

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

**Introduction:**

**LEA:** Buellton Union School District **Contact (Name, Title, Email, Phone Number):** Bryan McCabe, Superintendent, bmccabe@buelltonusd.org, (805) 686-2767

**LCAP Year:** 2014-2015

## **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
1. Staff faculty meetings – all faculty, including SPED	1. Individual survey that included Data Analysis, Goals identification, PD, services, internal restructuring and materials identification for EL and low SES students.
2. Weekly PLC meetings	2. Analysis of student achievement, goal setting, monitoring of unduplicated student and implementation of services.
3. Site Leadership Teams -Math and ELA CCSS, , Technology and Wellness with Site, grade level, department and parent representation.	3. Facilitation of special interests for goal setting, services and actions.
4. Administration Team meetings bimonthly added, including sub-committee with CBO.	4. In depth analysis of LEAP, Title I, Title III, Corrective Action, and SBCEO Comprehensive Program Review goals and budget commitments
5. ELAC/DELAC meetings; 20 parents 11/7, 1/23	5. Parent Survey Topics: parent involvement, communication and education, review of current goals for Title III, Title I, SPSA and Corrective Action amendments.
6. Title 1 parent meeting: 20 parents 11/7	6. Input into goals, actions and services as they relate to unduplicated students and Corrective Action amendments.
7. School Site Council at Oak Valley and Jonata: Monthly parent meetings and Parent Surveys with a return of 65-85% @ grade level.	7. In addition to current action plan and goals based on subgroup achievement data for SPSA, Title I, Title III, Corrective Action goals, the LCAP priorities reviewed and input

Involvement Process	Impact on LCAP
	given. Identification of the need for music and art programs led to the inclusion of a visual and performing arts goal in the LCAP.
8. PTSA - 3/10	8. LCAP process introduced.
9. District Technology Leadership Committee	9. Generated the goals, action steps, and services to support technology plan for CCSS implementation.
10. 2013-14 CCSS Leadership Committee: Math/ELA/ELD	10. Established the annual instructional focus of the implementation of CCSS and implementation of instructional strategies for access of unduplicated subgroups.
11. District Wellness Committee	11. Generated parent education goals: Health Education, Physical Education, Food Service/Nutrition, Emotional Well-Being, and Healthy Life Style Choices.
12. Board of Education Workshop 3/26/14	12. Reviewed and revised draft needs/goals and action steps of LCAP.
13. California Healthy Kids Surveys	13. Informed goals, action steps for Student Engagement (State Priorities 5 and 6)
14. Buellton Education Association 4/28/14	14. Negotiated the teacher's contract to assure credentialed staff has appropriate time or the infrastructure of monthly professional development, weekly professional learning grade level teams and additional time for analysis of strategic support of identified unduplicated students.
15. Community forum 4/23/14	15. Provide opportunity for input on of goals, actions steps, services and funding sources to ready draft for board presentation and public hearings. Stated the need for summer school and other programs outside of the school day to support students needing additional instruction. Based on this input, the consideration of summer school was added to the District's action plan.
16. Administration attends monthly county EL Network Meetings.	16. To receive information regarding actions and services for EL students for CCSS and LCAP.
17. Administration attended CISC Leadership Annual Meeting	17. Information to support Leadership Vision for strategic planning and goal setting for the implementation of CCSS and student achievement
18. Valley Superintendents monthly meetings	18. Coordination of actions and services to provide PD to increase teacher capacity and leadership, transition to CCSS with strategic goal and instructional strategies.
19. Superintendent met with Jonata Middle School Student Council officers and home room reps.	19. Students shared ideas for increasing student engagement and supporting student learning.
20. Board of Trustees held Public Hearing for LCAP and 2014-15 Budget on June 11, 2014. Board of Trustees adopted LCAP and 2014-15 Budget on June 18, 2014.	20. Summary of Impact of Stakeholder Feedback on the District's LCAP: <ul style="list-style-type: none"> <li>• Development of goals for improving support for English Learners and low income students;</li> <li>• Established needs for improved professional development for EL Program, CCSS implementation, and technology;</li> <li>• Identified need to expand academic support for students outside of the school day, e.g. afterschool and summer school;</li> <li>• Communicated interest in increasing visual and performing arts programs.</li> </ul>

