

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:****LEA: Brisbane****Contact: Toni Presta, Superintendent, tpresta@race.com, 415-467-0550****LCAP Year: 2014-2015**

The Brisbane School District ensures that all students have a safe, clean, and healthy learning environment, and receive a common curriculum. The Brisbane School District implements the Highly Effective Teaching (HET) model for instruction, which is based upon Constructivist Theory. We believe that children learn most effectively when they can connect new cognitive skills to prior knowledge obtained from their own experiences. Teachers are kept current on brain research and best practices and work to create “Brain-Compatible” learning experiences for all of our children. We employ effective strategies for the differentiation of instruction and develop meaningful and conceptually based curriculum.

With an emphasis on higher-order thinking skills, the Brisbane School District focuses on understanding, evaluating, and creating, rather than lower order thinking skills such as fact recall. Finally, we thread Lifeskills throughout our curriculum with the goal of providing our children the tools for citizenship and life.

Our district has created an atmosphere in all three schools where the needs of children are put first. We strive to meet the needs of all students, to increase overall achievement, and to improve educational opportunities for all of our students. In the end, the Brisbane School District graduates students who are thoughtful, prepared, and engaged citizens.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p><u>SUMMARY</u> The Brisbane School District began the year by informing ourselves about the Local Control Funding Formula (LCFF), and the Local Control Accountability Plan (LCAP). District administration held multiple meetings to inform and educate stakeholders about the LCFF and LCAP process and timeline, to discuss their implication for our basic aid/local property tax funded district, to inform stakeholders about current programs, to determine areas of need, and to elicit input. Meetings were publicized at board meetings, through weekly school</p>	<p>Significant changes were made to Brisbane School District’s LCAP prior to adoption as a result of feedback received during our engagement process. District administration began by soliciting feedback from stakeholders to determine areas of focus. The District Leadership Team, comprised of parents, staff, and administration reviewed input gathered from stakeholders (parents, teachers, staff, & students). They prioritized needs and suggested areas to be addressed in the LCAP over the next three years. District Administration met with local bargaining groups and requested written</p>

Involvement Process	Impact on LCAP
<p>newsletters, via “Groupvine” emails, and with flyers posted on the doors at each school site.</p> <p>A District Leadership Team was established, made up of parents, teachers, classified staff, site and district administrators to analyze and prioritize input received from stakeholders in order to form LCAP goals.</p> <p>Due to our low numbers of English Learners, the Brisbane School District does not have an established English Learner Advisory Committee (ELAC) or District English Learner Advisory Committee (DELAC). Therefore, establishment of a District English Learner Parent Advisory Committee is not required for 2014-2015.</p> <p>A Parent Advisory Committee, which meets the requirements of Ed Code 52063 (representing all students, including English Learners (ELs), low-income, and foster youth) was established by the Board of Trustees on May 12, 2014, and approved by the Board of Trustees on June 18, 2014. The district’s Parent Advisory Committee includes current parent members of all School Site Councils.</p> <p>Information and feedback meetings were organized around the LCAP Priorities and the 8 State Priorities listed below.</p> <p><u>LCAP Priorities</u> Conditions of Learning - P1, P2, P7 Pupil Outcomes – P4, P8 Engagement – P3, P5, P6</p> <p><u>State Priorities</u> P1 = Basic (Williams Requirements) P2 = Implementation of State Standards P3 = Parent Involvement P4 = Pupil Achievement P5 = Pupil Engagement P6 = School Climate P7 = Course Access P8 = Other Pupil Outcomes</p>	<p>feedback regarding areas of district need. Feedback gathered from bargaining groups influenced the LCAP Goals and Actions.</p> <p>District administration synthesized input from stakeholders and proposed LCAP Goals and Actions. Throughout the process many changes were made to the Proposed Goals and Actions as a result of input received.</p> <p>The Proposed Goals and Actions were presented to parents and staff at a Community Feedback Session on May 6, 2014, and as a result of their comments, amendments to the Goals and Actions were made.</p> <p>The Goals and Actions were discussed at a School Board Study Session on May 12, 2014, and the board made further amendments to them. The most significant change was putting the Goals in priority order.</p> <p>The Goals and Actions were presented to the Parent Advisory Committee on May 13, 2014. AS a result of the input received at this meeting, additional changes were made to the Goals and Actions. Ideas that were shared, but not included in the LCAP were memorialized and will be revisited.</p> <p>The Draft LCAP was presented at the June 18, 2014 board meeting at a Public Hearing. The Board of Trustees provided input and small amendments were made to plan.</p> <p>Following input from stakeholders such as the Parent Advisory Committee, the Board of Trustees, the District Leadership Team, the bargaining units (BETA & CSEA), and the community at large, the agreed upon 2014-2015 LCAP Goals are listed below.</p> <p style="text-align: center;"><u>LCAP Goals</u></p> <ol style="list-style-type: none"> 1. Fully implement the Common Core State Standards and support student achievement through a broad course of study. (P1, P2, P4, P7, P8) 2. Maintain and improve facilities that are equipped with state-of-the-art

