

Local Control and Accountability Plan

Bellflower Unified

July 1, 2015 - June 30, 2018

edit in progress

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Involvement Process:</p> <p>Process</p> <p>1 - In a collaborative effort to complete this accountability plan, multiple methods of compiling and analyzing information and data were placed into practice. Parents,</p>	<p>Impact on LCAP:</p> <p>Multiple means of data collection ensured that maximum input across multiple stakeholders (internal, students, parents, and community) was collected, synthesized, and utilized. The Governing Board was actively involved throughout the entire process. All data from the</p>

community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, foster youth, foster parents, English learner parents, community organizations representing English learners, and others as appropriate) have been engaged and involved in developing, reviewing, and supporting the development and implementation of the LCAP.

During the months of October and December 2014, along with January, February, March, April and May 2015, a series of engagement opportunities for each of the aforementioned groups provided input and meaningful conversation. These opportunities included Community presentations-District presentations- Parent Advisory Committee (PAC) Meetings-District Advisory Group (DAG) Meetings-District Advisory Committee (DAC) & District English Language Advisory Committee (DELAC) Meetings.

Governing Board Members received informational presentations in January, February, and April of 2015, while providing additional input on LCAP priorities during October 2014, May, and two meetings in June 2015. In an effort to make the process as transparent as possible, the District created an area within the District Website to facilitate the collection of information related to the eight State priorities, including the capability of Google translation.

Student interviews took place in March 2015. Elementary schools provided input from students through surveys collected in grades 3-6. Secondary students were surveyed at four sites to get a perspective of increased or improved services they believed were important to them as students.

2 - Surveys were also made available to all stakeholders throughout the 2014-15 school year on the District Website. DAC and DELAC parents also completed a separate survey on the culture, climate and communication of the schools and district. The Bellflower Teachers Association also encouraged completion of the electronic survey to all of its members.

Stakeholder Meeting Information

Bellflower Unified School District is comprised of ten elementary schools, two comprehensive middle/ high schools (grades 7 through 12), one continuation high school, one community day school, one independent study school, and a child development center. The district serves the communities of Bellflower, Lakewood and a small portion of Cerritos.

The mission of the Bellflower Unified School District is to provide the pathway for all students to attain the expertise and develop skills of academic excellence that will empower them to:

- become lifelong active learners
- demonstrate respect for themselves and others in a dynamic, diverse, and global society
- become informed, productive, independent, and contributing citizens

district, parent, and community groups were analyzed by district staff and supported the development of the three main themes. The goals of this plan as well as the choice actions – services – expenditures are supported by the data gathered during the hours of direct stakeholder conversations/meetings.

The website allowed for additional means to provide input to the development of the LCAP. Students were an integral part of the input process. They were able to provide a unique perspective to our programs and items to improve their school environments.

At the multiple DELAC and PAC meetings parents were able to provide their perspectives to the goals and the development of the plan. They also were able to provide interesting insights to their child's school experiences providing powerful conversations around the elements of increased or improved services.

At multiple meeting dates parents were supportive and provided valued insight with the creation of the recommended LCAP. Changes made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through many of the LEA's engagement processes were limited. Specific items proposed by local engagement meetings were to provide K-6 counseling services; additional 7-12 counseling services specifically to assist with career and college readiness; technology enhancements; and increased fine arts pathways. The specific actions that were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code included meaningful engagement with several representative parents of pupils identified in Education Code section 42238.1.

In the annual update planning, continued involvement of these stakeholder groups will be supported and guided to ensure improved outcomes are connected to pupils and that are related to the state priorities. At future annual updates, BUSD leadership will continue to involve the identified stakeholders whose input was solicited during the development and yearly monitoring to improve student outcomes aligned to state priorities.

Identification and refinement of needs, goals, achievement targets and the allocation of resources will take place on a quarterly basis during the implementation of the LCAP. This will ensure that the actions and services as noted in the plan will be meeting the prescribed outcomes.

Target monitoring and annual review will be an on-going process. It is

- perform successfully in their chosen field and in society

Within the rollover development process the following indicators were shared and discussed as a means to provide the best of practices for students to achieve the identified academic markers.

INSTRUCTIONAL STRATEGY: PROVIDE A HIGH QUALITY, WELL ROUNDED EDUCATIONAL EXPERIENCE TO ALL STUDENTS THAT IS RIGOROUS, CULTURALLY RELEVANT, AND ENGAGING.

Measurably Improve Student Achievement - Critical Learnings

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Each student will increase one academic level as measured by the new state assessment

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Each English Learner (EL) student will increase one language proficiency as measured on the CELDT

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Demonstrate achievement improvement as measured by Federal, State, and Local assessment

Information made available to all stakeholders related to the 8 state priorities and used by the LEA to inform the LCAP goal setting process was as follows:

Enrollment of the district in 2014-15 in grades kindergarten through twelve is 13,227 students. Of the total district population, 70.1 percent are eligible for the free or reduced price lunch program. The ethnic makeup of the district is as follows: (2014-15): 63% Hispanic, 11% White, 14% African-American, 4% Asian, 2% Filipino, 3% Pacific Islander, and 3% responded two or more races or provided no response.

English learners (ELs) comprise 20 percent (2,720 students) of the total population. More than 15 languages other than English are spoken by ELs in the district with Spanish being the predominant native language. Instructional services to ELs are supported by funding from EIA/LEP carryover, Local Control Funding Formula, and Title III. These funds are used to purchase supplementary materials, technology, provide professional development, support parenting education programs, hire paraprofessionals to provide additional support in the classrooms and fund before and after school classes.

Programs outlined below provide students with instructional support

the intention of the District to maintain the feedback options which will continue to inform the feedback process.

and enhanced learning opportunities:

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The Caring Connections Community Collaborative, originally founded to bring the community together to collaboratively address the needs of students and families, has been in operation since 1992. The more than 60 member collaborative meets monthly to coordinate and integrate services for the students and families of BUSD.

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The Manufacturing and Telecommunications Partnership Academy at Bellflower Middle/High School provides students with career education in a school-within-a-school setting.

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Carl Perkins grant provides a career and technical education program that integrates academic and career-technical instruction.

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Regional Occupational Program/Career Technical Education (ROP/CTE) provides occupational and career training for high school students.

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The After School Education and Safety (ASES) Program funding supports the district's After-School Program Promoting Learning and Enrichment Program (APPLE) at seven elementary school sites serving over 700 students each year.

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No Bully Program provides professional development training to all staff members on interventions to prevent and stop bullying.

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Head Start/State Preschool Program services are provided at eight elementary school sites. This program serves 230 students in 13 classrooms.

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Positive Behavior Intervention Systems Districtwide

Special education services are provided to approximately 1,554 students, ages 3–22. A full continuum of special education programs is provided: home services, inclusion, resource specialist, and special day classes. In addition, designated instruction services are provided when a student requires the service to benefit educationally from the instructional program. Designated instructional services include, but are not limited to: speech/language, adapted physical education, vision services, orientation/mobility, health, audiological services, counseling, occupational therapy, physical therapy, deaf/hard of hearing support, assistive technology, applied behavioral analysis, and transition services.

Homeless children are provided with access to an education in the district and other services as necessary to meet the same challenging performance standards as other students. Procedures are established to enroll homeless children, assess their academic ability, provide them with access to comparable services, and inform their parents of their rights regarding their child's education.

A needs assessment is conducted annually to determine the effectiveness of current improvement strategies. A comprehensive data analysis of student achievement using multiple measures is conducted to determine sub-groups and individual students not meeting academic standards and to design the implementation of instructional programs and strategies that will result in improved academic achievement and in closing achievement gaps.

The LEA Plan goals and strategies address the continual improvement of academic achievement for *all* students and the closing of the achievement gaps of specific subgroups and individual students, in an effort to ensure that:

- 1) Annual growth targets are achieved
- 2) The district, the schools, and all numerically significant subgroups meet their annual growth targets
- 3) Students are making progress towards proficiency or beyond on state and local assessments

Data analysis is conducted utilizing local and state measures in a continual cycle of program monitoring and improvement. The following contain data summaries and findings on these state measures:

- 1) California High School Exit Exam (CAHSEE)
- 2) Title III Accountability Reports of Annual Measurable

Achievement Objectives (AMAOs) for English learners (CELDT)

3) California Healthy Kids Survey results

Feedback and Revisions

As the LCAP was being reviewed, updated, and written for 2015-16, it was distributed to the stakeholder groups for review and additional input. This process included providing the Governing Board with periodic updates. The LCAP was formally presented to the DAC/DELAC - PAC - DAG in May. The DRAFT plan was made available on the District website prior to the June 4th Public Hearing and planned adoption on the 11th of June.

Annual Update:

Parents, community members, students, local bargaining units, and other stakeholder groups have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP. Each of these groups participated in one or more of the following meetings:

- October 2014
- January - February - March - April - May of 2015

An online survey was available during the 2014-15 school year as well as students providing additional input via an online survey related to the eight state priorities and the relation to BUSD actions and services.