## **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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP Year Year 3: 2016-2017	
<p>Teachers need to have required credentials and assigned appropriately.</p> <p>Metric: District review of credentials and assignments.</p> <p>Students are required to have access to CCSS aligned materials.</p> <p>Metric: Annual instructional materials audit.</p>	<p>1. All teachers are appropriately credentialed and assigned, and all students will have access to CCSS aligned instructional materials in ELA, mathematics, and ELD.</p>	All	All		<p>All students will receive instruction from appropriately credentialed teachers and all students will have opportunities to pilot math materials, and EL students will pilot new ELD materials.</p>	<p>All students will receive instruction from appropriately credentialed teachers and will have access to newly adopted instructional materials in mathematics that are aligned with CCSS. English Language Arts materials will be audited for alignment.</p>	<p>All students will receive instruction from appropriate credentialed teachers and 100% of instructional materials in ELA and mathematics will be aligned to the CCSS.</p>	State Priority 1
<p>The current deferred maintenance plan for identified facility maintenance and repair needs is outdated.</p> <p>Metrics: A. Annual facilities audit B. Deferred Maintenance Plan</p>	<p>2. The District's Deferred Maintenance Plan will be revised by May 1 of each year and will included identified facility needs to ensure that the District's facilities are maintained and in good repair, and including a specific budget for implementation.</p>	All	All		<p>An audit of the District's facilities will be conducted and a revised deferred maintenance plan will be developed.</p>	<p>Annual facilities audit will demonstrate that Implemented facility improvements provide students safe and clean schools.</p>	<p>Annual facilities audit will demonstrate that Implemented facility improvements provide students safe and clean schools.</p>	State Priority 1

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>The current infrastructure to support technology including wireless access points and bandwidth is below the recommended levels for anticipated demands.</p> <p>Metric: Annual technology survey</p>	<p>3. The District's infrastructure will meet future technology demands to support student learning and staff use by providing one access point per classroom and expanded bandwidth.</p>	All	All		<p>An assessment of the current needs will take place and an improvement plan created.</p>	<p>Staff technology survey will demonstrate that the infrastructure is meeting the current technology demands of staff and students.</p>	<p>Staff technology survey will demonstrate that the infrastructure is meeting the current technology demands of staff and students.</p>	State Priority 1
<p>Current assessments are not completely aligned with the new CCSS.</p> <p>Metrics:                      A. Assessment Plan                      B. Student Data Reports</p>	<p>4. The District will develop and implement a comprehensive district-wide assessment system for monitoring and evaluating student achievement, including self-assessment and feedback, and specific monitoring of ELL and Redesignated students that is aligned with the</p>	All	All		<p>Current assessments will be reviewed and a interim assessment system developed</p>	<p>Student data reports imbedded in the new assessment system will provide relevant data for teacher and administrator evaluation of program.</p>	<p>The comprehensive assessment system will provide formative, interim, and summative feedback to students and staff that will improve instruction and student learning.</p>	State Priority 2 and 4

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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP Year Year 3: 2016-2017	
<p>Certificated staff needs continued professional development to implement the CCSS and the related instructional practices.</p> <p>Metrics:                      A. Professional Development Plan                      B. Summary of classroom observation audits</p>	<p>5. Staff will have the knowledge and training necessary to implement the CCSS.</p>	All	All		<p>5.A. PD plan ( PLCs, staff meetings, and workshops) indicates 100% focus on CCSS.</p> <p>5.B. Principal classroom observations and audits of instructional practice will provide evidence that 50% of instruction in mathematics and ELA is aligned to CCSS.</p>	<p>5.A. PD plan ( PLCs, staff meetings, and workshops) indicates 100% focus on CCSS.</p> <p>5.B. Principal classroom observations and audits of instructional practice will provide evidence that 75% of instruction in mathematics and ELA is aligned to CCSS.</p>	<p>5.A. PD plan ( PLCs, staff meetings, and workshops) indicates 100% focus on CCSS.</p> <p>5.B. Principal classroom observations and audits of instructional practice will provide evidence that 100% of instruction in mathematics and ELA is aligned to CCSS.</p>	State Priority 2
<p>The implementation of CCSS requires the staff to Identify CCSS aligned units of instruction, scope and sequence (pacing), and instructional materials for mathematics and English Language Arts curriculum.</p> <p>Metrics:                      A. Grade level/department pacing plans.</p>	<p>6. All of the District's students will receive a comprehensive instructional program aligned with CCSS standards mathematics and English Language Arts.</p>	All	All		<p>6.A. Pacing plans are 100% aligned to CCSS.</p> <p>6.B. Principal classroom observations and audits of instructional practice will provide evidence that 50% of instruction in mathematics and ELA is aligned to CCSS.</p>	<p>6.A. Pacing plans are 100% aligned to CCSS.</p> <p>6.B. Principal classroom observations and audits of instructional practice will provide evidence that 75% of instruction in mathematics and ELA is aligned to CCSS.</p>	<p>6.A. Pacing plans are 100% aligned to CCSS.</p> <p>6.B. Principal classroom observations and audits of instructional practice will provide evidence that 100% of instruction in mathematics and ELA is aligned to CCSS.</p>	State Priority 2