Involvement Process	Impact on LCAP
<p>TIMELINE & PROCESS</p> <ul style="list-style-type: none"> • February 24, 2014 – Gathering of input from staff, parents, and community members (stakeholders) began. • February 28, 2014 – All district staff completed the Academic Program Survey (APS) • March 12, 2014 <ul style="list-style-type: none"> ○ Curriculum Task Force took the Alignment of Curriculum, Instruction and Assessments to State Standards survey (CIA) and discussed the results of the Academic Program Survey in order to determine successes and identify areas of need ○ EL Task Force took the English Learner Subgroup Self- Assessment (ELSSA) ○ Special Education Task Force took the Inventory of Services and Supports Survey for students with disabilities (ISS) • March 19, 2014 – Board meeting – District administration shared progress on the LCAP with a focus on the 8 State Priority Areas • March 20, 2014 – District Leadership Team reviewed data collected from Task Forces, looked for areas of strength, and opportunities for growth, and prioritized needs in order to make recommendations for LCAP goals and actions • April 14, 2014 – District administration consulted with classified association and requested written feedback regarding areas of district need • April 21, 2014 – District administration consulted with teacher association and requested written feedback regarding areas of district need • April / May – District administration synthesized input from stakeholders and proposed Goals and Actions for the LCAP. • May 6, 2014 – Board Study Session – Board discussed proposed Goals and Actions and provided feedback • May 13, 2014 – Parent Advisory Committee provided input on the proposed Goals and Actions • June 4, 2014 - Superintendent responded in writing to the Parent Advisory Committee • June 18, 2014 – LCAP Public Hearing and Budget Public Hearing – Board provided input on the draft LCAP. There was no public comment in response to the draft LCAP • June 25, 2014 – Board of trustees adopted the 2014-2015 LCAP along with the 2014-2015 Budget 	<p>technology to ensure capacity for 21st Century academic and career success. (P1, P4)</p> <ol style="list-style-type: none"> 3. Provide welcoming and positive schools that foster a sense of belonging. (P6, P8) 4. Increase parent involvement and support through meaningful engagement opportunities. (P3, P5, P6) <p>The Board of Trustees approved the 2014-2015 LCAP, along with the 2014-2015 Budget on June 25, 2014.</p>

Involvement Process	Impact on LCAP
<p><u>METRICS</u> The Brisbane School District looked at all metrics required by Education Code. The goals identified in this plan reflect the needs of our students. This plan will not include metrics for which we have no needs, such as:</p> <ul style="list-style-type: none"> • Share of students that are college and career ready • Share of students that pass Advanced Placement exams with a 3 or higher • Share of students determined prepared for college by the Early Assessment Program • High school dropout rates • High school graduation rates 	

