working with a GLADiators. 1000-1999: Certificated Personnel Salaries Base 4000</p> <p>Training on adopted and supplemental ELD curriculum materials for best implementation. 1000-1999: Certificated Personnel Salaries Supplemental 1000 1000-1999: Certificated Personnel Salaries Supplemental 1000</p>
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	<p>1. Increase the percent of EL students attaining English proficient level on the CELDT in the less than 5 year cohort from 60% to 70%.</p> <p>2. At minimum, a 5% increase in EL students performing at proficiency on the Interim Benchmark Assessments for Grades 1-5.</p> <p>3. At minimum, a 5% increase in EL students performing at proficiency on the SBAC for Grades 3-5.</p> <p>4. EL Reclassification Rate increase to 16%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Alignment of ELD instruction with Common Core ELD standards and Features of Designated ELD Instruction from the ELA/ELD Framework.</p> <p>1. Provide ongoing professional development about the ELA/ELD Framework to all staff.</p> <p>2. Provide ongoing training and support for GLAD instructional strategies for all staff.</p>	District and Site	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	All TK- teachers will have 4 full days of professional development on CCSS Implementation. At five district sponsored meetings, all grade level teachers will convene to monitor and refine our implementation practices. At monthly staff meetings, teachers and site administrator will discuss site-specific needs. (See Goal 1 for cost associated with PD)

		<u>EL SWD</u>	
<p>B. Effectively Monitor the implementation of English Learner program</p> <p>1. CELDT testing for annuals and initials</p> <p>2. Administrators will monitor effective implementation of ELA/ELD Framework and adopted ELD curriculum with through instructional rounds, emphasizing GLAD strategies.</p> <p>3. Administrators and teachers will analyze annual CELDT data to determine progress of groups and individuals.</p>	District and Site	<p><u>EL SWD</u></p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>EL SWD</u></p>	<p>CELDT Testing - CELDT Testers 2000-2999: Classified Personnel Salaries Supplemental 6000</p> <p>CELDT Testing Materials & Supplies 4000-4999: Books And Supplies Supplemental 500</p>
<p>C. Implement Designated ELD Program</p> <p>1. Designated ELD is provided 30-45 minutes daily for EL students.</p> <p>2. Designated ELD programs will group students by CELDT level and grade level if possible.</p>	District and Site	<p><u>EL SWD</u></p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>EL SWD</u></p>	<p>Pullout services for EL students in Grades 1-5 will be coordinated and implemented by the district. It will be coordinated by the district TOSA. 1000-1999: Certificated Personnel Salaries Title III LEP 5000</p> <p>ELD Curriculum and Supplies 4000-4999: Books And Supplies Supplemental 2000</p> <p>Designated ELD Pull-out ELD Teachers 1000-1999: Certificated Personnel Salaries Supplemental 27565</p>
<p>D. Provide Extended Day/Targeted Interventions for EL students who need additional support</p> <p>1. Staff will implement "Leveled Literacy Intervention (LLI) for ELA and Do the Math (Math) to provide additional support for EL students not performing at grade level.</p> <p>2. Staff will collaborate among all teachers who work with under performing EL students for Rtl and additional support.</p> <p>3. The District Teacher on Assignment will provide support to coordinate and monitor implementation</p>	District and Site	<p><u>EL SWD</u></p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>EL SWD</u></p>	<p>See Goal 1 for cost associated with Materials, Training and Teacher Salaries for Intervention Programs to provide additional support for EL students.</p>
<p>E. Provide Professional Development targeted to meet the needs of English Learners.</p> <p>1. Provide training will on new adopted and supplemental ELD curriculum.</p> <p>3. Provide ongoing training on ELA/ELD Framework.</p> <p>4. Implement the process and training for transitioning</p>	District and Site	<p><u>EL SWD</u></p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	<p>GLAD Follow-up Support. These follow up sessions takes place during site collaboration meetings and one release day working with a GLADiators. 1000-1999: Certificated Personnel Salaries Supplemental 4000</p> <p>Training on adopted and supplemental ELD curriculum materials for best implementation. 1000-1999: Certificated</p>

from designated ELD to Integrated ELD for all teachers will occur. 5. Provide ongoing training and support for GLAD.		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>EL SWD</u>	Personnel Salaries Base 1000
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

GOAL 3:	Bagby School will be a supportive, orderly and purposeful environment in which students and staff feel safe and free to learn and work.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify				
Identified Need :	<p>1. While the PBIS Self Evaluation Tool score of 95% demonstrates that student behavior and engagement on campus is positive, nurturing, and sustainable, our community believe there is still a need to provide additional assistance for students.</p> <p>2. School Climate is one of the top priorities to ensure students are learning in a safe and nurturing environment.</p> <p>Metrics:</p> <ul style="list-style-type: none"> a. PBIS Self Evaluation Tool b. SWIS Office Major Referrals c. Number of suspensions per year d. School Attendance Review Board Process (SARB) e. Healthy Kids Survey - Grades 5 f. Counseling Referrals g. Parent Community Survey <p>As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California , or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.</p>					
Goal Applies to:	<table border="1"> <tr> <td data-bbox="325 982 640 1015">Schools:</td> <td data-bbox="640 982 2001 1015">Bagby Elementary</td> </tr> <tr> <td data-bbox="325 1023 640 1055">Applicable Pupil Subgroups:</td> <td data-bbox="640 1023 2001 1055">ALL Students with focus on SED, EL, Foster Youth, and SWD</td> </tr> </table>		Schools:	Bagby Elementary	Applicable Pupil Subgroups:	ALL Students with focus on SED, EL, Foster Youth, and SWD
Schools:	Bagby Elementary					
Applicable Pupil Subgroups:	ALL Students with focus on SED, EL, Foster Youth, and SWD					

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1. At least a 90% score on the PBIS SET 2. A 10% decrease in major office referrals and suspensions 3. A 10% decrease in counseling referrals 4. A decrease in SARB Referrals 5. A 95% Attendance Rate 6. Healthy Kids Survey Results (Baseline) 7. Parent/Community Survey (Baseline)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Staff will establish strategies to maintain regular and high attendance rates.</p> <p>1. Staff will communicate to parents the importance of regular school attendance via newsletter. 2. An automated system will contact parents when student are absent. 3. Staff will review monthly Attendance Reports to follow up with students who may be experiencing truancy issues. 4. Staff will follow up and work with parents and families who attendance is truant.</p>	District and Site	<p>X All OR: _____ _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Site Administration will monitor student attendance and discipline records. As areas of concerns arise, teams will create intervention plans. 4000-4999: Books And Supplies Base 500</p> <p>School support, administration, and regular education activities, supplies, materials, and contract services. 5000-5999: Services And Other Operating Expenditures Base 59000</p>
<p>B. Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.</p> <p>1. The Bagby B's Program - a consistent language and behavioral language and behavioral standards will be established. 2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. 3. Early detection/prevention - Improve student engagement behavior in the classroom by identifying early and appropriate interventions to help all students learn. 4. Staff will engage and involve parents in their child's education at all levels to change behavior and turn the focus on learning, including parent/teacher conferences;</p>	District and Site	<p>X All OR: _____ _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>The Bagby 4 Bs Program - a consistent language and behavioral language and behavioral standards will be established. 4000-4999: Books And Supplies Base 500</p> <p>2 half-days will be set for Site Team to meet and plan site activities provided by the district. (4 team members) 1000-1999: Certificated Personnel Salaries Base 600</p> <p>3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs. (2 site leads) 1000-1999: Certificated Personnel Salaries Base 600</p> <p>PBIS Incentive Program for Students and Staff 4000-4999: Books And Supplies Base 3000</p>