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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B. Principal Observations Audits								
English Language students do not have access to ELD instruction on a daily basis.  Metric: Master Schedule Professional Development Plan	7. Ensure dedicated time for ELD instruction and provide properly trained teachers.	English Language Learners	All		EL students will receive daily ELD instruction.	Students will receive daily ELD instruction.	Students will continue to receive daily ELD instruction.	State Priority 7
Not all District students have attained proficiency or above on state assessments  Metric Year 1: Student performance on District formative assessments  Years 2 & 3: Student performance on state assessments	8. All students will attain high standards of achievement with a target level of proficiency or above on state assessments.	All	All		In the transition to new state testing system, District and school site assessments will be analyzed to demonstrate student progress toward proficiency goals.	Results from the new California assessment system (CAASSPP) will show an additional 10% of students demonstrating proficiency or above when compared to the previous year.	Results from the new California assessment system (CAASSPP) will show an additional 10% of students achieving proficiency or above compared to the previous year.	State Priority 4

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>The District needs to continue to close the achievement gap at a more accelerated rate with particular attention to EL students.</p> <p>Metric Year 1: Student performance on District formative assessments</p> <p>Years 2 &amp; 3: Student performance on state assessments</p> <p>Student growth on CELDT &amp; ELPAC</p>	<p>9. All EL students will meet or exceed state defined growth expectations for English language development, English Language Arts, and mathematics.</p>	<p>English Language Learners</p>	<p>All</p>	<p>9.1 In the transition to new state testing system, District and school site assessments will demonstrate accelerated growth for EL students.</p> <p>9 . 2 EL students will demonstrate a 10% increase in the number of students moving one level on the CELDT.</p>	<p>9.1 Results from the new California assessment system (CAASSPP) will show that the growth percentage for EL students achieving proficiency or above exceeds all other sub groups.</p> <p>9 . 2 EL students will demonstrate a 10% increase in the number of students moving one level on the CELDT or ELPAC.</p>	<p>9.2 Results from the new California assessment system (CAASSP) will show that the percentage growth of EL students achieving proficiency or above exceeds all other subgroups.</p> <p>9 . 2 EL students will demonstrate a 10% increase in the number of students moving one level on the CELDT or ELPAC.</p>	<p>State Priority 4</p>	
<p>Students need increased opportunities for learning technology skills including keyboarding, word</p>	<p>10. All students will gain increased proficiency in the use of technology to support their learning.</p>	<p>All</p>	<p>All</p>	<p>A baseline for student proficiency will be established through an assessment of students at pre-identified grade level.</p>	<p>Assessments of student use of technology will demonstrate a 10% growth in skill proficiency.</p>	<p>Assessments of student use of technology will demonstrate a 10% increased proficiency.</p>	<p>State Priority 4</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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processing, and use of productivity tools.  Metric: District assessments of technology skills								
Current parent involvement does not reflect the demographics of the District's students.  Metric: Parent Committee Membership  Audit of parent attendance at school and district meetings	11. Parent involvement in the educational program and in school and district decision making will increase and reflect the District's demographics.	All	All		A baseline for parent participation will be used to identify current levels of parent participation.	Increased parent participation and greater representation of subgroups will increase student achievement and engagement in school.	Parent participation and representation from subgroups will continue to increase, which supports student learning and engagement.	State Priority 3
There are no significant subgroup trends for graduation rates, however, a small group does not meet the District's graduation standards each year.	12. All students will graduate from eighth grade.	All	All		12.A Student graduation rates will increase by 1%  12.B. Attendance rate will increase by 0.5%	12.A. Student graduation rates will increase by an additional 1%.  12.B. Attendance rate will increase by 0.5%	12.A. All students will graduate from eighth grade.  12.B.Attendance rate will increase by 0.5%	State Priority 5

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>Metrics:</p> <p>A. Eighth grade graduation rate</p> <p>B. Attendance rate</p> <p>C. Absenteeism rate</p> <p>D. Dropout rate</p>					<p>12.C. Chronic absenteeism will drop by 1%</p> <p>12.D. Drop out rate will remain at zero</p>	<p>12.C. Chronic absenteeism will drop by 1%</p> <p>12.D. Drop out rate will remain at zero</p>	<p>12.C. Chronic absenteeism will drop by 1%</p> <p>12.D. Drop out rate will remain at zero</p>	
<p>Student surveys indicate a need to increase opportunities for student connectedness.</p> <p>Metric:</p> <p>A. California Healthy Kids Survey and Site Council Student Surveys</p> <p>B. Suspension rates</p> <p>C. Expulsion rates</p>	<p>13. Jonata Middle School students will report a higher level of school connectedness and motivation.</p>	All	Jonata Middle School		<p>13.A. Based on the results of the California Healthy Kids Survey, middle school students will show a 10% increase in school connectedness.</p> <p>13.B. Suspension rates will decrease by 5%</p> <p>13.C. Expulsion rate will continue at zero</p>	<p>13.A. Results of the Site Council Student Survey will demonstrate improved measures of connectedness.</p> <p>13.B. Suspension rates will decrease by 5%</p> <p>13.C. Expulsion rate will continue at zero</p>	<p>13.A. An additional 10% increase in connectedness on the CHKS.</p> <p>13.B. Suspension rates will decrease by 5%</p> <p>13.C. Expulsion rate will continue at zero</p>	State Priority 6