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><u>IDENTIFIED NEED</u></p> <ul style="list-style-type: none"> Students need regular access to Common Core Aligned Curriculum and Instruction that results in mastery of the Common Core State Standards. Students need access to a broad course of study. <p><u>METRIC</u></p> <p>Student Achievement</p> <ul style="list-style-type: none"> Performance on standardized tests (SBAC 2015) Score on Academic Performance Index Share of English Learners (ELs) that become English Proficient Spanish Language 	<p>1. By 2017, the Brisbane School District will fully implement the Common Core Standards and support student achievement through a broad course of study.</p>	All	All		<p>a) Students will be taught by highly qualified teachers who are provided ongoing professional development in the Common Core State Standards, as well as planning and collaboration time.</p> <p>b) Baseline student achievement levels on formative assessments (Illuminate assessments, MARS math assessments,</p>	<p>a) Students will be taught by highly qualified teachers who are provided ongoing professional development in the Common Core State Standards, as well as planning and collaboration time.</p> <p>b) 10% of students not proficient on formative assessments (Illuminate assessments, MARS math assessments, DRA2 reading assessments) in</p>	<p>a) Students will be taught by highly qualified teachers who are provided ongoing professional development in the Common Core State Standards, as well as planning and collaboration time.</p> <p>b) 10% of students not proficient on formative assessments (Illuminate assessments, MARS math assessments, DRA2 reading assessments) in</p>	<p>P1 Basic</p> <p>P2 Implementation of State Standards</p> <p>P4 Pupil Achievement</p> <p>P7 Course Access</p> <p>P8 Other Pupil Outcomes</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Proficiency Acquisition</p> <p>Basic Services</p> <ul style="list-style-type: none"> • Student access to standards-aligned instructional materials • Highly qualified teachers <p>Implementation of Common Core State Standards</p> <ul style="list-style-type: none"> • Implementation of CCSS for all students, including EL <p>Course Access</p> <ul style="list-style-type: none"> • Student access and enrollment in all required areas of study 					<p>DRA2 reading assessments) aligned to the Common Core State Standards and (CCSS) and the Smarter Balanced Assessment Consortium (SBAC) established.</p> <p>c) No SBAC data</p>	<p>2014-15 will attain proficiency in 2015-16, and all students previously proficient will maintain proficiency.</p> <p>c) Baseline student achievement levels on the SBAC established.</p>	<p>2015-16 will attain proficiency in 2016-17, and all students previously proficient will maintain proficiency.</p> <p>c) 10% of students not proficient on the SBAC in 2015-16 will attain proficiency in 2016-17, and all students previously proficient will maintain proficiency.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
			Panorama		<p>d) Students will be provided feedback through the development of a CCSS aligned report card.</p> <p>e) Intervention Summer Program provided for targeted populations based upon needs</p> <p>f) 50% of Panorama Elementary School students will receive Foreign Language in Elementary School (FLES) Spanish Instruction</p>	<p>d) Students will be provided feedback through a refined CCSS aligned report card.</p> <p>e) Intervention Summer Program provided for targeted populations based upon needs</p> <p>f) 75% of Panorama Elementary School students will receive Foreign Language in Elementary School (FLES) Spanish Instruction</p>	<p>d) Students will be provided feedback through a refined CCSS aligned report card.</p> <p>e) Intervention Summer Program provided for targeted populations based upon needs</p> <p>f) 100% of Panorama Elementary School students will receive Foreign Language in Elementary School (FLES) Spanish Instruction</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					g) Students will develop proficiency in oral and written communication in Spanish at the beginning stage of language acquisition.	g) Students will develop proficiency in oral and written communication in Spanish at the beginning stage of language acquisition.	g) Students will develop proficiency in oral and written communication in Spanish at the beginning stage of language acquisition.	