progress reports; student study team process. 5. Staff will be provided ongoing professional development on PBIS implementation with emphasis on Tier 2 and Tier 3 strategies and programs and working students with special needs in the general classrooms.			
<p>C. Staff will develop a plan to provide and offer a variety of club offerings and enrichment activities to meet the interests and abilities of all students.</p> <p>Optional Offerings:</p> <ol style="list-style-type: none"> 1. GATE program - Math Olympiad & Odyssey of the Mind 2. Maker's Lab 3. Project Lead the Way - Pilot Program 4. Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day 	District and Site	<p><u>X</u> All _____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>SWD</u></p>	<p>Enrichment and other student activities and clubs will be developed and maintain including but not limited to Math Olympiad, Odyssey of the Mind, Maker's Lab, Digital Club, and Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day. 4000-4999: Books And Supplies Base 5000</p> <p>School Librarian 2000-2999: Classified Personnel Salaries Base 11000</p> <p>Site based GATE coordinator 1000-1999: Certificated Personnel Salaries Base 500</p>
<p>D. Services will be provided to meet the emotional, behavioral and mental needs of students.</p> <ol style="list-style-type: none"> 1. The School Counselor & Almaden Valley Counseling Services will provide individual and group counseling for students through referral process or on an as needed basis. 2. School psychologists provide counseling on death of a family member, bullying, school anxiety and social issues. 3. Study Study Team Process in employed for students who are struggling academically due to emotional, social, mental, and/or academic challenges. 4. "Check-in & Check-out", a programs designed specifically for students who need additional behavioral support will be implemented. 	District and Site	<p><u>X</u> All _____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>SWD</u></p>	<p>School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. One day of Counseling will be provided the Student Services. 5800: Professional/Consulting Services And Operating Expenditures Base 4500</p> <p>Additional day of counseling provided by site. 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures Base 4500</p>
<p>E. Staff will establish a survey on school safety and climate.</p> <ol style="list-style-type: none"> 1. Staff will establish a student survey on school safety and climate using the Healthy Kids survey to be administered in 5th grade. 2. Staff will survey parents on school safety and climate. 	District and Site	<p><u>X</u> All _____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Healthy Kids Survey will be administered via online. 4000-4999: Books And Supplies Base 250</p>

		_ Other Subgroups: (Specify) SWD	
F. Staff will establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies. 1. Staff will revise and amend a comprehensive Safe School Plan. 2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan. 3. Parents and community members will be apprised of the Safe School Plan.	District and Site	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ensure sufficient supervision during recesses. 2000-2999: Classified Personnel Salaries Base 2500 Noon Duty Supervision 2000-2999: Classified Personnel Salaries Base 16000
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	1. At least a 90% score on the PBIS SET 2. A 10% decrease in major office referrals and suspensions 3. A 10% decrease in counseling referrals 4. A decrease in SARB Referrals 5. A 95% Attendance Rate 6. Healthy Kids Survey Results		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Staff will establish strategies to maintain regular and high attendance rates. 1. Staff will communicate to parents the importance of regular school attendance via newsletter. 2. An automated system will contact parents when student are absent. 3. Staff will review monthly Attendance Reports to follow up with students who may be experiencing truancy issues. 4. Staff will work follow up and work with parents and families who attendance is truant.	District and Site	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Site Administration will monitor student attendance and discipline records. As areas of concerns arise, teams will create intervention plans. 4000-4999: Books And Supplies Base 500 School support, administration, and regular education activities, supplies, materials, and contract services. 5000-5999: Services And Other Operating Expenditures Base 59000
B. Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.	District and Site	X All OR: _ Low Income pupils	The Farnham ABC Program - a consistent language and behavioral language and behavioral standards will be established. 4000-4999: Books And Supplies Base 500

<p>1. The Bagby 4 B's Program - a consistent language and behavioral language and behavioral standards will be established.</p> <p>2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students.</p> <p>3. Early detection/prevention - Improve student engagement behavior in the classroom by identifying early and appropriate interventions to help all students learn.</p> <p>4. Staff will engage and involve parents in their child's education at all levels to change behavior and turn the focus on learning, including parent/teacher conferences; progress reports; student study team process.</p> <p>5. Staff will be provided ongoing professional development on PBIS implementation with emphasis on Tier 2 and Tier II strategies and programs and working students with special needs in the general classrooms.</p>		<p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2 half-days will be set for Site Team to meet and plan site activities provided by the district. (4 team members) 1000-1999: Certificated Personnel Salaries Base 600</p> <p>3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs. (2 site leads) 1000-1999: Certificated Personnel Salaries Base 600</p> <p>PBIS Incentive Program for Students and Staff 4000-4999: Books And Supplies Base 2500</p>
<p>C. Staff will develop a plan to provide and offer a variety of club offerings and enrichment activities to meet the interests and abilities of all students.</p> <p>Optional Offerings:</p> <p>1. GATE program - Math Olympiad & Odyssey of the Mind</p> <p>2. Maker's Lab</p> <p>3. Project Lead the Way - Pilot Program</p> <p>4. Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Enrichment and other student activities and clubs will be developed and maintain including but not limited to Math Olympiad, Odyssey of the Mind, Maker's Lab, Digital Club, and Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day. 4000-4999: Books And Supplies Base 3000</p> <p>School Librarian 2000-2999: Classified Personnel Salaries Base 16000</p> <p>Site based GATE coordinator 1000-1999: Certificated Personnel Salaries Base 500</p>
<p>D. Services will be provided to meet the emotional, behavioral and mental needs of students.</p> <p>1. The School Counselor & Almaden Valley Counseling Services will provide individual and group counseling for students through referral process or on an as needed basis.</p> <p>2. School psychologists provide counseling on death of a family member, bullying, school anxiety and social issues.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. One day of Counseling will be provided the Student Services. 5800: Professional/Consulting Services And Operating Expenditures Base 4500</p> <p>Additional day of counseling provided by site. 5800: Professional/Consulting Services And Operating Expenditures Base 4500</p>

<p>3. Study Study Team Process in employed for students who are struggling academically due to emotional, social, mental, and/or academic challenges.</p> <p>4. "Check-in & Check-out", a programs designed specifically for students who need additional behavioral support will be implemented.</p>			
<p>E. Staff will establish a survey on school safety and climate.</p> <p>1. Staff will establish a student survey on school safety and climate using the Healthy Kids survey to be administered in 5th grade.</p> <p>2. Staff will survey parents on school safety and climate.</p>	District and Site	<p><input checked="" type="checkbox"/> All _____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Healthy Kids Survey will be administered via online. 4000-4999: Books And Supplies Base 250</p>
<p>F. Staff will establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies.</p> <p>1. Staff will revise and amend a comprehensive Safe School Plan.</p> <p>2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan.</p> <p>3. Parents and community members will be apprised of the Safe School Plan.</p>	District and Site	<p><input checked="" type="checkbox"/> All _____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Ensure sufficient supervision during recesses. 2000-2999: Classified Personnel Salaries Base 5000 2000-2999: Classified Personnel Salaries Base 2500</p> <p>Noon Duty Supervision 2000-2999: Classified Personnel Salaries Base 16000</p> <p>Health Supplies 4000-4999: Books And Supplies Base 300</p>
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	<p>1. At least a 90% score on the PBIS SET</p> <p>2. A 10% decrease in major office referrals and suspensions</p> <p>3. A 10% decrease in counseling referrals</p> <p>4. A decrease in SARB Referrals</p> <p>5. A 95% Attendance Rate</p> <p>6. Healthy Kids Survey Results</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Staff will establish strategies to maintain regular and high attendance rates.	District and site	<p><input checked="" type="checkbox"/> All _____</p> <p>OR:</p>	Site Administration will monitor student attendance and discipline records. As areas of concerns arise, teams will