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: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP Year Year 3: 2016-2017	
Student surveys and staff reports indicate that many students with academic problems also have greater socio-emotional needs.  Metric: Student surveys	14. Students identified at-risk for school success will report improved levels of self-esteem, perseverance, and resiliency.	All	All		A student survey of students in the District counseling program will establish a baseline for student levels of self-esteem, perseverance, and resiliency.	Survey of students in the counseling program will show an improvement in targeted areas.	Survey of students in the counseling program will show additional gains in targeted areas.	State Priority 6
District programs in the visual and performing arts are limited.  Metric: Hours of visual and performing arts instruction experienced by students	15. The District will explore program and funding options to expand programs and/or courses in music and art.	All	All		A committee of administrators, teachers, and parents will be formed to identify program goals, curriculum, and a tentative budget.	The music and art committee will present the proposed music and art program to the school board and community groups to seek funding and approval.	Programs and/or classes in music and art will be expanded or implemented as funding levels permit.	State Priorities 7 and 8

**Section 3: Actions, Services, and Expenditures**

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

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

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
1. All teachers are appropriately credentialed and assigned, and all students will	State Priority 1		All		1.1 Pilot CCSS aligned mathematics materials during the school year.	1.1 Purchase any needed supplemental materials for ELA : Base (\$10,000)	1.1 On-going materials replacement : Base (\$20,000)

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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
have access to CCSS aligned instructional materials in ELA, mathematics, and ELD.		1.1 Pilot and/or acquire/purchase CCSS aligned materials in mathematics and English Language Development (ELD)			ELD materials: Supplemental (\$7,000) Writing Pathways: CCSS (\$1,260) EdCaliber: CCSS (\$8,000) 1.2 Purchase mathematics materials aligned to CCSS for use in 2015-16: CCSS (\$15,000) 1.3 Newly hired employees will hold appropriate credential and be assigned correctly.	1.2 Purchase additional math Instructional materials as needed: Base (\$10,000) 1.3 Newly hired employees will hold appropriate credential and be assigned correctly.	1.2 Newly hired employees will hold appropriate credential and be assigned correctly.
2. The District's Deferred Maintenance Plan will be revised by May 1 of each year and will include identified facility needs to ensure that the District's facilities are maintained and in good repair, and including a specific budget.	State Priority 1	2.1 Revise and implement the District's deferred maintenance plan	All		2.1 Revise deferred maintenance plan	2.1 Repairs and maintenance as identified in Deferred maintenance plan Fund 14 (\$25,000)	2.1 Repairs and maintenance as identified in plan: Fund 14 (\$25,000)

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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
3. The District's infrastructure will meet future technology demands to support student learning and staff use by providing one access point per classroom and expanded bandwidth.	State Priority 1	3.1 Conduct a comprehensive assessment of current infrastructure and implement needed improvements.	All		3.1 Assess infrastructure and assess needs.	3.1 Equipment and services needed to upgrade infrastructure: GO Bonds (\$25,000)	3.1 Continue upgrades to equipment and services to support full roll-out of student use of technology and on-line assessments: GO Bonds (\$25,000)
4. The District will develop and implement a comprehensive district-wide assessment system for monitoring and evaluating student achievement, including self-assessment and feedback, and specific monitoring of	State Priority 2 and 4	4.1 District staff will identify current relevant assessments, identify additional assessments needed, and develop and implement a comprehensive assessment system	All		4.1 Assess current system and develop new assessments Substitute coverage for teacher release time and payment for summer work CCSS (\$5,000) Develop CCSS Report Card -- release time for staff CCSS (\$2,000)	4.1 Implement assessment system Materials and/or on-line subscriptions for assessment systems: Base (\$2,000) 4.2 Review and evaluate system.	4.1 Review system and modify as needed.



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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
ELL and Redesignated students that is aligned with the CCSS.							
5. Staff will have the knowledge and training necessary to implement the CCSS.	State Priority 2	<p>5.1 Continue to use Lead Teacher model to support professional development in CCSS through (a) PLCs, peer coaching, peer observations, and grade level release time.</p> <p>5.2 Administrative staff identifies expectations for teacher implementation of CCSS instruction and monitors implementation.</p> <p>5.3 Provide opportunities for staff to attend workshops and conferences to support training in CCSS implementation.</p>	All		<p>5.1 Create scope and sequence and pacing plans. Substitute coverage for release time and payment for summer work. CCSS (\$7,000)</p> <p>5.2 Principal observations</p> <p>5.3 Conference and workshop expenses: CCSS (\$6,000)</p>	<p>5.1 Continue to support CCSS implementation: Payment to staff for summer work: Base (\$5,000) Substitute coverage for release time Base (\$5,000) Workshop and conference expenses: Base (\$5,000)</p>	<p>5.1 Continue to support PLCs and staff professional development Expenses for workshop and conferences: Base (\$5,000) Substitute coverage for release time and workshop attendance: Base (\$5,000)</p>