<p><u>IDENTIFIED NEED</u></p> <p>Students and teachers do not have consistent access to updated technology.</p> <p>Staff does not have consistent technology support.</p> <p>Facilities are in need of repair due to deferred maintenance.</p> <p>Grounds not maintained at desired level.</p>	2. Maintain and improve facilities that are equipped with state-of-the-art technology to ensure capacity for 21 st Century academic and career success	All	All		<p>a) Develop a plan to improve student access to technology and infrastructure</p> <p>b) Develop a plan to train staff to utilize technology</p> <p>c) Develop a plan to improve and maintain school buildings and</p>	<p>a) Implement plan to improve student access to technology and infrastructure</p> <p>b) 75% of staff trained to utilize technology</p> <p>c) 50% progress toward improved maintenance of school buildings</p>	<p>a) Continue implementation of plan to improve student access to technology and infrastructure</p> <p>b) 100% of staff trained to utilize technology</p> <p>c) 75% progress toward improved maintenance of school buildings</p>	<p>P1 Basic</p> <p>P4 Pupil Achievement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p><u>METRIC</u></p> <p>Facilities in good repair as evidenced by FIT (Facilities Inspection Tool)</p> <p>Grounds well maintained as assessed by FIT, as well as parent survey.</p> <p>Student access to technology increased.</p>					grounds	and grounds as evidenced by FIT (Facilities Inspection Tool)	and grounds as evidenced by FIT (Facilities Inspection Tool)	
<p><u>IDENTIFIED NEED</u></p> <p>Students need continued access to a positive school climate and a sense of connectedness and socio-emotional well-being.</p> <p>Middle School after-school program not meeting needs of all children, including low-income, EL, and foster youth.</p>	3) Provide welcoming and positive schools that foster a sense of belonging.	All	All		<p>a) Students will have increased access to the Lifeskills curriculum</p> <p>b) Additional character education programs explored</p>	<p>a) Students will have increased access to the Lifeskills curriculum</p> <p>b) Students will benefit from implementation of additional character education programs</p>	<p>a) Students will have increased access to the Lifeskills curriculum</p> <p>b) Students will benefit from implementation of additional character education programs</p>	<p>P8 Other pupil outcomes</p> <p>P5 Pupil Engagement</p> <p>P6 School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><u>METRIC</u></p> <p>School Climate</p> <ul style="list-style-type: none"> • Healthy Kids Survey • Student suspension rates • Student expulsion rates • Student discipline rates <p>Involvement in after school programs (academic and recreational)</p> <p>Student Engagement</p> <ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism rates 					<p>c) Develop program to address students' social and emotional well-being</p> <p>d) Explore after-school recreational activities accessible to all students with a focus on middle school</p>	<p>c) Implement program to address students' social and emotional well-being</p> <p>d) Implement after-school recreational activities accessible to all students with a focus on middle school</p>	<p>c) Implement program to address students' social and emotional well-being</p> <p>d) After-school recreational activities accessible to all students with a focus on middle school implemented</p>	
<p><u>IDENTIFIED NEED</u></p> <p>Parents have requested better communication from the district.</p> <p>Website is outdated and not user friendly. Neither telephone nor</p>	4) Increase parent involvement and support through meaningful engagement opportunities.	All	All		<p>a) LCAP Parent Advisory Committee formed</p> <p>b) Parent Involvement in school activities</p>	<p>a) Functioning LCAP Parent Advisory Committee</p> <p>b) Parent Involvement in school activities</p>	<p>a) Functioning LCAP Parent Advisory Committee</p> <p>b) Parent Involvement in school activities</p>	<p>P3 Parent Involvement</p> <p>P5 Pupil engagement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>smart phone application communication tool utilized to contact families for routine or emergency information.</p> <p>LCAP Parent Advisory Committee needed.</p> <p>Parent involvement levels low (volunteering, meeting attendance, etc.).</p> <p>Low participation in BEST/PTO <i>Brisbane Educational Support Team / Parent Teacher Organization</i>, the district's educational foundation and parent group.</p> <p style="text-align: center;"><u>METRIC</u></p> <p>Efforts to seek parental involvement</p>					<p>increased by 25%</p> <p>c) School Messenger systems utilized by 25% of staff (App/Text/Phone calls)</p> <p>d) Website updated and accessed by parents</p>	<p>increased by 50%</p> <p>c) School Messenger systems utilized by 50% of staff (App/Text/Phone calls)</p> <p>d) Website maintained and parent access increased by 15%</p>	<p>increased by 75%</p> <p>c) School Messenger systems utilized by 75% of staff (App/Text/Phone calls)</p> <p>d) Website maintained and parent access increased by 25%</p>	<p>P6 School climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> • LCAP Parent Advisory Committee <p>Promotion of parental participation</p> <ul style="list-style-type: none"> • BEST/PTO • Parent Volunteers • Meeting Participation <p>Parent Communication</p> <ul style="list-style-type: none"> • District Website updated and accessed by stakeholders • School Messenger System utilized – App / Text Phone calls • "Groupvine" email system consistently used <p>Student Engagement</p> <ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism rates 								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
School Climate <ul style="list-style-type: none"> • Student suspension rates • Student expulsion rates 								