Governing Board Members received presentations on March 5 and May 16 of 2015, and provided additional input on LCAP priorities on June 4, 2015. A Public Hearing was held on June 4, 2015. The LCAP was adopted at the Governing Board Meeting June 11, 2015.

Annual Update:

Specific items proposed by local engagement meetings in 2014-2015 to be implemented in 2015-2016:

- Maintaining Critical Actions into the 2015-16 LCAP
- Counseling support for all K-6 school sites
- Case Mangers at all school sites
- Project Lead The Way for the Middle Schools
- Technology Support with staff and professional development
- Severely Handicap Curriculum

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?
- 1 0) What information was considered/reviewed for subgroups identified in Education Code section 5 2 0 5 2?
- 1 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 5 2 0 5 2, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 1 2) How do these actions/services link to identified goals and expected measurable outcomes?
- 1 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	The Bellflower Unified School District will provide a coherent-high quality curricular and instructional program for all students.	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 type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
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Identified Need:	Identified Need: Currently 93.2% of BUSD students graduate high school. Current 83% of BUSD students pass the ELA portion of CAHSEE in grade 10 Current 88% of BUSD students pass the Math portion of CAHSEE in grade 10 Currently 61.9% of EL students meet AMAO 1. Currently 61.6% of EL students meet AMAO 2. Currently 42.5 % of EL students meet AMAO 3 in ELA. Currently 53 % of EL students meet AMAO 3 in Math.
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Goal Applies to:	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Establish baseline data using the Smarter Balanced Interim Assessments and Summative Assessments Use local and state interim assessments to measure within year growth All students will be proficient readers by the end of third grade Increase AMAO proficiency rates Increase CAHSEE passage rates Increase graduation rates Decrease dropout rate Evidence of student access to standards- aligned instructional materials Evidence of CCCS instructional shifts in classrooms Increase instructional technology integration
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain K-3 CSR 24-1 to improve Conditions of Learning-Pupil Outcomes-Engagement	Targeted	<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: _____	K-3 CSR- 36 new FTE: \$2,900,781:Funding Source: LCFF Base

Maintain non-combination classes K-6	Targeted	<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: _____	
Maintain the Elementary PE Program to provide Professional Learning Community time and teacher planning time during the instructional day.	School-Wide	<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: _____	PE/PLC-Planning Time - 5 FTE and 11 PE Aides: \$1,070,000; Funding Source: LCFF Base.
Maintain current administrative staffing to provide academic and social support for all students, especially for identified subgroups	Targeted	<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: _____	Administrators: \$725,534; Funding Source: LCFF Base-29% - Supplemental - Concentration-71%
Ensure the use of CCCS aligned instructional materials & resources in ELA and the new math curriculum.	LEA-Wide	<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: _____	K- 8 Math (Including RSP) Common Core Resources-Materials & Supplies; Funding Source: LCFF \$500,000 Base ELA Instructional materials; \$100,000 LCFF Base
The Synced Solutions/SchoolCity STARS assessments will be used to monitor and assess student growth towards academic goals.	LEA-Wide	<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: _____	ELA instructional online curriculum platform/ assessments - Local assessment resources: \$200,000; Funding Source:

			LCFF Organizational Base
Ensure the implementation of the California Standards for math by adopting appropriate aligned instructional materials grade 9, Integrated Math 1.	LEA-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	Integrated Math 1 Instructional Materials Math Adoption: \$100,000; Funding Source: LCFF Organizational Base.
Review- ELA/Math SH materials for students to ensure alignment to the CCCS.		<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	\$50,000
7-12 World Language instructional materials adoption.		<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	\$300,000
Project APPLE- Provide after school academic support and interventions for identified subgroups	School-Wide	<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient _ Other Subgroups: _____	Project APPLE: \$322,486; Funding Source: LCFF Organizational Supplemental-Concentration.
District GATE program	Targeted	<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>GATE</u>	\$45,000 K-6 Enrichment classes \$14,000 K-6 Universal screening \$63,000 K-12 Support
Extended year program for students in grades 9-12 for credit recovery.	Targeted	<u>X</u> All -----	Extended Year Program: \$451,000

Consider expansion to include impacted original credit courses for 9-12		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Credit deficient</u>	for credit recovery; \$350,000 for original credit offerings; Funding Source: LCFF-Supplemental-Concentration
Establish a data collection infrastructure to monitor foster youth attendance and barriers to attendance.		<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At risk</u>	\$1,000 LCFF
Educate appropriate staff regarding current laws involving Foster Youth		<input checked="" 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: _____	\$1,000 LCFF
Purchase additional instructional technology devices to increase the student to device ratio to align with the district's technology plan.	Targeted	<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: _____	Additional technology hardware: \$150,000; Funding Source: LCFF Base
Site technology support contracts and basic Mimio software.	LEA-Wide	<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: _____	Annual software \$250,000 Annual support contracts \$96,0000
Maintain Instructional leader/course planner stipends and collaboration time and professional development		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$190,000 LCFF Stipend Positions

Redesignated fluent English proficient
 Other Subgroups: _____

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Increase the percentage of students that score proficient by 2% in both ELA and math as measured in local and state assessments.
 Increase AMAO proficiency rates
 Increase CAHSEE passage rates
 Increase graduation rates
 Ensure that CCCS instructional shifts in all disciplines are practiced
 *** Include cohort data with this year's collection.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain K-3 CSR 24-1		<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: _____	
Maintain the Elementary PE Program		<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: _____	
Maintain non-combination classes K-6		<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: _____	
Maintain current administrative staffing to provide academic and social support to all students, especially for identified subgroups at sites		<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: _____	
Provide reduced class size in grades 7-12 ELA to improve conditions of learning; achievement of CCCS; student engagement	School-Wide	<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: _____	Hire Additional ELA Teachers 7-11 - 15 New FTE: \$1,298,600; Funding Source: LCFF Base - Supplemental.
Instructional-Content-Technology Coaches K-6; 10 new TOSA positions will facilitate-support-assist with Direct Interactive Instruction; Intervention of subgroup populations; model lessons; support technology needs of students and teachers. Hired by the site, aligned with DO Staff and LCAP goals, and facilitate GLP time.	Targeted	<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: _____	Instructional-Content-Technology Site Coach - 10 New FTE: \$1,150,456; Funding Source: LCFF Base - 29% Supplemental - Concentration - 71%.
Targeted Counselors K-6 (5) - 7-12 (2) - To provide academic and social support and assist with identified subgroups level of engagement during the instructional day and after school	LEA-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Targeted Counselors - 7 New FTE: \$894,200; Funding Source: LCFF Supplemental-Concentration.
Maintain Project Apple - To provide after school academic support and interventions for identified subgroups	School-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Project APPLE: \$322,486; Funding Source: LCFF Organizational Supplemental-Concentration.
Purchase additional instructional technology devices to increase the student to device ratio to align with the district's technology plan.		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$150,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Hire district technology program coordinators		<input checked="" type="checkbox"/> All <hr/> 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: _____	\$200,000
K-12 ELA adoption process and adoption of new materials.	LEA-Wide	<input checked="" type="checkbox"/> All <hr/> 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: _____	\$1,200,000
Implement CSR for Math 7 & 8	Targeted; BMS & MMS	<input checked="" type="checkbox"/> All <hr/> 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: _____	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instructional-Content-Technology Coaches K-6; 10 new TOSA positions will facilitate-support-assist with Direct Interactive Instruction; Intervention of subgroup populations; support technology needs of students and teachers	Targeted	<input checked="" type="checkbox"/> All <hr/> 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: _____	\$1,150,456
Continue to reduce class size in ELA 7-12	School-Wide	<input checked="" type="checkbox"/> All <hr/>	

		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Implement new science curriculum K-12	LEA-Wide	<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: _____	\$1,450,000
Continue CSR in Math 7 & 8	Targeted; BMS & MMS	<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: _____	

GOAL:	The Bellflower Unified School District will provide all students the knowledge, skills, and values to graduate from high school and to become productive citizens in the 21st century.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 ___ COE Only: 9 ___ 10 ___ Local: _____
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Identified Need:	Currently 98% of certificated staff meet HQT requirements. Currently all site staff are provided the opportunity to complete the annual professional development survey. The district is in the process of refining materials, curriculum and assessments to the rigor of the California Common Core Standards. Currently one site received a less than good rating on the annual FIT report.
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Goal Applies to:	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase the percentage of certificated staff that meet the highly qualified status requirements Increase the number of teachers who complete the annual professional development survey All sites will receive a good or greater ranking on the FIT Reports Increase the graduation rate Decrease the office referral, suspension, expulsion and truancy rates Increase school attendance rates Decrease middle and high school drop out rates
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District's goal is to provide every classroom with a high quality, effective educator, supported by a high quality, effective administrator and support staff. Appropriate instructional materials will be provided to students as well as a safe and secure facility.	LEA-Wide	<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: _____	Certificated Salaries: \$49,061,253; LCFF Base; Note: Teachers Pupil Support Administration Other Classified Salaries: \$8,858,973:

			<p>Funding Source: LCFF Base</p> <p>All Employee Benefits: \$18,873,899; Funding Source: LCFF Base</p> <p>Books & Supplies: \$3,950,900: Funding Source: LCFF Base</p> <p>Services- Other Operating Expenses: \$6,805,219: Funding Source: LCFF Base</p> <p>Equipment Replacement: \$1,550,550: Funding Source: LCFF Base</p> <p>Other Outgo-Long Term Debt: \$1,278,835; Funding Source; LCFF</p>
<p>Maintain staffing of additional special education to support the academic and social needs of K-12 students, while adding one additional new FTE funded by AB114.</p>		<p><u>X</u>All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____</p>	<p>Behavior Analyst- 1 New FTE: \$110,000; Funding Source: AB 114 Behavior Intervention Psychologists- 1 FTE: \$103,076; Funding Source: AB 114</p>

			Administrative Psychologists- 2 FTE: \$199,700; Funding Source: LCFF Supplemental Behavior Intervention Aides- 4 F/T: \$120,000, Funding Source: AB 114
Increase staffing in the arts and language learning pathways from 2 to 4 FTE to support Mandarin instruction at the elementary, middle and high schools.	LEA-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Increased Staffing 5 New FTE: \$637,370; Funding Source: LCFF Supplemental - Concentration.
Professional development will be provided to staff in the area of ELA. Teachers will be provided training in alignment with the CCCS and district initiatives: Thinking Maps, Nancy Fetzer, DII, Writing etc.		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	\$60,000 Nancy Fetzer \$20,000 DII make-up training for new teachers \$160,000 Thinking Maps Advanced Training \$35,000 Thinking Maps TOT for 7-12 and staff training \$80,000 7-12 ELA Professional Development
K-12 UCI math professional development to support the implementation of the CCCS and new instructional materials. (UCI for new staff, additional unit training and CGI content support.)(Eureka math K-5)	LEA-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	K-5 UCI \$101,000 Eureka \$80,000 6-12 UCI \$100,000 Integrated Math \$33,000 6-12 UCI

			assessments \$30,000
Next Generation Science Standards professional development opportunities for certificated staff	LEA-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	\$70,000
Technology scope and sequence/professional development; teachers will be provided technology based professional development that will enable them to ensure that students are able to meet the demands of 21st century learning based upon the district's Technology Skills Scope and Sequence. (sample lessons)	LEA-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	\$95,000
Provide families with alternative educational programs such as: Las Flores Home Education Independent Study, Virtual Education and Dual Language	School-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	Las Flores Virtual Education Dual Language
Increase positive parent communication via: School News publications, BlackBoard, VMA and the district website.	LEA-Wide	<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	\$2,000 SchoolNews \$45,000 BlackBoard \$65,000 VMA \$22,000 District Webpage
Professional development will be provided to staff focusing on CTE standards training.		<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	20,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase the percentage of certificated staff that meet the highly qualified status requirements
	Increase the number of FIT Reports with a good or greater ranking
	Increase the graduation rate
	Decrease the suspension, expulsion and truancy rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The District's goal is to provide every classroom a high quality, effective educator, supported by a high quality, effective administrator and support staff. Appropriate instructional materials will be provided to students as well as a safe and secure facility.</p>	<p>LEA-Wide</p>	<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: _____</p>	<p>Base Level Certificated Salaries: \$51,065,255; Funding Source: LCFF Base; Note: Teachers Pupil Support Administration Other.</p> <p>Classified Salaries: \$9,124,742; Funding Source: LCFF Base.</p> <p>All Employee Benefits: \$19,440,115; Funding Source: LCFF Base.</p> <p>Books & Supplies: \$4,000,000; Funding Source: LCFF Base.</p> <p>Services-Other Operating Expenses: \$6,805,219;</p>

			<p>Funding Source: LCFF Base.</p> <p>Equipment Replacement: \$1,600,525; Funding Source: LCFF Base.</p> <p>Other Outgo-Long Term Debt: \$1,278,835; Funding Source: LCFF Base.</p>
Maintain additional special education staffing to support the academic and social needs of students K-12.	LEA-Wide	<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 checked="" type="checkbox"/> Other Subgroups: _____	
Maintain alternative educational programs for students such as Independent Studies, Virtual Education and Dual Language.	Targeted	<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: _____	
Professional Development will be provided to teachers in the area of ELA in alignment with the new adoption.		<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: _____	
Next Generation Science Standards professional development opportunities for certificated staff		<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	

		__Other Subgroups: _____	
Technology professional development		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District's goal is to ensure that every classroom has a high quality, effective educator, supported by a high quality, effective administrator and support staff. Appropriate instructional materials will be provided to students as well as a safe and secure facility.	LEA-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Provide parents with alternative educational programs such as: Independent Studies, Virtual Learning and Dual Languages.	School-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

GOAL:	The Bellflower Unified School District will provide students the opportunity to demonstrate college and career readiness.	Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: <u>Increase the completion of a-g and AP courses</u> <u>Increase CTE offerings and course completion</u>
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Identified Need:	Identified Need: Currently 93.2% of students graduate Currently 49.6% of students complete a-g at BHS Currently 52.3% of students complete a-g at MHS Currently 51.1% of students complete a-g at SHS
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Goal Applies to:	Schools: <u>All</u> ; Middle; High School Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase the graduation rate Increase the CAHSEE passage rate Increase the percent of students who complete a-g requirements Increase the percent of students who take honors/advanced/accelerated courses in grades 7-10 Increase the percent of students who take AP courses Increase the percent of students who score a 3 or higher on an AP exam Increase the percent of students who demonstrate college preparedness through the EAP exam Increase the number of students who enroll in CTE courses Increase the number of students who enroll in post secondary education Establish procedures to collect data regarding post secondary career interest information Establish procedures to collect data regarding CTE course completion and or CTE course sequences Decrease the percent of students, in grades 7-12, receiving one or more F's Decrease the dropout rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support and enhance the current		<u>X</u> All	\$365,000

CTE courses offered to students at BHS, MHS and SHS.		<p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <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>	
Continue to support the Middle College Experience, Promise Pathways and the Cerritos College Summit Collaborative for students at local Community Colleges.	School-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <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>	Substitutes - Supplies - Professional Development - Conditions of Learning - Student Engagement: \$7,000; Funding Source: LCFF Base 29% - Supplemental 71%; Note: Instructional Materials - Dual Enrolled.
Expand the building constructions CTE course pathway for students by enhancing current constructions/woodshop courses offered with the addition of Paxton Patterson modules.		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <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>	BHS \$130,000 program costs; LCFF- Room improvement costs, furniture costs and technology cost MHS \$70,000 program, storage, furniture and technology costs SHS \$70,000 program, storage, furniture and technology costs
Enhance STEM opportunities for middle school students by adding Project Lead The Way - Gateways Program.		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	LCFF \$150,000 program, staff development, furniture and technology.

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Increase two additional CTE, 7-12, counselors to meet the targeted needs of identified subgroups and assist students with CTE course enrollment.	School-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	7-12 Counselors - 2 New FTE: \$240,820; Funding Source: LCFF Supplemental.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Increase the graduation rate</p> <p>Increase the CAHSEE passage rate</p> <p>Increase the percent of students who complete a-g requirements</p> <p>Increase the percent of students who take AP courses</p> <p>Increase the percent of students who score a 3 or higher on an AP exam</p> <p>Increase the number of students who enroll in CTE courses</p> <p>Increase the number of students who enroll in post secondary education</p> <p>Decrease the percent of students, in grades 9-12, receiving one or more F's</p> <p>Decrease the dropout rate</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support and enhance the current ROP courses offered to students at BHS and MHS.		<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: _____	
Continue to support the Middle College Experience, Promise Pathways and the Cerritos College Summit.	Targeted	<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: _____	\$7,000

Strengthen & Increase CTE pathways by adding Course 2- Project Lead the Way for Engineering.	School-Wide	<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __ Other Subgroups: _____	\$140,000 Supplemental - Concentration
Increase the instructional day to allow for CTE learning pathways K-12	LEA-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	Increase Instructional Day - CTE Pathways: \$880,000; Funding Source: LCFF Base; Note: Cost Per Site.
Enhance the elementary STEM opportunities for students by adding Project Lead the Way-STEM grades K-6.		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Re-establish JROTC Programs at both compensatory high schools	School-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	Staffing and Supplies - 2 New FTE: \$1,000,000; Funding Source: LCFF Base 29% - Supplemental 71%.
7-12 Counselors to be hired to meet targeted needs of identified subgroups - Assist with CTE pathways - Additional support for a-g requirements - Assist & support social and other academic needs	School-Wide	__ All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __ Other Subgroups: _____	7-12 Counselors - 2 New FTE: \$248,044; Funding Source: LCFF Supplemental.