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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
6. All of the District's students will receive a comprehensive instructional program aligned with CCSS standards mathematics and English Language Arts.	State Priority 2	6.1 District staff will implement a CCSS aligned scope and sequence, grade level and subject pacing plans, and instructional units mathematics and ELA.	All		6.1 Implementation of CCSS aligned math in Kindergarten to grade 8. Substitute coverage for release time and payment for summer work. CCSS (\$7,000) 6.2 Continue to refine ELA instruction to align with CCSS. 6.3 Initiate new writing pathways.	6.1 Continue to develop instructional program to align with CCSS and newly adopted materials. Payment to staff for summer work Base (\$2,500) Substitute coverage for release time Base (\$5,000)	6.1 Continue to support staff and to refine instructional delivery system to align with CCSS Substitute coverage for release time Base (\$5,000)
7. Ensure dedicated time for ELD instruction and provide properly trained teachers.	State Priority 7	Section 3.B.	All				
8. All students will attain high standards of achievement with a target level of proficiency or above on state assessments.	State Priority 4	8.1 Site principals will meet with individual teachers to discuss individual student achievement and plan interventions three times per year.	All		8.1 Principals meet with teachers to discuss students and plan interventions. Substitute coverage for release time CCSS (\$3,000)	8.1 Site administrators continue to observe and support teacher instruction and develop student intervention plans. 8.2 Purchase additional technology devices (tablets, laptops, mobile carts) for students. : GO Bonds (\$75,000)	8.1 Site administrators continue to observe and support teacher instruction and develop student intervention plans. 8.2 Development replacement schedule for technology devices.

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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
		<p>8.2 Provide increased access for students and staff to technology to support student learning.</p> <p>8.3 Site Administrators observe and support teacher instruction.</p>			<p>8.2 Purchase technology devices (tablets, laptops, mobile carts) for student use: GO Bonds (\$120,000) Provide stipends for buy back period at each site for Tech Ed site leader: Base (\$10,000) Hire part-time tech consultant to support staff implementation of new equipment: GO Bonds (\$20,000) Substitute coverage for release time for staff training or workshop attendance: CCSS (\$2,000)</p> <p>8.3 Principals monitor and supervise classrooms instruction.</p>	<p>Provide prep period buy back stipends for Tech Lead site leaders: Base (\$10,000) Hire part-time IT support personnel to manage equipment and maintain infrastructure: Base (\$40,000) Substitute coverage for release time for staff planning and workshop attendance Base (\$5,000)</p> <p>8.3 Principals monitor and supervise classrooms instruction.</p>	<p>Purchase additional devices as needed: GO Bonds (\$25,000) Provide prep buy back stipend at each site: Base (\$10,000) Provide part-time IT support personnel to manage equipment and maintain infrastructure: Base (\$40,000) Substitute coverage for release time and workshop attendance: Base (\$5,000)</p> <p>8.3 Principals monitor and supervise classrooms instruction.</p>
9. All EL students will meet or exceed state defined growth expectations for English language development, English Language Arts, and mathematics.	State Priority 4	See Section 3.B.	All				

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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
10. All students will gain increased proficiency in the use of technology to support their learning.	State Priority 4	10.1 Teachers identify required technology skills at each grade level and integrate instruction of skills and student application of skills into all content areas.	All		<p>10.1 Teachers identify grade level technology skills. Provide staff training to support the implementation of skills: CCSS (\$1,000)</p> <p>10.2 Oak Valley Elementary School staff will implement keyboarding and specific grade level identified skills to support student learning. Purchase software, online subscriptions: CCSS (\$3,500)</p> <p>10.3 Jonata Middle School staff will Implement keyboarding, digital citizenship, and basic application instruction in sixth grade Wheel class.</p>	<p>10.1 Provide staff training to support the implementation of technology skills. Substitute coverage for release time: Base (\$2,000)</p> <p>10.2 Continue to offer technology skills in sixth grade wheel class and Continue to offer keyboarding and grade level specific technology skills in grades K-5: Purchase software, Apps, or on-line subscriptions: Base (\$5,000)</p>	<p>10.2 At Jonata -- tech skills in sixth grade wheel class. Purchase needed upgrades for software, Apps, or subscriptions: Base (\$2,000)</p> <p>10.3 At Oak Valley -- continue keyboarding and specific grade level skills: Purchase needed upgrades for software, Apps, or subscriptions: Base (\$3,000)</p>
11. Parent involvement in the educational program and in school and district decision making will increase and reflect the	State Priority 3	11.1 Conduct Spanish and English speaking parent education nights on topics requested by parents and/or parent groups.	All		<p>11.1 Conduct Spanish and English speaking parent education nights on topics requested by parents and/or parent groups.</p>	<p>11.1 Conduct Spanish and English speaking parent education nights on topics requested by parents and/or parent groups.</p>	<p>11.1 Conduct Spanish and English speaking parent education nights on topics requested by parents and/or parent groups.</p>