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. By 2017, the Brisbane School District will fully implement the	P1 Basic P2	Teachers will participate in professional development	LEA-wide		<u>Actions/Services</u> Professional Development	<u>Actions/Services</u> Professional Development	<u>Actions/Services</u> Professional Development

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Common Core Standards and support student achievement through a broad course of study.	Implementation of State Standards P4 Pupil Achievement P7 Course Access P8 Other Pupil Outcomes	activities related to the teaching of the Common Core State Standards			<u>Expenditures</u> \$58,911 <u>Funding Source</u> Common Core Carryover General Fund	<u>Expenditures</u> \$5,000 <u>Funding Source</u> General Fund	<u>Expenditures</u> \$5,000 <u>Funding Source</u> General Fund
Same as Above	Same as Above	Instructional Materials aligned with the Common Core State Standards	LEA-wide		<u>Actions/Services</u> Common Core Instructional Materials <u>Expenditures</u> \$3,146 <u>Funding Source</u> Common Core Carryover	<u>Actions/Services</u> Common Core Instructional Materials <u>Expenditures</u> \$3,000 <u>Funding Source</u> General Fund	<u>Actions/Services</u> Common Core Instructional Materials <u>Expenditures</u> \$3,000 <u>Funding Source</u> General Fund
Same as Above	Same as Above	Foreign Language in Elementary School (FLES) Program	School-wide		<u>Actions/Services</u> FLES Teacher <u>Expenditures</u> \$67,500 <u>Funding Source</u>	<u>Actions/Services</u> FLES Teacher <u>Expenditures</u> \$68,800 <u>Funding Source</u>	<u>Actions/Services</u> FLES Teacher <u>Expenditures</u> \$70,200 <u>Funding Source</u>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					General Fund	General Fund	General Fund
2. Maintain and improve facilities that are equipped with state-of-the-art technology to ensure capacity for 21 st Century academic and career success	P1 Basic P4 Pupil Achievement	Develop and implement plan to improve student access to technology	LEA-wide		<u>Actions/Services</u> Illuminate Data & Assessment Software <u>Expenditures</u> \$0 <u>Funding Source</u> No cost	<u>Actions/Services</u> Illuminate Data & Assessment Software <u>Expenditures</u> \$0 <u>Funding Source</u> No cost	<u>Actions/Services</u> Illuminate Data & Assessment Software <u>Expenditures</u> \$19,125 <u>Funding Source</u> General Fund
Same as Above	Same as Above	Develop and implement plan to train staff to utilize technology	LEA-wide		<u>Actions/Services</u> Professional Development to train staff to utilize technology <u>Expenditures</u> \$6,000 <u>Funding Source</u> General Fund	<u>Actions/Services</u> Professional Development to train staff to utilize technology <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost	<u>Actions/Services</u> Professional Development to train staff to utilize technology <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost
Same as Above	Same as Above	Develop and implement plan to improve and maintain school buildings and grounds	LEA-wide		<u>Actions/Services</u> Develop a plan to improve and maintain school buildings and grounds <u>Expenditures</u> \$0	<u>Actions/Services</u> 50% progress toward improved maintenance of school buildings and grounds as evidenced by FIT (Facilities Inspection Tool) <u>Expenditures</u> \$0	<u>Actions/Services</u> 75% progress toward improved maintenance of school buildings and grounds as evidenced by FIT (Facilities Inspection Tool) <u>Expenditures</u> \$0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<u>Funding Source</u> No Cost	<u>Funding Source</u> General Fund	<u>Funding Source</u> General Fund
3) Provide welcoming and positive schools that foster a sense of belonging.	P8 Other pupil outcomes P5 Pupil Engagement P6 School Climate	Increased access to the Lifeskills curriculum	LEA-Wide		<u>Actions/Services</u> Increase access to the Lifeskills Curriculum <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost	<u>Actions/Services</u> Increase access to the Lifeskills Curriculum <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost	<u>Actions/Services</u> Increase access to the Lifeskills Curriculum <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost
Same as Above	Same as Above	Additional character education programs	LEA-Wide		<u>Actions/Services</u> Additional character education programs <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost	<u>Actions/Services</u> Additional character education programs <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost	<u>Actions/Services</u> Additional character education programs <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost
Same as Above	Same as Above	After-school recreational activities accessible to all students with a focus on middle school	LEA-Wide		<u>Actions/Services</u> After-school recreational activities accessible to all students with a focus on middle school <u>Expenditures</u> \$0 <u>Funding Source</u>	<u>Actions/Services</u> After-school recreational activities accessible to all students with a focus on middle school <u>Expenditures</u> \$0 <u>Funding Source</u>	<u>Actions/Services</u> After-school recreational activities accessible to all students with a focus on middle school <u>Expenditures</u> \$0 <u>Funding Source</u>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					No Cost	No Cost	No Cost
Same as Above	Same as Above	Program to address students' social and emotional well-being	LEA-Wide		<u>Actions/Services</u> Program to address students' social and emotional well-being <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost	<u>Actions/Services</u> Program to address students' social and emotional well-being <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost	<u>Actions/Services</u> Program to address students' social and emotional well-being <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost
4) Increase parent involvement and support through meaningful engagement opportunities.	P3 Parent Involvement P5 Pupil engagement P6 School climate	a) LCAP Parent Advisory Committee formed	LEA-Wide		<u>Actions/Services</u> LCAP Parent Advisory Committee Formed <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost	<u>Actions/Services</u> Functioning LCAP Parent Advisory Committee <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost	<u>Actions/Services</u> Functioning LCAP Parent Advisory Committee <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost
Same as above	Same as above	Parent Involvement in school activities increased	LEA-Wide		<u>Actions/Services</u> Parent Involvement in school activities increased by 25% <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost	<u>Actions/Services</u> Parent Involvement in school activities increased by 50% <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost	<u>Actions/Services</u> Parent Involvement in school activities increased by 75% <u>Expenditures</u> \$0 <u>Funding Source</u> No Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Same as above	Same as above	School Messenger systems utilized by staff (App/Text/Phone calls)	LEA-Wide		<u>Actions/Services</u> School Messenger systems utilized by 25% of staff (App/Text/Phone) <u>Expenditures</u> \$750 <u>Funding Source</u> General Fund	<u>Actions/Services</u> School Messenger systems utilized by 50% of staff (App/Text/Phone) <u>Expenditures</u> \$750 <u>Funding Source</u> General Fund	<u>Actions/Services</u> School Messenger systems utilized by 75% of staff (App/Text/Phone) <u>Expenditures</u> \$750 <u>Funding Source</u> General Fund
Same as above	Same as above	Website updated and accessed by parents	LEA-Wide		<u>Actions/Services</u> Website updated and accessed by parents <u>Expenditures</u> \$3,000 <u>Funding Source</u> General Fund	<u>Actions/Services</u> Website maintained and parent access increased by 15% <u>Expenditures</u> \$500 <u>Funding Source</u> General Fund	<u>Actions/Services</u> Website maintained and parent access increased by 25% <u>Expenditures</u> \$500 <u>Funding Source</u> General Fund