LCAP Year 3: 2017-18

Expected Annual
Measurable
Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the instructional day to allow for CTE learning pathways K-12	LEA-Wide	<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: _____	
Re-establish JROTC Programs at both compensatory high schools	School-Wide	<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: _____	
Strengthen & Increase CTE pathways - Provide additional offerings.	School-Wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
7-12 Counselors to be hired to meet targeted needs of identified subgroups - Assist with CTE pathways - Additional support for a-g requirements - Assist & support social and other academic needs	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

GOAL: The Bellflower Unified School District will provide all students and staff a healthy, safe, and secure environment that supports learning.

Related State and/or Local Priorities:
 1 2 3 4 5 6 7 8
 COE Only: 9 10
 Local: _____

Identified Need: Increase emotional and physical safety support of students and staff
 Ensure that learning environments are safe, drug-free, and conducive to learning
 Reduction of Chronic Absenteeism by 2%

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:
 Increase the percentage of students who enjoy positive connections to school by 10%
 Increase students perception of school safety by 10%
 Decrease the number of parents who Disagree or Strongly Disagree that school is a safe place for their child
 Decrease the truancy rate by 2%
 Maintain a middle school dropout rate of less than 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support students' social-emotional well-being, with, but not limited to school psychologists, school counselors (5 at K-6) and (2 at 7-12), and Positive Behavior Intervention System	LEA-Wide	<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: _____	\$868,156 New staff \$35,000 PBIS site based training & materials - 30% LCFF Base - 70% Supplemental/Concentration
Case Managers for identified sites - 9 Family Support for identified sites - 4 Provide families access to support personnel and services to ensure student academic, behavioral and social services.	LEA-Wide	<input 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: _____	\$780,000 - 25% LCFF - 25% Supplemental/Concentration - 50% Title I
Maintain facilities in good repair and ensure for safety of students and staff	LEA-Wide	<input checked="" type="checkbox"/> All -----	\$5,261,736 - LCFF Base

through Custodial and Maintenance and Operations staff services.		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: _____	
Support physical safety of students and staff, through, but not limited to, School Resource Officers, Campus Security, and Playground Assistants. Additional hours/staff may be necessary.	LEA-Wide	<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: _____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	1.0 ORGANIZATION - Recognizing the value of the Instructional-Human-Fiscal elements, BUSD will provide a high quality, well rounded educational experience to all students that is rigorous, culturally relevant, and engaging. The District will ensure that every classroom has a high-quality, effective educator, supported by high quality, effective administrators and support staff. Resources will be aligned to accomplish instructional material needs, and provide safe and secure facilities within a balanced budget.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>1.0 98% compliance on the Williams Report - Instructional Materials - Staffing (Highly Qualified Educators)</p> <p>1.1 Compliance rating of Good on the Williams Report - Facilities - FIT Report</p> <p>1.2 Increase a-g - AP - Arts - Language - Career Pathways sections in Master Schedule by 5 sections</p>	Actual Annual Measurable Outcomes:	<p>1.0 Goal Met- 99.5% compliance on the Williams Report- Instructional Material- Staffing (HQT)</p> <p>1.1 Partially Met- Williams FIT Report- All sites, but one- Bellflower High School, received an Overall Facility Rating of "Good". Bellflower High School recieved an Overall Facility Rating of "Fair". Interior surfaces and electircal work orders are addressed by administration with the district's maintance department.</p> <p>1.2 Goal Met- Students enrolled in courses for University of California and/or California State University Admission were as follows:</p> <table border="0" data-bbox="1370 714 1921 868"> <tr> <td>BHS- 12-13</td> <td>20.9%</td> <td>13-14</td> <td>49.6%</td> </tr> <tr> <td>MHS- 12-13</td> <td>40.9%</td> <td>13-14</td> <td>52.3%</td> </tr> <tr> <td>SHS- 12-13</td> <td>.7%</td> <td>13-14</td> <td>51.1%</td> </tr> </table> <p>In 2014-2015, Mayfair High School increased their Health Career Pathways sections offered by three. Bellflower High School increased their Career Pathways sections in the Master Schedule by five.</p> <p>Both Mayfair Middle School and Bellflower Middle school added one section each of an additional World Languages Course- Mandarin.</p>	BHS- 12-13	20.9%	13-14	49.6%	MHS- 12-13	40.9%	13-14	52.3%	SHS- 12-13	.7%	13-14	51.1%
BHS- 12-13	20.9%	13-14	49.6%												
MHS- 12-13	40.9%	13-14	52.3%												
SHS- 12-13	.7%	13-14	51.1%												

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ORGANIZATION - Recognizing the value of the Instructional-Human-Fiscal elements, BUSD	Base Level Certificated	ORGANIZATION - Recognizing the value of the Instructional-Human-Fiscal elements, BUSD	Base Level Certificated

will provide a high quality, well rounded educational experience to all students that is rigorous, culturally relevant, and engaging. The District will ensure that every classroom has a high quality, effective educator, supported by high quality, effective administrators and support staff. Resources will be aligned to accomplish instructional material needs, and providing safe and secure facilities within a balanced budget.

Salaries:
\$40,993,527;
Funding Source:
LCFF Base; Note:
Teachers
Pupil Support
Administration
Other.

Classified
Salaries:
\$10,178,952;
Funding Source:
LCFF Base.

All Employee
Benefits:
\$18,164,801;
Funding Source:
LCFF Base.

Books & Supplies:
\$3,122,224;
Funding Source:
LCFF Base.

Services-Other
Operating
Expenses:
\$7,365,754;
Funding Source:
LCFF Base.

Equipment
Replacement:
\$1,604,901;
Funding Source:
LCFF Base.

Other Outgo-Long
Term Debt:
\$735,966;
Funding Source:
LCFF Base.

will provide a high quality, well rounded educational experience to all students that is rigorous, culturally relevant, and engaging. The District will ensure that every classroom has a high quality, effective educator, supported by high quality, effective administrators and support staff. Resources will be aligned to accomplish instructional material needs, and providing safe and secure facilities within a balanced budget. This goal was met.

Salaries:
\$40,993,527;
Funding Source:
LCFF Base; Note:
Teachers
Pupil Support
Administration
Other.

Classified
Salaries:
\$10,178,952;
Funding Source:
LCFF Base.

All Employee
Benefits:
\$18,164,801;
Funding Source:
LCFF Base.

Books & Supplies:
\$3,122,224;
Funding Source:
LCFF Base.

Services-Other
Operating
Expenses:
\$7,365,754;
Funding Source:
LCFF Base.

Equipment
Replacement:
\$1,604,901;
Funding Source:
LCFF Base.

Other Outgo-Long
Term Debt:
\$735,966;
Funding Source:
LCFF Base.

Scope of Service:

LEA-Wide

Scope of Service:

LEA-Wide

All

All

OR:

Low Income pupils English Learners Foster Youth
 Redesignated fluent English proficient
 Other Subgroups: _____

OR:

Low Income pupils English Learners Foster Youth
 Redesignated fluent English proficient
 Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal 1 will remain a priority in the 2015-2016 school year. The district will continue to provide highly qualified educators, necessary materials and safe orderly campuses. Secondary sites will continue to encourage students to meet a-g requirements providing them the opportunity to attend college if they so desire. All three secondary sites will continue to enhance their current career pathways options with a focus in the arts, engineering, science, health and constructions trades. The expansion of the Mandarin program will provide students the opportunity to select Mandarin in both middle and high school. Through discussions with various stakeholder groups, goal one will be combined with goals six, seven and nine in the 2015-2016 LCAP. The four goals support one another to ensure that all students graduate high school.

Original GOAL from prior year LCAP:

2.0 BUSD will provide high quality instruction and learning opportunities preparing every student to increase one performance band or increase within their identified performance band in ELA & Math
 2.1 Implement multiple interventions that support and accelerate student learning

Related State and/or Local Priorities:
 1 X 2 X 3__ 4 X 5 X 6 X 7 X 8__
 COE Only: 9__ 10__
 Local: K-3 Class Size Reduction - 24-1
Provide Students California Common Core Aligned Instructional Materials

Goal Applies to:

Schools: All
 Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:

2.0 BUSD will identify student baseline performance levels based on the new standards and assessments using local assessments for ELA & Math (SchoolCity/STARS)
 2.1 BUSD will identify student baseline performance levels based on the new standards using Smarter Balanced Interim and Summative Assessments for ELA & Math

Actual Annual Measurable Outcomes:

2.0 Goal Partially Met- Local ELA Performance Levels

	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12
ELA Baseline Data - Local				
Student's demonstrating proficiency on the Standards.	66.60%	49.31%	53.89%	50.22%

Local math performance level data was collected at the site level through formative assessments. Due to the late release of the Smarter Balanced Intrin Assessments and the implementation of the math adoption, district level data was not collected. 2015-16 will be a baseline year for collecting district level assessment data.