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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
District's demographics		<p>11.2 Staff will provide translated copies of Back-to-School Night materials, and translators or translation systems at school-wide parent meetings and parent committees.</p> <p>11.3 Improve the use of the web sites to provide information to parents.</p>			<p>11.2 Staff will provide translated copies of Back-to-School Night materials, and translators or translation systems at school-wide parent meetings and parent committees.</p> <p>11.3 Improve the use of the District and school web sites to provide information to parents</p>	<p>11.2 Provide translated copies of Back-to-School materials, and translators or translation systems at school wide parent meetings and parent committees.</p>	<p>11.2 Staff will provide translated materials and translation at all meetings</p> <p>11.3 Improve the use of the District's web site to disseminate information.</p>
12. All students will graduate from eighth grade.	State Priority 5	<p>12.1 At Jonata Middle School, provide funding for an after school Study Corner and Monday Math Intensive</p> <p>12.2 At Oak Valley Elementary School, initiate and provide funding for math intervention through the Club Math.</p>	All		<p>12.1 Implement after school Study Corner and Monday Math Intensive at Jonata School. Salary for increased staff time: Supplemental (\$3,675)</p> <p>12.2 Implement Club Math for targeted students: Instructional materials: Supplemental (\$2,000) Increased certificated staffing Supplemental (\$5,000)</p>	<p>12.1 At Jonata -- Continue after school Study Corner and Monday Math intensive. Payment to staff for additional hours: Supplemental (\$3,675)</p> <p>12.2 At Oak Valley -- Continue math intervention by the Math Club and consider expanding services to reach more students. Instructional materials: Supplemental (\$1,000) Staffing Supplemental (\$5,400)</p>	<p>12.1 At Jonata -- Continue Study Corner and Monday Math Intensive: Staff salary: Supplemental (\$3,675)</p> <p>12.2 At Oak Valley -- Continue Math Club: Staff salary: Supplemental (\$5,400)</p>

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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
13. Jonata Middle School students will report a higher level of school connectedness and motivation.	State Priority 6	<p>13.1 Implement a variety of electives, clubs, and other choice activities to provide students with a richer, more student-centered, and activity based curriculum.</p> <p>13.2 Implement Academic Coaching program by school counselor.</p> <p>13.3 Develop means of recognizing a broader range of students</p>	Jonata Middle School		<p>13.1 Implement a once a week 6th grade choir program: PTSA (\$4,025) Implement a once a week 8th period 7th and 8th grade choir program: PTSA (\$1,260) Implement once a week Robotics Club and purchase equipment : Donations (\$1,000) Continue Student Council</p> <p>13.2 Implement Academic Coaching Program for six students per semester Included as part of new counseling program (see Goal 14).</p> <p>13.3 Explore ideas for recognizing a larger and more diverse student group.</p>	<p>13.1 Continue or expand 6th grade choir program: PTSA (\$4,025) Continue or expand 7th/8th grade choir: PTSA (\$1,260) Continue Robotics Club: Donations (\$1,000)</p> <p>13.2 Continue Academic Coaching Program:</p> <p>13.3 Continue to consider and identify means for recognizing a larger and more diverse group of students.</p>	<p>13.1 Continue or expand 6th grade choir: PTSA (\$4,025) Continue or expand 7/8 grade choir. PTSA (\$1,260) Continue Robotics Club: Donations (\$1,000) Consider other in-school and after school programs, classes, and clubs to support student engagement.</p> <p>13.2 Evaluate and continue or expand Academic Coaching Program.</p> <p>13.3 Continue to create ways to recognize all students.</p>
14. Students identified at-risk for school success will report improved levels of self-esteem, perseverance, and resiliency.	State Priority 6	<p>14.1 Hire a certificated school counselor to provide a comprehensive counseling program to support student social and emotional well-being.</p>	All		<p>14.1 For all subgroup pupils: Hire a counselor to provide mental health services: Supplemental (\$75,000)</p>	<p>14.1 For all subgroups: Continue to employ a school counselor: Supplemental (\$78,000)</p>	<p>14.1 For all subgroups: Continue to employ school counselor: Supplemental (\$80,000) For all subgroups: Explore asset building curricula for possible adoption</p>

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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
15. The District will explore program and funding options to expand programs and/or courses in music and art.	State Priority 8	15.1 A Visual and Performing Arts Committee will be formed to survey staff and parents, develop program goals, and identify funding sources.	All		15.1 Committee is formed, solicits input, and develops initial program goals.	15.1 Committee presents proposed program and budget.	15.1 Implement recommended program if funding is available -- cost to be determined based on funding availability.