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. By 2017, the Brisbane School District will fully implement the Common Core Standards and support student achievement through a broad course of study.	P1 Basic P2 Implementation of State Standards P4 Pupil Achievement	For low income pupils. English learners, Redesignated fluent English proficient pupils: Summer School Intervention Program to support targeted student groups.	LEA-wide		<u>Actions/Services</u> Summer School Intervention <u>Expenditures</u> \$6,000 <u>Funding Source</u> General Fund <u>Note:</u> Summer School Intervention Program provided for referred students from targeted groups, as well as Special Education students. Grade levels served each year are dependent upon student needs.	<u>Actions/Services</u> Summer School Intervention <u>Expenditures</u> \$6,000 <u>Funding Source</u> General Fund <u>Note:</u> Summer School Intervention Program provided for referred students from targeted groups, as well as Special Education students. Grade levels served each year are dependent upon student needs.	<u>Actions/Services</u> Summer School Intervention <u>Expenditures</u> \$6,000 <u>Funding Source</u> General Fund <u>Note:</u> Summer School Intervention Program provided for referred students from targeted groups, as well as Special Education students. Grade levels served each year are dependent upon student needs.
1. By 2017, the Brisbane School District will fully implement the Common Core Standards and support student achievement through a broad course of study.	P1 Basic P2 Implementation of State Standards P4 Pupil Achievement	For low income pupils, English learners, Redesignated fluent English proficient pupils, foster youth: After School Academic Support Provided	LEA-wide		<u>Actions/Services</u> After School Academic Support <u>Expenditures</u> \$39,271 <u>Funding Source:</u> General Fund City of Brisbane	<u>Actions/Services</u> After School Academic Support <u>Expenditures</u> \$41,100 <u>Funding Source:</u> General Fund City of Brisbane	<u>Actions/Services</u> After School Academic Support <u>Expenditures</u> \$40,900 <u>Funding Source:</u> General Fund City of Brisbane