<p>1. Staff will communicate to parents the importance of regular school attendance via newsletter.</p> <p>2. An automated system will contact parents when student are absent.</p> <p>3. Staff will review monthly Attendance Reports to follow up with students who may be experiencing truancy issues.</p> <p>4. Staff will follow up and work with parents and families who attendance is truant.</p>		<p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>create intervention plans. 4000-4999: Books And Supplies Base 500</p> <p>School support, administration, and regular education activities, supplies, materials, and contract services. 5000-5999: Services And Other Operating Expenditures Base 59000</p>
<p>B. Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff.</p> <p>1. The Bagby 4 B's Program - a consistent language and behavioral language and behavioral standards will be established.</p> <p>2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students.</p> <p>3. Early detection/prevention - Improve student engagement behavior in the classroom by identifying early and appropriate interventions to help all students learn.</p> <p>4. Staff will engage and involve parents in their child's education at all levels to change behavior and turn the focus on learning, including parent/teacher conferences; progress reports; student study team process.</p> <p>5. Staff will be provided ongoing professional development on PBIS implementation with emphasis on Tier 2 and Tier II strategies and programs and working students with special needs in the general classrooms.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The Bagby 4 Bs Program - a consistent language and behavioral language and behavioral standards will be established. 4000-4999: Books And Supplies Base 500</p> <p>2 half-days will be set for Site Team to meet and plan site activities provided by the district. (4 team members) 1000-1999: Certificated Personnel Salaries Base 600</p> <p>3 half-days will be set for District Leadership Team to meet and plan ongoing PBIS activities and PD provided by the district. This will include training on Tier 2 & Tier 3 Programs. (2 site leads) 1000-1999: Certificated Personnel Salaries Base 600</p> <p>PBIS Incentive Program for Students and Staff 4000-4999: Books And Supplies Base 3000</p>
<p>C. Staff will develop a plan to provide and offer a variety of club offerings and enrichment activities to meet the interests and abilities of all students.</p> <p>1. GATE program - Math Olympiad & Odyssey of the Mind</p> <p>2. Project Lead the Way</p> <p>3. Flexible Library Time for student access for a variety of activities in a safe and structured environment</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>Enrichment and other student activities and clubs will be developed and maintain including but not limited to Math Olympiad, Odyssey of the Mind, Maker's Lab, Digital Club, and Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day. 4000-4999: Books And Supplies Base 3000</p> <p>School Librarian 2000-2999: Classified Personnel Salaries Base 16000</p>

throughout the day		(Specify)	Site based GATE coordinator 1000-1999: Certificated Personnel Salaries Base 500
<p>D. Services will be provided to meet the emotional, behavioral and mental needs of students.</p> <p>1. The School Counselor & Almaden Valley Counseling Services will provide individual and group counseling for students through referral process or on an as needed basis.</p> <p>2. School psychologists provide counseling on death of a family member, bullying, school anxiety and social issues.</p> <p>3. Study Study Team Process in employed for students who are struggling academically due to emotional, social, mental, and/or academic challenges.</p> <p>4. "Check-in & Check-out", a programs designed specifically for students who need additional behavioral support will be implemented.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>SWD</u></p>	<p>School Counselor & Almaden Valley Counseling Services - provides individual and group counseling is provided for students through referral process or as needed basis. One day of Counseling will be provided the Student Services. 5800: Professional/Consulting Services And Operating Expenditures Base 4500</p> <p>Additional day of counseling provided by site. 5800: Professional/Consulting Services And Operating Expenditures Base 4500</p>
<p>E. Staff will establish a survey on school safety and climate.</p> <p>1. Staff will establish a student survey on school safety and climate using the Healthy Kids survey to be administered in 5th grade.</p> <p>2. Staff will survey parents on school safety and climate.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Healthy Kids Survey will be administered via online. 4000-4999: Books And Supplies Base 250</p>
<p>F. Staff will establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies.</p> <p>1. Staff will revise and amend a comprehensive Safe School Plan.</p> <p>2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan.</p> <p>3. Parents and community members will be apprised of the Safe School Plan.</p>	Site and District	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Ensure sufficient supervision during recesses. 2000-2999: Classified Personnel Salaries Base 5000</p> <p>Noon Duty Supervision 2000-2999: Classified Personnel Salaries Base 16000</p> <p>Health Supplies 4000-4999: Books And Supplies Base 300</p>

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

GOAL 4:	Bagby School will involve parents, families and community stakeholders as partners in the education of all students.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	1. Parents request that there is a need for more communication and information about Common Core 2. Parents request that there is a need to provide communication about student's progress 3. ELAC request that translation services be available for English Learner students and parents Metric a. Parent Participation/Attendance in school events, activities, and functions b. Parent involvement in school committees, parent/teacher conferences, and information forums c. Parent participation in parent education and parenting classes d. Request for translation services at various meetings e. Parent CHKS Survey As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California , or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.		
Goal Applies to:	Schools: Bagby Elementary Applicable Pupil Subgroups: EL Students		
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	1. A 100% participation/attendance at school events, activities, and functions 2. A 15% increase in parent involvement in school committees 2. A 100% attendance at parent/teacher conferences 4. Increase in translation services of English Learner parents 5. 15% increase in parent education and parenting classes 6. Parent CHKS Survey (Baseline)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Staff will provide multiple opportunities to parents to provide input to programs and progress.	District and Site	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Communication and translation/interpreter services as needed. 5000-5999: Services And Other Operating