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)	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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
1. All students will have access to CCSS aligned instructional materials in ELA, mathematics, and ELD.	State Priority 1	1.1 For English learners: Purchase ELD materials	All		1.1 For English Learners: Purchase ELD materials: Supplemental (\$9,000)	1.1 For English learners: On-going materials replacement: Supplemental (\$9,000)	1.1 For English learners: On-going ELD materials replacement: Supplemental (\$9,000)
4. The District will develop and implement a comprehensive district-wide assessment system for monitoring and evaluating student achievement, including self-assessment and feedback, that is aligned with the CCSS.	State Priority 2	4.1 For low income pupils: Target, monitor, and adjust site based assessment system as needed:  4.2 For low income pupils: Implement new state assessments as they become available:	All		4.1 For low income pupils: Target, monitor, and adjust site based assessment system as needed:  4.2 For low income pupils: Implement new state assessments as they become available:  4.3 For English learners: Target monitor and adjust site based assessments.  For English learners: Implement new state assessments as they become available.	4.1 For low income pupils: target, monitor, and adjust site based assessment system as needed.  4.2 For low income pupils: Implement new state assessments as they become available.  4.3 For English learners: target, monitor, and adjust site based assessments as they become available.	4.1 For low income pupils: Continue to target, monitor and adjust instruction:  For English learners: Continue to target, monitor and adjust instruction:  For redesignated English proficient pupils: Continue to target, monitor and adjust instruction.



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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
		<p>4.3 For English learners: Target monitor and adjust sitebased assessments . For English learners: Implement new state assessments as they become available.</p> <p>4.4 For redesignated fluent English proficient pupils: Review and update redesignation criteria to meet new state and federal regulations and alignment with CCSS.</p>			<p>4.4 For redesignated fluent English proficient pupils: Review and update redesignation criteria to meet new state and federal regulations and alignment with CCSS.</p> <p>4.5 Review EL classification system for alignment with next generation ELD standards and proficiency level descriptors, and review and implement new ELA/ELD framework.</p>	<p>4.4 For English learners: Implement new ELPAC (state summative assessment).</p> <p>4.5 For redesignated fluent English proficient pupils: Review and update redesignation criteria to meet new state and federal regulations.</p>	
7. Ensure dedicated time for ELD instruction and provide properly trained teachers.	State Priority 7	<p>7.1 For English Learners: Add additional designated ELD instructional time at both school sites, support ADEPT testing, and provide professional development for staff.</p>	All		<p>7.1 For English learners, At Jonata Middle School, add a 45 minute ELD elective class period grouping students by proficiency level: Supplemental (\$5,000) Purchase instructional materials: Supplemental (\$2,000)</p> <p>7.2 For English learners: At Oak Valley Elementary School, create designated daily 30 minute grade level ELD based on the new ELD/ELA standards.</p>	<p>7.1 For English learners: At Jonata Middle School: continue to offer 45 minute elective class period. Supplemental (\$5,000)</p> <p>7.2 For English learners: At Oak Valley, create designated daily 30 minute grade level ELD based on the new ELD/ELA standards: (0)</p> <p>7.3 For English learners: Continue to provide professional development for staff in ELD strategies.</p>	<p>7.1 For English learners: Continue ELD class at Jonata Middle School: Supplemental (\$5,000)</p> <p>7.2 For English learners: Continue designated daily 30 minute per grade level ELD.</p> <p>7.3 For English learners: Continue professional development: Supplemental (\$1,000)</p>

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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
					<p>7.3 For English learners: District will provide systematic professional development for designated ELD instruction and embedded ELD language objectives. Substitute coverage for release time: Supplemental (\$2,000)</p> <p>7.4 For English learners: Teachers attend conferences or workshops as needed: Supplemental (\$1,000)</p>	<p>Workshop and conference expenses: Supplemental (\$5,000) Substitute coverage for release time: Supplemental (\$1,000)</p>	
All students will attain high standards of achievement with a target level of proficiency or above on state assessments.		<p>8.1 For all subgroups: Club Read, an RTI Program, will continue to provide strategic intervention to students identified for Tier II support. District will explore refinement and expansion of the program to improve support of Tier II students.</p>			<p>8.1 For all subgroup pupils, Use assessments of student skill levels in reading to identify students needing Tier II intervention. For all subgroups: Continue to employ 0.8 FTE Intervention Coordinator to provide RTI support: Supplemental (\$45,000)</p>	<p>8.1 For all subgroup pupils: Review student data and adjust RTI program to address students' needs. For all subgroup pupils: Increase Intervention Coordinator to 1.0 FTE to provide increased RTI support: Supplemental (\$80,000) For all subgroup pupils: Continue to employ two 0.5 FTE instructional assistants to provide RTI support. Supplemental (\$25,000)</p>	<p>8.1 For all subgroup pupils: Review student data and adjust RTI program to address students' needs.  For all subgroup pupils: Continue to provide 1.0 FTE Intervention Coordinator to provide RTI support: Supplemental (\$85,000)</p>