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>County of San Mateo Grant</p> <p>Note: Each school has an after school academic support program.</p> <p>Homework Center (Panorama Elementary)</p> <p>TLC (Brisbane Elementary)</p> <p>Lifeline (Lipman Middle)</p> <p>These programs are staffed by both credentialed teachers and classified staff and are funded through various grants, as well as the General Fund.</p>	<p>County of San Mateo Grant</p> <p>Note: Each school has an after school academic support program.</p> <p>Homework Center (Panorama Elementary)</p> <p>TLC (Brisbane Elementary)</p> <p>Lifeline (Lipman Middle)</p> <p>These programs are staffed by both credentialed teachers and classified staff and are funded through various grants, as well as the General Fund.</p>	<p>County of San Mateo Grant</p> <p>Note: Each school has an after school academic support program.</p> <p>Homework Center (Panorama Elementary)</p> <p>TLC (Brisbane Elementary)</p> <p>Lifeline (Lipman Middle)</p> <p>These programs are staffed by both credentialed teachers and classified staff and are funded through various grants, as well as the General Fund.</p>
1. By 2017, the Brisbane School District will fully implement the Common Core Standards and	P1 Basic P4 Pupil Achievement	For foster youth: One person at each school site will be responsible for identifying and	LEA-wide		<p>\$0</p> <p>Note: The district has no foster youth. District administration will</p>	<p>\$0</p> <p>Note: The district has no foster youth. District administration will</p>	<p>\$0</p> <p>Note: The district has no foster youth. District administration will</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
support student achievement through a broad course of study.	P7 Course Access P8 Other Pupil Outcomes	supporting foster youth			reach out to community to identify foster youth. When identified, district will offer academic support and transportation, if needed.	reach out to community to identify foster youth. When identified, district will offer academic support and transportation, if needed.	reach out to community to identify foster youth. When identified, district will offer academic support and transportation, if needed.
1. By 2017, the Brisbane School District will fully implement the Common Core Standards and support student achievement through a broad course of study.	P1 Basic P2 Implementation of State Standards P4 Pupil Achievement	For Low income pupils, English learners, Redesignated fluent English proficient pupils: Pull Out / Push In Academic Assistance	LEA-wide		<u>Actions/Services</u> Pull/Out / Push In Academic Assistance <u>Expenditures</u> \$39,005 <u>Funding Source:</u> General Fund	<u>Actions/Services</u> Pull/Out / Push In Academic Assistance <u>Expenditures</u> \$39,005 <u>Funding Source:</u> General Fund	<u>Actions/Services</u> Pull/Out / Push In Academic Assistance <u>Expenditures</u> \$39,005 <u>Funding Source:</u> General Fund
1. By 2017, the Brisbane School District will fully implement the Common Core Standards and support student achievement through a broad course of study	P1 Basic	For Low income pupils: Provide free bus passes to middle school	School-wide		<u>Actions/Services</u> Provide free San Trans bus passes to low income middle school students <u>Expenditures</u> \$4,000 <u>Funding Source</u> General Fund	<u>Actions/Services</u> Provide free Sam Trans bus passes to low income middle school students <u>Expenditures</u> \$3,000 <u>Funding Source</u> General Fund	<u>Actions/Services</u> Provide free Sam Trans bus passes to low income middle school students <u>Expenditures</u> \$3,000 <u>Funding Source</u> General Fund