2.1 The delayed release of the Interim Assessments created a precarious position for the district. The Interim exam window coincided with the Smarter Balanced Summative Assessment window. Therefore, it was determined that sites would elect to participate with the interims based on site goals. District wide Interim Assessment data will not be collected this year.

LCAP Year: 2014-15

Planned Actions/Services

Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement K-3 CSR 24-1 to improve Conditions of Learning - Pupil Outcomes - Engagement	K-3 Class Size Reduction - 36 New FTE: \$2,816,293; Funding Source: LCFF Organizational Base.	Implement K-3 CSR 24-1 to improve Conditions of Learning - Pupil Outcomes - Engagement	K-3 Class Size Reduction - 36 New FTE: \$2,816,293; Funding Source: LCFF Organizational Base.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Implement Elementary PE Specialists & paraprofessionals to provide Professional Learning Community time and teacher planning time during the instructional day	PE-PLC-Planning Time - 4 New FTE: \$893,208; Funding Source: LCFF Base.	Implement Elementary PE Specialists & paraprofessionals to provide Professional Learning Community time and teacher planning time during the instructional day	PE-PLC-Planning Time - 4 New FTE: \$941,978; Funding Source: LCFF Base.
Scope of Service:	Targeted	Scope of Service:	Targeted
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Align instructional materials & resources to support identified subgroups & all students in achieving the California Common Core Standards		Align instructional materials & resources to support identified subgroups & all students in achieving the California Common Core Standards	Paid through Lottery Funds/LCFF Funding in combination with multiple actions within Goal 2. Lottery funds

			spent to date: 422,489 LCFF funds spent to date: 1,401,000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<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: _____		<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: _____	
Increase administrative staffing; New staffing to provide academic & social support for all students, especially for identified subgroups	Elementary Assistant Principals - 6 New Administrators: \$704,402; Funding Source: LCFF Base - 29% - Supplemental - Concentration - 71%.	Increase administrative staffing; New staffing to provide academic & social support for all students, especially for identified subgroups	Elementary Assistant Principals - 6 New Administrators: \$704,402; Funding Source: LCFF Base - 29% - Supplemental - Concentration - 71%.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<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: _____		<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: _____	
Provide reduced class size in grades 7-11 ELA to improve conditions of learning; achievement of CCCS; student engagement		The reduction of class sized in ELA grades 7-11 has been moved to the 2015-2016 LCAP as an action/service.	
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<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 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	

__Other Subgroups: _____		__Other Subgroups: _____	
Instructional-Content-Technology Coaches K-6; 10 new TOSA positions will facilitate-support-assist with Direct Interactive Instruction; Intervention of subgroup populations; support technology needs of students and teachers		Instructional content/technology coaches have been hired by two PI year 4 sites- Washington and Thomas Jefferson.	Expenditures are supported within the sites LCFF budget.
Scope of Service:	Targeted	Scope of Service:	Targeted
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
ELA California Common Core Professional Development; Teachers will be provided content specific professional development that will enable them to provide high quality Tier 1 instruction	ELA PD - Tier 1 Instruction: \$40,000; Funding Source: LCFF Base.	ELA California Common Core Professional Development; Teachers have been provided content specific professional development that will enable them to provide high quality Tier 1 instruction. Teachers have attended argumentative writing, close reading and text complexity training.	ELA PD - Tier 1 Instruction: \$40,000; Funding Source: LCFF Base. Additional funds have been spent from Title I and Title II to support ELA PD.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
The Synced Solutions/SchoolCity STARS assessments will be used to monitor and assess student growth towards academic goals		Synced Solutions/SchoolCity STARS assessments have been used to monitor and assess student progress towards mastery of the California Common Core Standards.	
Scope of Service:	LEA-Wide	Scope of Service:	
<u>X</u> All -----		<u>X</u> 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: _____		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: _____	
Adoption process for new ELD Standards Aligned to CCCS		Sites with the greatest EL population have begun to provide teachers training to assist in the implementation of the ELD Standards Aligned to CCCS.	
Scope of Service: LEA-Wide		Scope of Service: School-Wide	
<u>X</u> 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: _____		<u>X</u> 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: _____	
K-8 Math Instructional Materials adoption to provide for achievement of standards; student engagement; conditions of learning; pupil outcomes	K-8 Instructional Materials Adoption: \$1,780,000; Funding Source: LCFF Organizational Base.	California Common Core aligned math instruction materials were adopted and purchased for grades K-8.	K-8 Instructional Materials Adoption: \$1,401,000; Funding Source: LCFF Organizational Base. The expenditures support additional actions/services within Goal 2.
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<u>X</u> 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: _____		<u>X</u> 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: _____	
K-8 Math Professional Development to support the implementation of the CCCS and new instructional materials	K-8 Math Professional Development: \$40,000; Funding Source: LCFF	K-8 Math Professional Development was offered to teachers to support the implementation of the CCCS and new instructional materials	K-8 Math Professional Development: \$40,000; Funding Source: LCFF

	Base.		Base. Additional funds from Title I and Title II supported additional costs.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
7-12 Math Instructional Review Process		Mathematics teachers, in grades 9-12, are currently involved in the Math Instructional Review Process.	Expenses are incorporated within the Secondary Education's Unrestricted General Fund.
Scope of Service:	School-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Eliminate K-6 Combination Classes to provide a higher level of student engagement and attainment of CCCS; Provide Necessary Learning Materials for the identified subgroups	Eliminate K-6 Combination Classes - 10 New FTE: \$800,940; Funding Source: LCFF Supplemental.	All K-6 combination classes were eliminated.	Eliminated K-6 Combination Classes - 10 New FTE: \$800,940; Funding Source: LCFF Supplemental.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient	

__Other Subgroups: _____		__Other Subgroups: _____	
Targeted Counselors K-6 (5) - 7-12 (2) - To provide academic and social support - Assisting with identified subgroups level of engagement during the instructional day and after school		Targeted counselors have been added to the 2015-2016 LCAP as an action/service.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
To support and provide after school academic support and interventions for identified subgroups	Project APPLE: \$322,486; Funding Source: LCFF Organizational Supplemental-Concentration.	Project APPLE continues to serve students after school.	Project APPLE: \$322,486; Funding Source: LCFF Organizational Supplemental-Concentration.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Align instructional strategies and resources to support the identified subgroup students to achieve the desired academic growth during the school year	RTI - ELA-ELD Program Tier III Support: \$1,000; Funding Source: Supplemental-Concentration.	RTI implementation training has been provided to sites allowing staff opportunities to investigate ways to support identified students.	0
Scope of Service:	Targeted	Scope of Service:	Targeted
<u>X</u> All ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth	

<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
SchoolCity-STARS assessments will be used to monitor student achievement against the grade level and content outcome learning goals		SchoolCity-STARS assessments are used to monitor student achievement within the grade level standards.	
Scope of Service: _____		Scope of Service: _____	
<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<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: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal 2 will remain a priority in the 2015-2016 school year. The district will continue to ensure that all students are provided optimal learning environments, instructional materials, resources, and programs designed to meet their needs. All programs will be standards aligned and support both a college and career ready standards. Various enrichment programs will continue to be offered to address the various needs of struggling students as well as those who are advanced and desire enrichment offerings. Through discussions with various stakeholder groups, goal two will be combined with goals four, five and eight. These four goals support one another to ensure that all students are provided a coherent instructional program.	

Original GOAL from prior year LCAP:

3.0 All students will demonstrate the academic knowledge and skills necessary to be career and college ready through a rigorous, culturally relevant, and engaging instructional learning environment

Related State and/or Local Priorities:
 1__ 2_X 3__ 4_X 5_X 6__ 7_X 8_X
 COE Only: 9__ 10__
 Local: Increase the completion of a-g and AP courses
Increase CTE offerings and course completion

Goal Applies to:

Schools: All; Middle; High School

Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:

3.0 Monitor College & Career Readiness Indicators
 ● a-g completion rate increased by 3%
 ● AP enrollment & passage rate - Increase enrollment by 3% with all courses and passing rates of a 3,4,or5 increased 1% annually
 ● Graduation rate - Increase 2% annually until a sustained rate of 98%
 ● Graduates College Enrollment - Maintain or exceed 65% or higher

Actual Annual Measurable Outcomes:

3.0 Goal Partially Met- Students enrolled in courses for University of California and/or California State University Admission (a-g) were as follows:

BHS- 12-13 20.9% 13-14 49.6%
 MHS- 12-13 40.9% 13-14 52.3%
 SHS- 12-13 .7% 13-14 51.1%

AP enrollment and passage rate: Partially Met- Both sites increased enrollment, however Mayfair High School's passage rate decreased.