<p>1. Staff will establish communication protocols to utilize both social and traditional media sources, i.e. school newsletters, School-wires, School-Reach, Facebook, school website. Communication will also be provided in multiple languages, especially Spanish.</p> <p>2. Parent Information events and activities (i.e., Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, Middle School Orientation, etc.) will be implemented.</p> <p>3. Translation Services will be provided for meetings, i.e. IEPs, SSTs, Parent-Teacher Conferences, ELAC and DELAC meetings. The district will develop criteria for translators.</p> <p>4. Through written communication, staff will keep parents informed on the transition to Common Core.</p> <p>5. Staff will conduct a comprehensive annual survey to garner input from parents and community members.</p>		<p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Expenditures Supplemental 2000</p> <p>These events may include but are not limit to: Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, other. 4000-4999: Books And Supplies Base 2500</p> <p>LCAP Community Survey will be administered through Schoolwires. This cost will be funded by the district. 4000-4999: Books And Supplies Base 250</p>
<p>B. Staff will maintain standing committees in which information is provided and ideas sought concerning the school.</p> <p>1. Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students.</p> <p>2. English Learner Advisory Committee will be informed and included in decision making.</p> <p>3. School Site Council will advise on the SPSA and LCAP implementation</p> <p>4. Parents will be encouraged to join and attend District Committees such as the District Advisory Committee, District English Learner Advisory Committee, District Achievement Intervention Team (DAIT), Home & School Club President meetings with the Superintendent,</p> <p>5. Parents will be encouraged to join and attend School Site Committees such as Home & School Club, School Site Council and ELAC Committees.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Home & School Club. Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students. 4000-4999: Books And Supplies Base 500</p> <p>Parent Coffees, SSC & ELAC Meetings Materials & Supplies. 4000-4999: Books And Supplies Base 1500</p>
<p>C. Parent Education, Parenting Classes and volunteer opportunities will be established to help parents partner in their child's education.</p> <p>1. Provide English classes for parents of English Learners.</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent</p>	<p>Site and District Administration will provide English classes for parents of English Learners, increase parent involvement committees and in the classrooms with training. 5800: Professional/Consulting Services And Operating Expenditures Base 1000</p>

2. Increase parent volunteering in classrooms and provide them training in classroom protocols and appropriate behaviors. 3. Increase parent participation on District and school committees. 4. Increase diversity on district and school committees. 5. Increase college resources for students and parents, i.e., staff will plan a College Day or Week.		English proficient _ Other Subgroups: (Specify)	Project Cornerstone - Asset Building Champions. 5800: Professional/Consulting Services And Operating Expenditures Base 1000 Art Vista Program Coordinator 2000-2999: Classified Personnel Salaries Base 11000
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1. A 100% participation/attendance in school events, activities, and functions 2. A 15% increase in parent involvement in school committees 2. A 100% attendance at parent/teacher conferences 4. Increase in translation services of English Learner parents 5. 15% increase in parent education and parenting classes
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Staff will provide multiple opportunities to parents to provide input to programs and progress. 1. Staff will establish communication protocols to utilize both social and traditional media sources, i.e. school newsletters, School-wires, School-Reach, Facebook, school website. Communication will also be provided in multiple languages, especially Spanish. 2 Parent Information events and activities (i.e., Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, Middle School Orientation, etc.) will be planned to encourage parent/guardian involvement. 3. Translation Services will be provided for meetings, i.e. IEPs, SSTs, Parent-Teacher Conferences, ELAC and DELAC meetings. The district will develop criteria for translators. 4. Through written communication, staff will keep parents informed on the transition to Common Core. 5. Staff will conduct a comprehensive annual survey to garner input from parents and community members.	District and Site	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Communication and translation/interpreter services as needed. 5000-5999: Services And Other Operating Expenditures Base 2000 These events may include but are not limit to: Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, other. 4000-4999: Books And Supplies Base 1500 LCAP Community Survey will be administered through Schoolwires. This cost will be funded by the district. 4000-4999: Books And Supplies Base 250
B. Staff will maintain standing committees in which information is provided and ideas sought concerning the school.	District and Site	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Home & School Club. Staff will work alongside Home & School Club for fundraising purposes to meet the needs of

<p>1. Home & School Club. Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students.</p> <p>2. English Learner Advisory Committee.</p> <p>3. School Site Council</p> <p>4. District Committees: District Advisory Committee, District English Learner Advisory Committee, Home & School Club President meetings with the Superintendent</p> <p>5. Increase parent participation on ELAC, Home & School Club, DAC and DELAC Committees.</p>		<p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>and priorities of students. 4000-4999: Books And Supplies Base 500 4000-4999: Books And Supplies Base 500 Parent Coffees, SSC & ELAC Meetings Materials & Supplies 4000-4999: Books And Supplies Base 1500 0000: Unrestricted Base \$5,000</p>
<p>C. Parent Education, Parenting Classes and volunteer opportunities will be established to help parents partner in their child's education.</p> <p>1. Provide English classes for parents of English Learners.</p> <p>2. Increase parent volunteering in classrooms and provide them training in classroom protocols and appropriate behaviors.</p> <p>3. Increase parent participation on District and school committees.</p> <p>4. Increase diversity on district and school committees.</p> <p>5. Increase college resources for students and parents, i.e., staff will plan a College Day or Week</p>	District and Site	<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Site and District Administration will provide English classes for parents of English Learners, increase parent involvement committees and in the classrooms with training. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000</p> <p>Project Cornerstone - Asset Building Champions. 5800: Professional/Consulting Services And Operating Expenditures Base 1000</p> <p>Art Vista Program Coordinator 2000-2999: Classified Personnel Salaries Base 10000</p>
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	<p>1. A 100% participation/attendance in school events, activities, and functions</p> <p>2. A 15% increase in parent involvement in school committees</p> <p>2. A 100% attendance at parent/teacher conferences</p> <p>4. Increase in translation services of English Learner parents</p> <p>5. 15% increase in parent education and parenting classes</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Staff will provide multiple opportunities to parents to provide input to programs and progress.</p> <p>1. Staff will establish communication protocols to utilize both social and traditional media sources, i.e. school</p>	District and Site	<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p>	<p>Communication and translation/interpreter services as needed. 5000-5999: Services And Other Operating Expenditures Base 2000</p> <p>These events may include but are not limit to: Principal Coffees, Open House, Back to School, Science Family Night,</p>

<p>newsletters, School-wires, School-Reach, Facebook, school website. Communication will also be provided in multiple languages, especially Spanish.</p> <p>2. Parent Information events and activities (i.e., Principal Coffees, Open House, Back to School, Science Family Night, Math Nights, Middle School Orientation, etc.) will be implemented.</p> <p>3. Translation Services will be provided for meetings, i.e. IEPs, SSTs, Parent-Teacher Conferences, ELAC and DELAC meetings. The district will develop criteria for translators.</p> <p>4. Through written communication, staff will keep parents informed on the transition to Common Core.</p> <p>5. Staff will conduct a comprehensive annual survey to garner input from parents and community members.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Math Nights, other. 4000-4999: Books And Supplies Base 2500</p> <p>LCAP Community Survey will be administered through Schoolwires. This cost will be funded by the district. 4000-4999: Books And Supplies Base 250</p>
<p>B. Staff will maintain standing committees in which information is provided and ideas sought concerning the school.</p> <p>1. Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students.</p> <p>2. English Learner Advisory Committee will be informed and included in decision making.</p> <p>3. School Site Council will advise on the SPSA and LCAP implementation</p> <p>4. Parents will be encouraged to join and attend District Committees such as the District Advisory Committee, District English Learner Advisory Committee, District Achievement Intervention Team (DAIT), Home & School Club President meetings with the Superintendent,</p> <p>5. Parents will be encouraged to join and attend School Site Committees such as Home & School Club, School Site Council and ELAC Committees</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Home & School Club. Staff will work alongside Home & School Club for fundraising purposes to meet the needs of and priorities of students. 4000-4999: Books And Supplies Base 500</p> <p>Parent Coffees, SSC & ELAC Meetings Materials & Supplies 4000-4999: Books And Supplies Base 1500</p>
<p>C. Parent Education, Parenting Classes and volunteer opportunities will be established to help parents partner in their child's education.</p> <p>1. Provide English classes for parents of English Learners.</p> <p>2. Increase parent volunteering in classrooms and provide them training in classroom protocols and</p>	District and Site	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Site and District Administration will provide English classes for parents of English Learners, increase parent involvement committees and in the classrooms with training. 5800: Professional/Consulting Services And Operating Expenditures Base 1000</p> <p>Project Cornerstone - Asset Building Champions. 5800: Professional/Consulting Services And Operating Expenditures</p>