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 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
					For all subgroups: Continue to employ two 0.5 FTE instructional assistants to provide RTI support. Supplemental (\$25,000)	For all subgroup pupils: Increase Americorps Members to full time: Supplemental (\$15,000)	For all subgroup pupils: Increase the two 0.5 FTE instructional assistants to three 0.5 FTEs to provide increased RTI support. Supplemental (\$40,000)  For all subgroups, provide two full time Americorp members to support the RTI program. Supplemental (\$15,000)
9. All EL students will meet or exceed state defined growth expectations for English language development, English Language Arts, mathematics, and science.	State Priority 4	9.1 For English Learners -- Provide professional development to instructional staff and instructional materials to support students who have plateaued at the intermediate level of the CELDT.	All		9.1 For English Learners: Review ELA/ELD Materials. Establish protocols and grade level expectations for academic language development. Substitute coverage for release time: Supplemental (\$2,000) Purchase instructional materials: Supplemental (\$3,000) Hire consultants and/or send staff to workshops and conferences: Supplemental (\$2,000)	9.1 For English learners: Substitute coverage for release time and workshop attendance: Supplemental (\$2,000) 9.2 For English learners: Expand student engagement routines. 9.3 For English learners: Provide imbedded EL support during core content instruction (e.g., science, social studies, PE).	9.1 For English learners: Continue to expand student engagement routines. For English learners: Continue to provide imbedded EL support during core content instruction.

- 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.)

Buellton Union School District currently has 41% unduplicated students (i.e., low income, English Learners, Redesignated Fluent English Proficient, and foster youth). Therefore the district will receive the Supplement grant but not the concentration grant (for district with 50% or more unduplicated students). The LCFF calculator shown below reflects a proportionality percentage of 3.58% for the Buellton Union School District. With the base amount of \$4,995,078, proportionality will be demonstrated through the identification of at least \$163,675 in increased or improved services for unduplicated students. All expenditures of supplemental funds identified in the LCAP target unduplicated students except for the services in Goal 12 and Goal 14. The services developed for these two goals support all students, but priority will be given to unduplicated students. There are currently no foster youth in the Buellton Union School District.

		Buellton Union Elementary 6/5/14			
Title 5 CCR § 15496		Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant			
		2013-14	2014-15	2015-16**	2016-17**
15496(a)(1)	1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		432,174	441,334	451,701
15496(a)(2)	2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		59,000	164,000	258,155
	Prior Year EIA expenditures <i>2014-15 py exp (2013-14 exp) must &gt;= 2012-13 EIA exp</i>	58,995			
		TRUE			
15496(a)(3)	3. Difference [1] less [2]		373,174	277,334	193,546
15496(a)(4)	4. Increase in Estimated Supplemental & Concentration Grant Funding <i>[3] * GAP funding rate</i>		104,675	94,155	41,941
	<i>GAP funding rate</i>		28.05%	33.95%	21.67%
15496(a)(5) 15496(a)(8)	5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1])		163,675	258,155	300,096
15496(a)(6)	6. Base Funding <i>LCFF Phase-in Entitlement less [5]</i>		4,566,361	4,747,205	4,849,004
	<i>LCFF Phase-In Entitlement</i>		4,995,078	5,270,402	5,414,142
15496(a)(7) 15496(a)(8)	7/8. Minimum Proportionality Percentage* [5] / [6]		3.58%	5.44%	6.19%
<small>*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.                      If Step 3a &lt;=0, then calculate the minimum proportionality percentage at Estimated Supplemental &amp; Concentration Grant Funding, step 5.                      **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.</small>					
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP					
			2014-15	2015-16	2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year			\$ 163,675	\$ 258,155	\$ 300,096
Current year Minimum Proportionality Percentage (MPP)			3.58%	5.44%	6.19%

- D. Consistent with the requirements

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.

The Buellton Union School District has calculated the proportionality increase in funding for increased or improved services to these unduplicated students at 3.58% in the 2014-2015 LCAP year. This equates to \$163,675 and will be spent on the following intervention programs and services:

Service	Description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.	2014/15 Expenditure of Supplemental Funds
Club Read	Improve intervention by targeting key students in the unduplicated student subgroups.	Club Read staff \$70,000
Club Math	Increase staff time to support math intervention for unduplicated students.	Increased staff \$5,000 Materials \$2,000
Additional books and services	Improve instructional delivery to EL students by increasing EL instructional time and purchasing instructional materials	Increase staff \$5,000 Materials \$2,000
Counseling services	Increase support for students at-risk including EL students, low income students, and re-designated students by providing counseling services	Counselor \$75,000
Afterschool program	Increase and improve services to unduplicated students outside the instructional day with high school interns and added time for AmeriCorps members	AmeriCorps No cost
Before School homework support	Improve services to unduplicated students outside the instructional day.	None
After school Study Corner	Improve services to unduplicated students outside the instructional day using certificated staff	Increase cost \$1,000
Monday Math Intensive	Increase and improve services to unduplicated students outside the instructional day.	Increase staff \$2,675
Professional Development	Increase ELD staff training to support and improve instruction for EL students.	Professional Development \$1,000

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.