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

Brisbane School District is Basic Aid, and is primarily funded by local property taxes. Under the Local Control Funding Formula (LCFF), the Brisbane School District will not receive increased funding in the form of either supplemental or concentration grants for 2014-2015.

All school districts are required to calculate supplemental and concentration grant funding. Brisbane School District's 2014-2015 supplemental grant calculated amount, per the FCMAT calculator, is \$80,921.

Because the Brisbane School District has three schools and a total enrollment of under 500 students, in order to meet the district's goals for unduplicated pupils in the state priority areas, the most effective use of the calculated amount of supplemental funds is primarily districtwide. When funding is divided between sites, we are less able to provide a solid program, as there is not economy of scale. Therefore, we employ staff at the district level and then they work with students at each school site.

In addition to our regular program, we offer a variety of supports specifically for English learners, low-income students, and foster youth. Supports are provided through a Response to Intervention (RTI) model, and are specific to the needs of the individual child. Supports are provided both inside and outside of the regular classroom. Supports may include counseling, after school tutoring and homework assistance, pull-out reading support and enrichment classes, and financial help for resources such as bus passes, school supplies, and clothing.

The Foreign Language in Elementary School (FLES) Spanish program will be implemented at Panorama School beginning with the 2014-2015 school year.

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

Brisbane School District's Minimum Proportionality Percentage (MPP) calculation indicates that services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year 2014-2015 by 2.83%.

Brisbane exceeds the minimum requirement in providing services for low income pupils, English Learners, and foster youth. These funds are spent on these targeted groups in the following ways:

To Increase student achievement as measured by performance on standardized tests, and increase score on Academic Performance Index:

- After school academic assistance provided

To increase share of ELs that become English proficient:

- Direct Instruction beyond requirements - English Language by a CLAD / credentialed teacher

To increase school attendance rates, and provide for other student outcomes with an enriched program:

- Free after school enrichment programs (art, chess, music, etc.)
- Free bus passes to school for our low income middle school students
- Clothing and school supplies for low income and foster youth

The following metrics and related services are not addressed due to the fact that the Brisbane School District is an elementary school district (TK - 8).

- Share of students that are college and career ready
- Share of students that pass Advanced Placement exams with 3 or higher
- Share of students determined prepared for college by the Early Assessment Program
- High school dropout rates
- High school graduation rates

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.