<p>appropriate behaviors. 3. Increase parent participation on District and school committees. 4. Increase diversity on district and school committees. 5. Increase college resources for students and parents, i.e., staff will plan a College Day or Week</p>		<p>Other Subgroups: (Specify)</p>	<p>Base 1000 Art Vista Program Coordinator 2000-2999: Classified Personnel Salaries Base 10000</p>
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Teachers will use CCSS ELA aligned materials and strategies to fully implement CCSS ELA instruction and assessment		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Bagby Elementary		
	Applicable Pupil Subgroups:	All Students		
Expected Annual Measurable Outcomes:	75% of students all students in grades Kindergarten – 5th will attain grade level proficiency or above in English Language Arts 50% of Hispanic/Latino students will achieve proficiency; 51% of Socioeconomically Disadvantaged students will achieve proficiency; 54% of English Learner students will achieve proficiency 90% of teachers using CCSS aligned materials and strategies, per walk through observation rubric data		Actual Annual Measurable Outcomes:	This goal was based on the former model of California state standardized testing. There was no standardized data available this year due to changes in state testing program. State standardized testing data will be available in future years. All teachers are implementing CCSS aligned materials, created or have been provided the district, and instructional strategies. Teachers will continue to need support for PD and resources in order to fully implement.
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implement Response to Instruction (RtI) cluster model (ExCel) for Kindergarten through fifth grade students incorporating Common Core standards and curriculum.	RtI Instructional aides 0000: Unrestricted Base \$49,000	Kindergarten - 2nd grade classrooms implemented a self-contained classroom model and tracked DRA data to monitor student progress. Those teachers incorporated Common Core standards in their classrooms and supported student learning through flexible grouping and differentiated instruction . 3rd-5th grade classrooms implemented the cluster model to address student needs. 1st-5th grade at risk students participated in Tier 2 Intervention in addition to classroom ELA instruction using SRA or Soar to Success for 30 minutes x 4 days per	Rti Instructional Aides 0000: Unrestricted Base \$49,000	

			week.	
Scope of Service	Bagby Elementary		Scope of Service	Bagby Elementary
<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase and support use of supplemental materials such as non-fiction leveled books to support the Common Core to differentiate literacy instruction. Purchase other research based materials that enhance the core curriculum and support Foundational Skills emphasized in the Common Core.		Materials 0000: Unrestricted Base \$2000	Bagby purchased subscriptions to web-based student and teacher resources such as Reading A-Z and NewsELA which provide leveled reading materials for differentiated instruction during Language Arts.	
Scope of Service	Bagby Elementary		Scope of Service	Bagby Elementary
<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement science/Common Core literacy integration lesson and units, with focus on Project Based Learning		PD, Materials 0000: Unrestricted Base \$5,000	Grade 2 and 3 teachers were released from the classroom for training and consultation during four half release days during the school year. The focus of the work was collaboration and	
			PD, Materials 0000: Unrestricted Base \$5000	

		<p>planning to integrate ELA CCSS with the current ELA instructional materials. 2nd grade teachers collaborated on Project Based Learning units and a Biography unit to be implemented across the grade level. 3rd grade focused on ELA/Science unit planning incorporating the CCSS and GLAD strategies.</p> <p>5th grade teachers led students through several rounds of Project Based Learning inquiries that integrated Science and CCSS in ELA and Math.</p>	
<div>Scope of Service</div> <div>Bagby Elementary</div>		<div>Scope of Service</div> <div>Bagby Elementary</div>	
<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>		<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	
Provide library aide to maintain access to school library materials for all students, including purchase of additional library books, software and programs with focus on access for SWD, EL, Foster Youth, and SED students.	<div>Software 0000: Unrestricted Base \$1,000</div> <div>Library aide and materials 0000: Unrestricted Base \$16,500</div>	<p>Bagby's library aide worked with students and teachers to encourage circulation of Bagby's library collection. The library aide maintained the library inventory and coordinated the purchase of fiction and non-fiction materials to support student interest and learning.</p>	<div>Software 0000: Unrestricted Base \$1000</div> <div>Library aide and materials 0000: Unrestricted Base \$16,500</div>
<div>Scope of Service</div> <div>Bagby Elementary</div>		<div>Scope of Service</div> <div>Bagby Elementary</div>	
<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div>		<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	

_ Other Subgroups: (Specify)				
Provide site professional development opportunities including peer observation and coaching, and lesson demonstrations by peers.		Substitutes for PD and observations 0000: Unrestricted Base \$5,000	Teachers were released as needed for additional support with administering Developmental Reading Assessment. Teachers participated in peer observation of administration and scoring of DRA assessment in order to calibrate assessment scoring.	Substitutes for PD and observations 0000: Unrestricted Base \$5000
Scope of Service	Bagby Elementary		Scope of Service	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will be implementing instructional rounds with a focus on best practices in literacy instruction. A new Tier 2 intervention program, Leveled Literacy Intervention, will be implemented for use with at risk students. Teachers indicated a need for additional support in their understanding of use of the DRA so staff meeting time will be allocated for that purpose. Additional release time will be allocated for teachers to complete DRA testing. We will continue to support teachers interested in implementing Project Based Learning. Benchmark assessments will be aligned with instructional pacing so that assessment data can be used for responding to student needs. Teachers have asked for additional support with learning to use the data management system purchased last year-Illuminate. Staff meeting agendas will reflect time for teachers to learn how to run data reports to monitor student progress.		

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

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

Original GOAL 2 from prior year LCAP:	Teachers will use CCSS Math aligned materials and strategies to fully implement CCSS Math instruction and assessment		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Bagby Elementary		
	Applicable Pupil Subgroups:	ALL Students		
Expected Annual Measurable Outcomes:	79% of all students in grades Kindergarten-5th will attain proficiency or above in Mathematics 58% of Socioeconomically Disadvantaged students will achieve proficiency 63% of English Learner students will achieve proficiency 54% of Hispanic/Latino students will achieve proficiency		Actual Annual Measurable Outcomes:	This goal was based on the former model of California state standardized testing. There was no standardized data available this year due to changes in state testing program. State standardized testing data will be available in future years.
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide site professional development opportunities including peer observation and coaching, and lesson demonstrations by peers.	Substitutes for teachers release for collaboration 0000: Unrestricted Other \$3,600	Silicon Valley Math Initiative trained teachers presented information on Number Talks to peers at staff meetings. Trained teachers were released from classrooms to do demo lessons around the topic of number talks. The schedule was set up to allow time for debriefing between the observing and demonstration teacher. Demo teachers shared resources for next steps and resource material were purchased for staff reference. Follow up peer observations were completed where the demo teacher watched the classroom teacher implement Number Talks and gave feedback.	Substitutes for teacher release time for collaboration 0000: Unrestricted Other \$3600	

Scope of Service	Bagby Elementary		Scope of Service	Bagby Elementary	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide materials to support critical thinking in math and Common Core unit writing		Materials 0000: Unrestricted Base \$583	Resources to support Number Talks were purchased as a follow up to peer observations. Use of instructional materials like Investigations supported critical thinking in math instruction.		Materials 0000: Unrestricted Base \$583
Scope of Service	Bagby Elementary		Scope of Service		
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We determined that we need a Tier 2 Intervention to better meet the needs of students struggling with mastery of Common Core State Standards in Math, so we are purchasing "Do the Math"- a Tier 2 Math Intervention program. Several Bagby teachers will be piloting new CCSS-aligned math curriculum. Teachers will become familiar with Math Benchmark Assessments and implement appropriate pacing so student progress can be monitored through use of the data management system, Illuminate. Staff meeting time will be allocated to supporting teacher training on ways to manage student data to enhance progress monitoring.			