Bellflower High School	2010	2011	2012	2013	2014
Total AP Students	143	169	136	164	193
Number of Exams	248	262	243	254	326
AP Students with Scores 3+	80	98	87	100	101
% of Total AP Students with Scores 3+	55.9	58.8	64	61	52.3

Mayfair High School	2010	2011	2012	2013	2014
Total AP Students	237	242	283	306	312
Number of Exams	376	404	453	534	517
AP Students with Scores 3+	175	189	211	231	243

post-secondary
school
enrollment

3.1 Increase
CTE enrollment
by 2%

% of Total AP Students with Scores 3+	73.8	78.1	74.6	75.5	77.9
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Graduation Rate:

Graduation Rates - Cohort Rates	2009-10	2010-11	2011-12	2012-13
BUSD	83.6%	84.3%	86.6%	93.2%

Post secondary enrollment (2008-2009):

Bellflower Unified School District	Total High School Graduates	Number of High School Graduates Enrolled in Postsecondary Institutions	Percentage of Total High School Graduates Enrolled in Postsecondary Institutions
Hispanic or Latino of Any Race	472	286	60.6
Asian, Not Hispanic	111	70	63.1
African American, Not Hispanic	192	141	73.4
White, Not Hispanic	207	143	69.1
Total	982	640	65.2

3.1 Goal Met- CTE enrollment

	Arts & Media	Building Trades	Educ Child Dev	Energy & Utility	Engn & Design	Fashion & Int Design	Hospitality Tourism & Recreation	Information Tech	Mfg & Product Dev	Marketing Sales & Service	Public Services	Trnsp	Total
2012-13	462	250	10	17	12	20	33	54	88	112	57	101	1216
2013-14	316	427	82	59	8	20	52	137	74	87	14	102	1378

Change in Enrollment	-146	177	72	42	-4	0	19	83	-14	-25	-43	1	162
Change in Enrollment %	-32%	+58%	+720%	+247%	-25%	0%	+57%	+153%	-16%	-23%	-75%	0%	

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Support the Middle College experience for students at local Community Colleges	Substitutes - Supplies - Professional Development - Conditions of Learning - Student Engagement: \$5,000; Funding Source: LCFF Base 29% - Supplemental 71%; Note: Instructional Materials - Dual Enrolled.	The Middle College experience for students at Cerritos Community College was supported.	Substitutes - Supplies - Professional Development - Conditions of Learning - Student Engagement: \$5,000; Funding Source: LCFF Base 29% - Supplemental 71%; Note: Instructional Materials - Dual Enrolled.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Support the Promise Pathways program partnership with Long Beach City College	Conditions of Learning - Student Engagement: \$1,500; Funding Source: LCFF Base.	The Promise Pathways partnership program with Long Beach City College was supported.	Conditions of Learning - Student Engagement: \$1,500; Funding Source: LCFF Base.
Scope of Service:	School-Wide	Scope of Service:	School-Wide

<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Support the College Summit Collaborative Events with Cerritos College	Substitutes: \$5,000; Funding Source: LCFF Base 29% -Supplemental 71%.	The College Summit Collaborative did not continue to meet in the 2014-2015 year however, the Superintendent's Collaborative continues to support outreach efforts on behalf of the K-12 system with the local college.	Substitutes: \$5,000; Funding Source: LCFF Base 29% -Supplemental 71%.
Scope of Service:		School-Wide	
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Increase counselor meetings to encourage/educate students to enroll in a-g courses	Student Engagement: \$1,000; Funding Source: LCFF Base.	Counselor meetings encouraged/educated students regarding a-g course offerings and enrollment opportunities.	Student Engagement: \$1,000; Funding Source: LCFF Base.
Scope of Service:		School-Wide	
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Strengthen & Increase CTE pathways - Provide additional offerings such as Introduction to Health Careers	CTE Staffing - 2 New FTE: \$312,922; Funding Source: LCFF Organizational Supplemental.	Additional career technical education offerings such as Introduction to Health Careers was offered to students.	CTE Staffing - 2 New FTE: \$312,922; Funding Source: LCFF Organizational Supplemental.
Scope of Service:		School-Wide	
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth	

<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Increase course pathways - Materials/Supplies		Increase course pathways - Materials/Supplies	
Scope of Service:		Scope of Service:	
School-Wide		School-Wide	
<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<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: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal 3 will remain a priority in the 2015-2016 school year. The district will continue to enhance opportunities for students to engage in college experiences while attending high school. The Middle College experience, Promise Pathways and the Cerritos College Collaborative will continue to engage our 7-12 students. Career Technical Education will continue to be refined and expanded. Additional course offerings will be provided to students to expand pathway opportunities. Through discussions with various stakeholder groups, goal three will be combined with goal ten. The two goals support one another to ensure that all students demonstrate college and career readiness.	

Original GOAL from prior year LCAP:

4.0 Ensure all English Learners acquire full proficiency in English as rapidly and effectively as possible while attaining parity with native speakers of English by increasing one performance band or increasing within their identified language proficiency level

Related State and/or Local Priorities:
 1 X 2 X 3 4 X 5 X 6 X 7 X 8 X
 COE Only: 9 10
 Local: _____

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All; English learners

Expected Annual Measurable Outcomes:

- 4.0 Increase AMAO 1,2,3 proficient rates by 1%
- 4.1 Increase graduation rate by 1%
- 4.2 Increase CAHSEE passage rate in ELA by 1%
- 4.3 Implement ELD standards aligned to the CCCS
- 4.4 Increase the percent of students who score early advanced or advanced on the annual CELDT assessment in grade 1-12 by 1%

Actual Annual Measurable Outcomes:

4.0 Goal Met-

AMAO 1		
	Target	BUSD
09 - 10	53.1%	63.3%
10 - 11	54.6%	61.8%
11 - 12	56.0%	67.6%
12 - 13	57.5%	64.2%
13 - 14	59.0%	61.9%

AMAO 2

	Target	BUSD less than 5 years	Target 5 years or more	BUSD 5 years or more
09-10	17.4%	26.0%	41.3%	59.7%
10-11	18.7%	27.7%	43.2%	55.3%
11-12	20.1%	30.4%	45.1%	60.7%
12-13	21.4%	28.7%	47.0%	62.4%
13-14	22.8%	25.0%	49.0%	61.6%

AMAO 3 ELA

	Target	BUSD
09-10	56.0%	42.2%
10-11	67.0%	41.3%
11-12	78.0%	43.8%
12-13	89.0%	43.8%

AMAO 3 MATH

	Target	BUSD
09-10	56.4%	51.5%
10-11	67.3%	53.9%
11-12	78.2%	53.8%

12-13	89.1%	53.0%
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4.1 **Goal Met-** Graduation Rate:

Graduation Rates - Cohort Rate	2009-10	2010-11	2011-12	2012-13
BUSD	83.6%	84.3%	86.6%	93.2%

4.2 CAHSEE Passage Rate in ELA (Demographic Summary Combined Report)

CAHSEE PASS RATE - ELA

12-13	912	83%
13-14	881	83%

4.3 **Partially Met-** ELD Standards: Teachers in highly impacted sites have received ELD training during the 2014-15 school year. All sites will be provided ELD Standards training by the completion of the 2015-16 school year.

4.4 EA or A on - CELDT: Annual Assessment- All Students

CAHSEE PASS RATE - ELA

	Early Advanced	Advanced
12-13	40%	13%
13-14	37%	11%

LCAP Year: 2014-15

Planned Actions/Services

Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Extended Year Program to support grades 9-12 - Credit Recovery - Online Credit Recovery -	Extended Year Program: \$397,151; Funding Source: LCFF Organizational Base 29% - Supplemental 71%.	An extended year program will be offered to support students in grades 9-12. Credit recovery and on-line credit recovery will be offered.	Extended Year Program: \$397,151; Funding Source: LCFF Organizational Base 29% - Supplemental 71%.
Scope of Service:	Targeted	Scope of Service:	Targeted
<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: _____		<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: _____	
ELD Content Specialist Teachers to provide content specific PD enabling teachers to provide high quality Tier 1 CCCS instruction; Provide instructional delivery support with the CCCS and ELD Standards		Teachers were provided instructional delivery support with the CCCS and ELD Standards through professional development. Six elementary sites with the greatest EL population was provided training in year one along with the secondary ELA/SS and World Language teachers.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<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: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 4 will remain a priority in the 2015-2016 school year. The district will continue to support students who need additional instructional support. Extended year opportunities will be offered to students who are credit deficient in grades 10-12. Additional offerings will be made available to students in grade 9. Highly impacted original credit courses may be offered to students in grades 9-12. Professional development for staff, in the area of English language development, will be a focus for the 2015-2016 year.		

Through discussions with various stakeholder groups, goal four will be combined with goals two, five and eight. The four goals support one another to ensure all students are provided a coherent instructional program.