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

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

Original GOAL 3 from prior year LCAP:	Students needing assistance with learning and achievement will be provided monitored, targeted interventions		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Bagby Elementary		
	Applicable Pupil Subgroups:	ALL Students with focus on SED, EL, Foster Youth, and SWD		
Expected Annual Measurable Outcomes:	<p>In ELA, students will continue to be grouped by the ExCel model with all students needing assistance placed in the appropriate instructional group.</p> <p>Additional and/extended learning time will provided for Tier 2 students in ELA. A flexible grouping strategy will be introduced in Mathematics.</p> <p>Teachers will receive professional development in working with students needing additional interventions.</p>		Actual Annual Measurable Outcomes:	<p>*Student results on the Developmental Reading Assessment served as the basis for identification for Tier 2 intervention in ELA.</p> <p>*Students in grades 1st-5th were served in a Tier 2 program for ELA. *This is the first year of SBAC, there is no current data available from standardized testing for CCSS. We will be using baseline data available in the Fall.</p> <p>*Additional pull-out intervention time was provided to students in Tier II in addition to their ELA and Math core time during the day.</p>
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Using research based Common Core curriculum, provide differentiated, targeted instruction in English Language Arts as part of Response to Intervention (RtI) during the school day.	Curriculum and Materials 0000: Unrestricted Base \$5,000	At risk students in grades 1st-5th received small group, Tier 2 Intervention in ELA. Students were group flexibly either within their classroom or as part of a grade level regrouping during core ELA CCSS instruction. Students who demonstrated greater need also received additional Tier 2 intervention using either the SRA (Science Research Associates) program or Soar to Success.	Curriculum and Materials 0000: Unrestricted Base \$5000	
Scope of Service	Bagby Elementary	Scope of Service	Bagby Elementary	

<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Using research based Common Core curriculum, provide differentiated, targeted instruction in Math during the school day as part of Response to Intervention (RtI).	Curriculum and Materials 0000: Unrestricted Base \$5000	Teachers provided after school support on a case by case basis. We did not identify a satisfactory Tier 2 Math program until late in the year.	Curriculum and Materials 0000: Unrestricted Base \$5000
<div>Scope of Service</div> Bagby Elementary		<div>Scope of Service</div> Bagby Elementary	
<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Using research based intervention materials, provide additional/extended learning time (Tier 2) and monitor progress for targeted students in English Language Arts during and beyond the school day with particular emphasis for SED and EL students.	Tier 2 instruction/Instructional Aides 0000: Unrestricted Supplemental \$34,883	Based on Developmental Reading Assessment and the Student Study Team process, students were identified as eligible for Tier 2 intervention. Tier 2 intervention happened during the school day in 2014-2015. Students in 1st-3rd grade were supported using the SRA(Scientific Research Associates) leveled reading program. Students in grades 4th and 5th grade used Soar to Success (Houghton Mifflin) Intervention program. Intervention aides were trained and supervised in use of these programs with small student groups.	Tier 2 Instruction/Instructional Aides 0000: Unrestricted Supplemental \$34,883

Scope of Service	Bagby Elementary		Scope of Service	Bagby Elementary	
<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Using research based intervention materials, provide additional/extended learning time (Tier 2) for targeted students in Math during and beyond the school day. Particular emphasis on EL and SED students.	Tier 2 instruction 0000: Unrestricted Supplemental \$35,000		Individual teachers provided support to students on a case by case basis. We did not initiate Tier 2 intervention in math as we did not determine a suitable program early enough in the year to train and implement.	Tier 2 Instruction 0000: Unrestricted Supplemental \$35,000	
Scope of Service	Bagby Elementary		Scope of Service	Bagby	
<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide materials to support critical thinking in math and Common Core unit writing, with particular support for SWD, EL, Foster Youth, and SED students.	Materials 0000: Unrestricted Supplemental \$5,583		We continued to use Investigations Math curriculum to add rigor and depth of knowledge and align with CCSS. This year, our district explored CCSS-aligned writing curriculum.	Materials 0000: Unrestricted Supplemental \$5583	
Scope of Service	Bagby Elementary		Scope of Service		
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners			<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our school district has identified a Tier 2 Math intervention program that will be purchased for use in 2015-2016. We anticipate offering a combination of Tier 2 student supports both during and after the school day. We are planning on offering extended day homework support focused on SED, EL, and Foster Youth. An ELA Tier 2 program, Leveled Literacy Intervention, will be used.		

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

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

Original GOAL 4 from prior year LCAP:	Teachers will align ELD instruction with ELD standards for EL students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Bagby Elementary		
	Applicable Pupil Subgroups:	EL Students		
Expected Annual Measurable Outcomes:	5-10 percentage increase in Annual Measurable Achievement Objectives (AMAO) targets		Actual Annual Measurable Outcomes:	*Bagby English Learners exceeded annual targets for AMAO 1 and 2. *AMAO 1 Target= 60.5% *AMAO 1 Bagby result= 62.5% *AMAO 2 Target (Less than 5 years Cohort) 24.2% Bagby result= 31.4% *AMAO 2 Target (More than 5 years) 50.9% Bagby result = 77.8% *AMAO 3 - no results as standardized test scores were not reported by CA Dept. of Education
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Using Guided Language Acquisition by Design (GLAD) and other ELD instructional strategies, provide ongoing ELD support for EL students throughout the school day in all subject areas.	Support Staff 0000: Unrestricted Base \$2863	GLAD Lead Teachers worked with District Staff and consultants on training to support teachers at Bagby in incorporating GLAD strategies in classroom instruction. All teachers K-5th grade participated in a full day professional development opportunity and collaborated with grade alike teachers across the district to enhance use of GLAD strategies. GLAD lead teachers received training as a leadership cohort. GLAD supports were observed in classroom instruction.	Support Staff 0000: Unrestricted Base \$2863	
Scope of Service	Bagby Elementary	Scope of Service	Bagby Elementary	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide professional development for staff with use of effective instructional strategies to support ELD for EL throughout the school day for all content areas.</p>	<p>Substitutes for professional development and collaboration 0000: Unrestricted Base \$5,000</p>	<p>Teachers participated in GLAD (Guided Language Academic Design) training and professional development with GLAD lead teachers and consultant on professional development day. Teachers were released for grade level unit planning and material development with site GLAD lead teacher and consultant to support. The focus of the the collaboration was integrated thematic unit planning with GLAD strategies and Science, Social Studies, ELA.</p>	<p>Substitutes for professional development and collaboration 0000: Unrestricted Base \$5000</p>
<p>Scope of Service</p> <p>Bagby Elementary</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>Bagby Elementary</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide dedicated English Language Development (ELD) instructional block to support EL students in language acquisition. Provide increased and differentiated ELD instructional time for EL students based on CELDT level and monitored progress of language acquisition.</p>	<p>Teachers, curriculum and materials 0000: Unrestricted Supplemental \$20,000</p>	<p>Students were identified by CELDT and local formative assessment measures to create dedicated ELD groups. Students were shifted between groups as assessment results showed the need for flexible grouping to best address student needs. The ELD teacher created groups to address specific writing needs of more</p>	<p>Teachers, curriculum and materials 0000: Unrestricted Supplemental \$20,000</p>

			advanced 4th and 5th graders.	
<div> <div>Scope of Service</div> <div>Bagby Elementary</div> </div>			<div> <div>Scope of Service</div> <div>Bagby Elementary</div> </div>	
<div> <div> <div><input type="checkbox"/> All</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div> </div>			<div> <div> <div><input type="checkbox"/> All</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div> </div>	
Provide professional development for staff with use of instructional materials and effective strategies for Dedicated ELD Block and integration of ELD during the school day. PD includes Guided Language Acquisition by Design (GLAD), Explicit ELD instruction using content and language objectives along with sentence frames, questioning strategies to promote critical thinking, Foundations of Literacy training.	Professional Development 0000: Unrestricted Supplemental \$18,527	ELD teacher and aide participated in district trainings on implementing ELD curriculum-Frames for Fluency, during the dedicated ELD block of instruction. Eight teachers attended four day Foundations of Literacy training at Santa Clara COE in the summer. Training addressed basic literacy needs across K-8 grade levels, with attention to particular needs of English learners highlighted. All teachers participated in a professional development day focused on GLAD strategies.	Professional Development 0000: Unrestricted Supplemental \$18,527	
<div> <div> <div>Scope of Service</div> <div>Bagby Elementary</div> </div> </div>			<div> <div> <div>Scope of Service</div> <div>Bagby Elementary</div> </div> </div>	
<div> <div> <div><input type="checkbox"/> All</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div> </div>			<div> <div> <div><input type="checkbox"/> All</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input checked="" type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div> </div>	
With the ELD Coordinator, refine and revise process for monitoring Reclassified Fluent English Proficient Students and providing needed	Monitoring and instruction 0000: Unrestricted Supplemental \$5000	Bagby worked with EL Coordinator to follow process for monitoring students who were reclassified as Fluent English Proficient in the previous two years.	Monitoring and instruction 0000: Unrestricted Supplemental \$5000	

targeted academic support.				
Scope of Service	Bagby Elementary		Scope of Service	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will be creating additional supports for English learners in extended day opportunities for Tier 2 intervention in ELA and Math. Additionally, we will explore the option of a Homework Support Club. Use of GLAD strategies will continue to be an instructional priority. Bagby's GLAD lead teacher will attend training to become a trainer to better support and model additional use of GLAD strategies. Teachers will participate in instructional rounds, and use of GLAD and EL best practices (sentence frames, language objectives, etc) will be a focus.		

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

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

Original GOAL 5 from prior year LCAP:	Students and teachers will have increased access to technology to enhance student learning and promote literacy in ELA and Math.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Bagby Elementary		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	<p>Staff and parents will explore increased opportunities to incorporate 21st Century Learning Skills as an integral part of a high quality instruction and to promote student engagement.</p> <p>All students will have access to technology. Professional development will be provided to teachers.</p> <p>Number of teachers involved in digital academies will increase by four.</p>		Actual Annual Measurable Outcomes:	<p>*90 additional iPads were purchased with a donation from Home and School Club.</p> <p>*iPads were assigned to classrooms that did not otherwise have access to iPads through teacher participation in iPad or Digital Media Academy. *6 teachers implemented Project Based Learning inquiries with students.</p> <p>*2 teachers participated in the digital academy this year.</p>
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Professional development on use of iPads and other current technology to support student engagement and learning, incorporating 21st century innovation and skills in alignment with Common Core standards .	Professional development, substitutes for release time, tech support 0000: Unrestricted Other \$5,500		District technology personnel worked with Bagby staff to format iPads so that apps could be added to grade level devices efficiently. A system was created to facilitate check out of devices to classrooms that did not have access to iPad carts. iPads were used across all grade levels to provide access to differentiated math and language arts materials to address variety of student levels. Home and School Club funded web-based subscriptions like Reading A-Z and Raz Kids.	Professional development, substitutes for release time, tech support 0000: Unrestricted Other \$5,500
	Technology support and enhancement 0000: Unrestricted Other \$17,500			Technology support and enhancement 0000: Unrestricted Other \$17,500

Scope of Service	Bagby Elementary		Scope of Service	Bagby Elementary	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All ----- OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Provide parent education opportunities with 21st century skills and Common Core standards to assist parents in supporting their students.		Parent Education 0000: Unrestricted Base \$1000	Parents were invited to district CCSS parent info night which was hosted by Cambrian School District. Teachers shared information with parents at Home and School Club meetings during the school year.		Parent Education 0000: Unrestricted Base \$1000
Scope of Service	Bagby Elementary		Scope of Service		
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Feedback from teachers indicate a need for iPad training for those teachers who have not been through the iPad Academy. This spring iPads were assigned to classrooms in response to teacher input. We now have a centralized way to install apps through our district technology department to streamline use of apps. We anticipate possible iPad training for teachers with release time. Based on parent feedback, we are going to identify key topics on 21st Century Skills and CCSS. At Home and School Club, School Site Council, and English Learner Advisory Committee meetings we will present "Teacher Talks" in which teachers will share information to help parents feel better informed.			

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

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

Original GOAL 6 from prior year LCAP:	School will maintain a positive school culture and foster an inclusive, effective learning environment in which students and families feel connected and successful in their learning. Parents will participate as classroom volunteers, in school functions and as part of governance opportunities.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Bagby Elementary		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	Baseline data for school climate survey 50% drop in office referrals in School wide Information System (SWIS) data 10% increase in parent participation sign in/logs for Home and School Club activities and English Language Advisory Committee (ELAC) Increased diversity of parents serving on School Site Council (SSC) 5-10% increase in classroom volunteers		Actual Annual Measurable Outcomes:	Positive Behavior Support and Intervention (PBIS) School Wide Evaluation Tool survey result was 92%-district goal was 90% or greater. * although we did not achieve a 50% drop in office referrals, there was a 20% drop in the number of incidences reported. * the percent of parent participation in Home & School & ELAC activities had a slight increase. Although insignificant in terms of the number of parents, their impact on programs were significant. *Number of volunteers remained about the same.
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Sustain and support Positive Behavior Interventions and Supports (PBIS), both Tier 1 and Tier 2.	Training, materials, and supplies 0000: Unrestricted Base \$2,000	PBIS team met to analyze referral data and to set priorities for next steps. Principal, PBIS coach, and team leader met with leaders from other schools at District PBIS meetings to share ideas. Team leader for 2015-2016 attended PBIS Symposium at SCCOE. Team coach/school psychologist facilitated Check In Check Out/Tier 2 supports for students in need of greater support.	Training, materials, and supplies 0000: Unrestricted Base \$2,000	