Original GOAL from prior year LCAP:	5.0 Increase academic competencies using technology to demonstrate learning through real world applications of social media, web tools, and other innovative technologies	Related State and/or Local Priorities: 1__ 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: <u>BUSD will provide current technology to conduct research, analyze information, and create student presentations</u>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	5.0 Students accessibility to technology will improve to a district ratio of 4.0 to 1 5.1 Students will have more opportunities for online learning with a higher success rate	Actual Annual Measurable Outcomes:	5.0 Goal Partially Met- Secondary classrooms have been provided six Mimio Teach Pads to support student collaboration and provide additional access to technology within the classroom. The number of Chromecarts available by sites, has doubled from the 2013-14 school year increasing student access to technology. 354 laptops, 1980 mimio teach devices, 300 chromebooks, 504 lcd interactive projectors and 504 document cameras were purchased for 505 classrooms. The District's current student to device ratio is 5-1. 5.1 Goal Met- Every K-12 teacher has been provided a laptop, interactive projector, Mimio Teach Pad, document camera and sound system for their classroom. Students have multiple opportunities to engage with technology imbeded into lessons.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase additional learnpads; Chromebooks; Short-Throw LCD projectors; Laptops; Printers; Sound Systems; Document Cameras	Installation of Districtwide Purchase: \$325,000; Funding Source: LCFF Organizational Base 29% - Supplemental-	Purchase additional learnpads; Chromebooks; Short-Throw LCD projectors; Laptops; Printers; Sound Systems; Document Cameras	Installation of Districtwide Purchase: \$325,000; Funding Source: LCFF Organizational Base 29% - Supplemental-

	Concentration 71%.		Concentration 71%.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Provide certificated staff professional development with technology embedded lessons	Educational Software: \$85,000; Funding Source: LCFF Organizational Base.	Provide certificated staff professional development with technology embedded lessons	Educational Software: \$85,000; Funding Source: LCFF Organizational Base.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Increase technology to student ratio within classrooms		We were able to increase the technology to student ratio within classrooms by purchasing additional student devices.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Hire P/T Technology Technician at each K-6 site to support additional technology in the classrooms and new Smarter Balanced Assessments		P/T Technology Technicians were not funded at each K-6 site.	
Scope of Service:	School-Wide	Scope of Service:	School-Wide

All

OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

All

OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The district will continue to support the additional hardware needs of classrooms to ensure that students are provided technology rich learning experiences. The district will continue to add additional devices for student use in order to meet the technology plan goal of 4 to 1 access by 2016.

Through discussions with various stakeholder groups, goal five will be combined with goals two, four and eight. The four goals support one another to ensure that all students are provided a coherent instructional program.

Original GOAL from prior year LCAP:	6.0 BUSD will build strong relationships with students, families, and the community to increase trust and shared responsibility 6.1 All stakeholders will have multiple opportunities to provide input regarding district and site specific programs and student achievement goals	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	6.0 Increase Blackboard/SchoolNews communication between home and school to improve parent participation 6.1 Improve parent attendance at school events by 10% 6.2 Suspension rates will remain less than 20% 6.3 Expulsion rates will remain less than 5%	Actual Annual Measurable Outcomes:	6.0 Goal Met- BlackBoard continues to be the main contact between sites and their families. As of March 13, 2015, 434,245 calls have been placed to families within the Bellflower Unified School District. 6.1 Sites continue to encourage families to attend and participate in school events. Multiple means of communication are used to share with all stakeholders. Sites communicate via email, BlackBoard, School News, site newsletters and teacher communication. 207 parents attended district workshops offered on the following topics: The Power of Positive Parenting, Managing Fighting and Aggression, Dealing with Disobedience, Raising Resilient Children, Raising Confident, Competent Children and Developing a Good Bedtime Routine. 6.2 Goal Met- Suspension Rates: All elementary sites' suspension rate remains below 5%. Mayfair, Bellflower and Somerset high schools remain below 12%. 6.3 Goal Met- Expulsion Rate: All sites have met the less than 5% goal. All sites' expulsion rates remain below 2%.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to support BlackBoard for parent communication		Sites use BlackBoard for communication throughout the year.	
Scope of Service:	LEA-Wide	Scope of Service:	
<u>X</u> All		<u>X</u> All	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Continue to use School News Publications as a means to communicate and engaged all community stakeholders of school related activities		Sites and district office staff continue to use School News Publications to share important information regarding their sites or departments.	
Scope of Service:	LEA-Wide	Scope of Service:	
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Parent Coordinator & Districtwide Translator - Direct impact with creating parent centers on school sites and strengthening parent engagement between school and student - Increase parent involvement and participation		The district continues to provide workshops and parent information in both English and Spanish. Sites use Case Managers as their liaison between the school, family and community.	
Scope of Service:	LEA-Wide	Scope of Service:	
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Create parent centers to support parent workshops for academic-career-social support		Parents continue to participate in workshops provided by sites and the district. Sites continue to encourage families to support their students academic and social growth.	
Scope of Service:	LEA-Wide	Scope of Service:	
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Other Subgroups: _____

__Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Building strong relationships with families will continue to be a goal for the Bellflower Unified School District. All current communication tools will be employed along with additional resources provided by VMA publishing.

Through discussions with various stakeholder groups, goal six will be combined with goals one, seven and nine. The four goals support one another to ensure that all students graduate high school.

Original GOAL from prior year LCAP:

7.0 All students and adults need a healthy, safe and secure learning environment that supports student to school relationships and high levels of student-parent-teacher academic and school relationship engagement
 7.1 Develop school cultures where all stakeholders believe all students can learn at high levels
 7.2 Incorporate a culture of PLC collaboration, and ensure a safe and secure learning environments
 7.3 Maintain minimal dropout rates for the middle school student

Related State and/or Local Priorities:
 1__ 2__ 3 X 4 X 5 X 6 X 7__ 8 X
 COE Only: 9__ 10__
 Local: Incorporate a culture of PLC collaboration

Goal Applies to:

Schools: All
 Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:

7.0 Increase the percentage of students who enjoy positive connections to school by 10%
 7.1 100% compliance on the Williams Facility Report
 7.2 Decrease student truancy rate by 2%
 7.3 Increase students perception of school safety by 10%
 7.4 Maintain a middle school dropout rate of less than 2%

Actual Annual Measurable Outcomes:

7.0 Goal Met- School Connectiveness (self-reported via Healthy Kids Survey)
 2012-2013: 42%
 2013-2014: 39%

7.1 **Goal Met-** All Williams' schools were 100% compliant with the annual Facility Report

7.2 Goal Met- The number of students who received truancy notification decreased by 71%. 3525 parents received notification in 2013-14 and 2517 received notification in 2014-15.

7.3 Goal Partially Met- Perception of School Safety (self-reported via Healthy Kids Survey)
 2012-2013: 51%
 2013-2014: 55%

7.4 Goal Met- Adjusted Grade 7 and 8 Dropouts
 Adjusted Middle School Dropout Count

	Grade 7	Grade 8
2011-12	8	16
2012-13	15	19

LCAP Year: 2014-15

Planned Actions/Services

Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue Character Education Programs			
Scope of Service:	School-Wide	Scope of Service:	
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____			
Implement PBIS districtwide	Training & Materials: \$30,000; Funding Source: LCFF Organizational Base-Supplemental.		
Scope of Service:	LEA-Wide	Scope of Service:	
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____			
Continue to improve the district website to support parent communication	WebMaster: \$25,000; Funding Source: LCFF Organizational Base-Supplemental.		
Scope of Service:	LEA-Wide	Scope of Service:	
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____			
DII training for all new staff	DII Professional Support: \$50,000; Funding Source: Title		

	I - Title II Part A.		
Scope of Service:	LEA-Wide	Scope of Service:	
<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: _____			
Provide additional Special Education Staffing to support the academic and social needs of K-12 students	Board Certified Behavior Analyst - 1 New FTE: \$110,825; Funding Source: AB 114. Behavior Intervention Psychologists - 1 New FTE: \$103,076; Funding Source: AB 114. Behavior Intervention Aides - 4 F/T FTE: \$120,000; Funding Source: AB 114.		
Scope of Service:	LEA-Wide	Scope of Service:	
<input 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: _____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Through discussions with various stakeholder groups, goal seven will be combined with goals one, six, and nine. The four goals support one another to ensure that all students graduate high school.		

Original GOAL from prior year LCAP:	8.0 All students, yet especially Foster Youth will be ensured that appropriate services are provided to enable timely enrollment, classroom and grade level placement, and on time grade level advancement or graduation	Related State and/or Local Priorities: <u>1</u> <u>X</u> <u>2</u> <u>X</u> <u>3</u> <u>X</u> <u>4</u> <u>X</u> <u>5</u> <u>X</u> <u>6</u> <u>X</u> <u>7</u> <u>X</u> <u>8</u> <u>X</u> COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; Foster youth
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Expected Annual Measurable Outcomes:	8.0 Determine base attendance rates; school discipline rates; standardized testing participation rates; standardized test scores; course passage rates with C or higher; a-g enrollment and passage rates; AP and CTE enrollment and passage rates; CAHSEE passage rates; dropout rates; graduation rates for Foster Youth	Actual Annual Measurable Outcomes:	8.0 Goal Met- Attendance Rate: 95.10% Suspension rate - 14.2% Course passage rate (7-12) - 77% Course passage rate, a-g courses (7-12) - 81% Students enrolled in AP courses (7-12) - 0% Students enrolled in CTE courses (7-12) - 45% Students passing CTE courses (7-12) - 86% CAHSEE Pass rate - 75% Dropout rate - 2.6%
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Improve the process to enable teachers to assign partial credits for high school coursework	Support Costs: \$2,500; Funding Source: LCFF Supplemental.		
Scope of Service:	School-Wide	Scope of Service:	
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____			

Strengthen the coordination with social agencies to determine who has educational rights of the foster youth enrolled within the district	Foster Youth Coordination of Services: \$2,500; Funding Source: LCFF Supplemental.		
Scope of Service:	School-Wide	Scope of Service:	
<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: _____			
Monitor the enrollment practices	Foster Youth Support Services: \$1,500; Funding Source: LCFF Supplemental.		
Scope of Service:	LEA-Wide	Scope of Service:	
<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: _____			
Educate appropriate staff regarding current laws involving Foster Youth	Foster Youth: \$25,000; Funding Source: LCFF Concentration.		
Scope of Service:	LEA-Wide	Scope of Service:	
<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: _____			
Establish policy and data infrastructure to monitor	Foster Youth:		

student attendance; barriers to attendance; supportive school climate	\$1,500; Funding Source: LCFF Concentration.		
Scope of Service:	LEA-Wide	Scope of Service:	
<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: _____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Through discussions with various stakeholder groups, goal one will be combined with goals six and seven. The three goals support one another to ensure that all students graduate high school.		

Original GOAL from prior year LCAP:	<p>9.0 All students have equitable access to sequential, articulated instruction in the five art disciplines - visual, dance, music, theater, and media arts during the instructional day</p> <p>9.1 Extend the arts and language learning pathways - Mandarin - within the instructional day</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7_X 8__ COE Only: 9__ 10__ Local: <u>Extend the Arts and language pathways within the instructional day</u></p>
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Goal Applies to:	<p>Schools: All; Middle; High School</p> <p>Applicable Pupil Subgroups: All; English learners</p>
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Expected Annual Measurable Outcomes:	<p>9.0 Enrollment in the fine arts for EL students will increase by 10%</p> <p>9.1 Partnerships will have been established to provide field learning experiences</p> <p>9.2 Additional instruction and study of cultures and time periods</p> <p>9.3 Implement Mandarin as a language elective in grades 7-8</p> <p>9.4 Provide for a Mandarin enrichment class after school for students in upper grades (4-6)</p>	Actual Annual Measurable Outcomes:	<p>9.0 Goal Met- All ELD courses in grades 7-12 included Discussions for Learning</p> <p>9.1 Goal Met- Students were provided field learning experiences to local community and state colleges. They attended the Adelante Mujer Latina Conference; an educational conference designed to prepare youth for careers. Students also joined the YBS club.</p> <p>9.2 Goal Met- Discussions 4 Learning is a comprehensive program that engages students in productive discussions about works by artists of many different times and places. The program includes 50% fine art and 50% real-world photos of contemporary images from around the world.</p> <p>9.3 Goal Met- One section of Mandarin at BHS and one section of Mandarin at MHS.</p> <p>9.4 Goal Met- 140 students were provided Mandarin lesson in the APPLE program. 163 students from LF, ILC, SF, and EL participated in Mandarin. 22 GATE students were provided Mandarin lessons.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure that all Identified Subgroup students have access to the arts courses that can help develop their language and academic skills through multiple mediums			

<p>Partner with local arts institutions to provide field learning experiences</p> <p>Increase the number of arts instructors 7-12</p> <p>Create a master schedule that provides at risk students with opportunities to take the arts classes</p>			
<p>Scope of Service:</p>	<p>Targeted</p>	<p>Scope of Service:</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>			
<p>Provide Mandarin as a grade 7-8 language elective and an enrichment learning opportunity for grades 5 - 6</p>	<p>Staffing 1 New FTE and Supplies: \$158,292; Funding Source: LCFF Base 21% - Supplemental 71%.</p>		
<p>Scope of Service:</p>	<p>School-Wide</p>	<p>Scope of Service:</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>			
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Through discussions with various stakeholder groups, goal nine will be combined with goals one, six and seven. The four goals support one another to ensure that all students graduate high school.</p>		

Original GOAL from prior year LCAP:

10.0 Provide students in grades K-12 structured activity based approaches to introduce Science-Technology-Engineering-Mathematics (STEM) knowledge, skills and habits of mind through rigorous and relevant experiences

Related State and/or Local Priorities:
 1__ 2 X 3 X 4 X 5 X 6__ 7 X 8 X
 COE Only: 9__ 10__
 Local: _____

Goal Applies to:

Schools: All
 Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:

10.0 Improved access and rates of enrollment in a-g courses
 10.1 Increased percentage of graduates by 2-3% until an annual rate of 98% is achieved
 10.2 Increased EAP results in ELA & Math by 2%

Actual Annual Measurable Outcomes:

10.0 Goal Met- Students Who Completed a-g courses:
 BHS - 12-13 20.9% 13-14 49.6%
 MHS - 12-13 40.9% 13-14 52.3%
 SHS - 12-13 13.7% 13-14 51.1%

10.1 Goal Met- Graduation Rates

Graduation Rates - Cohort Rates	2009-10	2010-11	2011-12	2012-13
BUSD	83.6%	84.3%	86.6%	93.2%

10.2 Partially Met - EAP Results
 The EAP goal was met in ELA.

	ELA		Math			Total
	Ready	Conditionally Ready	Total	Ready	Conditionally Ready	
2012	17%	15%	32%	16%	52%	68%
2013	16%	15%	31%	15%	53%	68%
2014	22%	12%	34%	9%	58%	67%

LCAP Year: 2014-15

Planned Actions/Services

Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase staffing to support additional courses and sections of STEAM			
Scope of Service:	Targeted	Scope of Service:	
<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: _____			
Provide instructional materials necessary to meet new career and college STEM Pathways	Instructional Materials & Supplies: \$25,000; Funding Source: LCFF Organizational Supplemental - Concentration.		
Scope of Service:		Scope of Service:	
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Through discussions with various stakeholder groups, goal ten will be combined with goal three. The two goals support one another to ensure that all students demonstrate college and career readiness.		

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:

Bellflower Unified School District received \$7,849,007 million in Supplemental Local Control Funding Formula Funds in 2014-15. This amount will increase to approximately \$8,260,161 million in 2015-16 and \$5,523,795 million in 2016-17. These funds are calculated based on the number of English learners, students identified as low income, and foster youth.

BUSD will provide the increase of funds in the LCAP to students who are identified within the subgroups and provide additional fiscal resources so school sites can and will improve or increase services for those specific students within the subgroups. With 72.41% of BUSD's student population meeting the criteria of a targeted student population, following are specific services to be provided:

- Intervention teachers - Intervention teachers would provide laser like instruction for the identified learning needs of the students within the three subgroups
- Instructional materials to be purchased to support small learning communities of students who were basic, below, and far below basic as measured by the 2014-15 ELA and Math SmarterBalance results
- Assistant Principals at elementary sites have been hired so the school sites can receive academic and social support for the targeted students

The district also offers services and programs that are aligned with LCAP goals that serve all students such as: intervention counseling, recruitment and retention of teachers of color, RTI2 teachers for K-12, reduced class size in upper elementary by eliminating combination classrooms, positive behavior support and restorative practices. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted subgroups.

The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (seventy-one percent or more), there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, BUSD will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the BUSD Local Control Accountability Plan and addresses the needs of our district's English learners, low income students and foster youth.

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.


%

The proportionality percentage of 8.54% is being met by identifying the percentage by which services for unduplicated pupils have received an increase or improved services as compared to the services provided to all pupils in the LCAP. BUSD used the following measures to proportionality meet the description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The additional funding for targeted unduplicated students will increase the overall quality of services provided. The increased services will include extended school year; online learning; academic intervention and counseling all focused to ensure students are on target for timely graduation. Increased access to technology, fine arts and extending career pathways will be made available. Targeting lower class size in upper elementary and 7-12 ELA courses will also assist targeted students additional support in achieving a-g requirements and being career and college ready upon graduation.

Bellflower Unified School District - Proportionality Calculation

	2013-14	2014-15	2015-16	2016-17
Estimated Total LCFF Funding	\$87,681,456	\$97,924,107	\$108,512,111	\$109,774,028
Estimated Base Grant	\$84,889,595	\$91,042,498	\$99,919,616	\$104,038,106
Estimated Total of Supplemental Grants	\$2,676,547	\$7,849,007	\$8,260,161	\$5,523,795
Proportional Increase or improvement in services for low income/English learner/foster youth pupils as compared to the services provided to all pupils in that fiscal year	N/A	8.54	%	%



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