		Check In Check Out incentives were provided to students.	
<div>Scope of Service</div> <div>Bagby Elementary</div>		<div>Scope of Service</div> <div>Bagby Elementary</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Sustain and continue to implement asset building support with Project Cornerstone Expect Respect for students and Asset Building Champions (ABC) parent readers	Materials 0000: Unrestricted Base \$500	All classrooms had parent volunteers to lead Project Cornerstone lessons. Parents led optional projects at recess and lunch on expressing gratitude. The group of students participating in Expect Respect managed a school service/leadership project to track and inventory recess play equipment. Those students updated their peers on the weekly ball count during school wide announcements.	Materials 0000: Unrestricted Base \$500
<div>Scope of Service</div> <div>Bagby Elementary</div>		<div>Scope of Service</div> <div>Bagby Elementary</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Maintain Safety Team to support implementation of site Safety Plan	Supplies and Materials 0000: Unrestricted Base \$1,000	Incident Command System team was identified and trained during a release day.	Supplies and Materials 0000: Unrestricted Base \$1,000
<div>Scope of Service</div> <div>Bagby Elementary</div>		<div>Scope of Service</div> <div></div>	

<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The PBIS team will meet before school starts in August to plan for staff communication on PBIS priorities for Bagby based on patterns noted during 2014-2015 school year. A new team lead is identified for next year. Bagby will hold monthly, all school assemblies in lieu of grade level based assemblies to build school culture across all grade levels. We will continue to use Bagby Bravos to recognize positive behavior and will develop a recognition system for school wide goal setting and achievement of goals. Bagby is going to add in a school wide focus on the vocabulary and actions associated with being a "Bucket filler" to encourage kind and compassionate behavior. We will explore conflict resolution programs and formats to create a consistent approach and vocabulary across all grade levels. Noon supervisors will be trained in addition to teachers, office staff, and aides.		

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

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

Original GOAL 7 from prior year LCAP:	Provide all students with highly qualified teachers and teacher trained in Common Core State Standards.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Bagby Elementary		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	100% of teachers will be highly qualified and 90% of all teachers will participate in CCSS training		Actual Annual Measurable Outcomes:	27 of 28 teachers are fully credentialed and highly qualified.
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
A comprehensive professional development schedule will be developed for all teachers to participate in CCSS training with particular emphasis on SWD, EL, Foster Youth and SED students. It will include: 1. Continuing introduction to CCSS 2. Explicit ELD instruction using language objectives and sentence frames. 3. Guided Language Acquisition Design (GLAD) with Gladiators 4. Implementing Rigor in all lessons. 5. Focus on the use of technology and 21st century skills. 6. Formative Assessments	PD and Materials 0000: Unrestricted Base \$23,790	Teachers participated in GLAD Staff Development days and release days to work on unit planning and GLAD training. Additionally, 2nd and 3rd grade teams participated in CCSS planning days with consultant. All teachers participated in a staff development day focused on developing formative assessment.	PD and Materials 0000: Unrestricted Base \$23,790	
	PD and Materials 0000: Unrestricted Base \$41,900		PD and Materials 0000: Unrestricted Base \$41,900	
	PD and Materials 0000: Unrestricted Base \$1175		PD 0000: Unrestricted Base \$1175	

Scope of Service	Bagby Elementary		Scope of Service	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We have one Special Day Class teacher who is an intern and working on her certification in an Commission on Teacher Credentialing-approved program.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$162,005
The funding calculation employed by the district for Bagby School, in response to LCFF guidelines for the 2015-2016 school year is: \$162,005	
The amounts listed in the LCAP are estimates, and include a combination of both district and site services and programs. Actual costs may vary depending on the number of teachers in professional development, number of new teachers at the site, and if the district moves ahead with materials adoption, to site some examples.	
Targeted, differentiated instruction and learning for selected students per data review as well as extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students.	
Supplemental funds not being used in a school wide manner.	

- 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.

2.87	%
Focused targeted, differentiated instruction and learning for selected students per data review as well as and extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL, SED, Foster Youth, and SWD students. These additional and extended programs and services includes instructional coaching/mentoring and professional development for teachers and staff working specifically with unduplicated students, Tier II interventions, EL	

services including designated English Language Development (ELD) instruction, counseling services and parent engagement.

Services provided in the LCAP and SPSA that are focused on SWD, EL, Foster Youth, and SED, EL students are designed to meet their instructional and social/emotional needs within the school day and in supportive services that include targeted, differentiated instruction, mental health services, and both before and after school extended day options. These unduplicated student populations comprise 22% of our student population resulting in a 2.87% increase in supplemental funding and supports.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	313,904.00	313,904.00	556,915.00	383,135.00	449,285.00	1,389,335.00
Base	168,311.00	168,311.00	247,660.00	246,860.00	319,860.00	814,380.00
Common Core	0.00	0.00	5,000.00	0.00	0.00	5,000.00
One Time Discretionary Fund	0.00	0.00	137,250.00	0.00	0.00	137,250.00
Other	26,600.00	26,600.00	0.00	23,000.00	0.00	23,000.00
Supplemental	118,993.00	118,993.00	162,005.00	108,275.00	124,425.00	394,705.00
Title III LEP	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	313,904.00	313,904.00	556,915.00	383,135.00	449,285.00	1,389,335.00
0000: Unrestricted	313,904.00	313,904.00	0.00	29,000.00	0.00	29,000.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	193,785.00	131,485.00	131,485.00	456,755.00
2000-2999: Classified Personnel Salaries	0.00	0.00	113,500.00	112,100.00	129,000.00	354,600.00
4000-4999: Books And Supplies	0.00	0.00	162,380.00	38,550.00	116,800.00	317,730.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	73,500.00	61,000.00	61,000.00	195,500.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	13,750.00	11,000.00	11,000.00	35,750.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	313,904.00	313,904.00	556,915.00	383,135.00	449,285.00	1,389,335.00
0000: Unrestricted	Base	168,311.00	168,311.00	0.00	6,000.00	0.00	6,000.00
0000: Unrestricted	Other	26,600.00	26,600.00	0.00	23,000.00	0.00	23,000.00
0000: Unrestricted	Supplemental	118,993.00	118,993.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	47,160.00	34,560.00	31,560.00	113,280.00
1000-1999: Certificated Personnel Salaries	One Time Discretionary Fund	0.00	0.00	39,200.00	0.00	0.00	39,200.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	102,425.00	91,925.00	94,925.00	289,275.00
1000-1999: Certificated Personnel Salaries	Title III LEP	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	87,500.00	104,500.00	107,000.00	299,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	26,000.00	7,600.00	22,000.00	55,600.00
4000-4999: Books And Supplies	Base	0.00	0.00	34,000.00	30,800.00	109,300.00	174,100.00
4000-4999: Books And Supplies	One Time Discretionary Fund	0.00	0.00	96,800.00	0.00	0.00	96,800.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	31,580.00	7,750.00	7,500.00	46,830.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	71,500.00	61,000.00	61,000.00	193,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	2,000.00	0.00	0.00	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	7,500.00	10,000.00	11,000.00	28,500.00
5800: Professional/Consulting Services And Operating Expenditures	Common Core	0.00	0.00	5,000.00	0.00	0.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	One Time Discretionary Fund	0.00	0.00	1,250.00	0.00	0.00	1,250.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	0.00	1,000.00	0.00	1,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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