

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

Introduction:

LEA: Panama-Buena Vista Union School District Contact (Name, Title, Email, Phone Number): **Kevin Silberberg, Superintendent, ksilberberg@pbvusd.net, 661-831-8331** LCAP Year: **2015-2016**

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>The Panama-Buena Vista Union School District involved stakeholders of the LCAP through the following processes:</p> <ul style="list-style-type: none"> •November 7, 2013: The District shared the LCAP timeline with members of the DAC committee. •December 12, 2013: The District shared the LCAP timeline with members of the DELAC committee. •January 13, 2014: The District notified parents, via phone call in English and Spanish, of the availability of the online Parent Survey regarding the needs of the district as well as the eight priorities on the LCFF. •January 14, 2014: The District began distributing surveys to 4-8 grade students regarding the needs of the district as well as the eight priorities on the LCFF. •January 14, 2014: The District began distributing surveys to all certificated teachers regarding the needs of the district as well as the eight priorities on the LCFF. •January 23, 2014: The District met with the DELAC committee to with an update regarding the progression of the LCAP. Parents were invited to participate in the online parent needs survey. •January 27, 2014: The District met with principals with an update of the LCAP progression. 	<ul style="list-style-type: none"> •Committee members gained an understanding of the district’s processes for the LCFF and LCAP. •Committee members gained an understanding of the district’s processes for the LCFF and LCAP. •Results of the survey were included and summarized in the needs assessment data. •Results of the survey were included and summarized in the needs assessment data. •Results of the survey were included and summarized in the needs assessment data. •Results of the survey were included and summarized in the needs assessment data. •Principals created a musts, wants, and wishes list for school sites. The results of the lists were included in the needs assessment data.

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> •February 13, 2014: The District met with the DELAC committee and showed the Long Beach Unified School District’s video to parents. Parents who had not yet participated in the parent survey were invited to take the survey online. •February 13 & 24, 2014: The District notified parents, via phone call in English and Spanish, about scheduled Parent Listening Posts regarding the LCFF and LCAP. •February 13 & 25, 2014: The District held Parent Listening Post meetings, where parents were informed more about the LCFF and LCAP processes. •February 13, 2014: The District met with the DELAC committee and discussed LCAP priority 6a (student engagement). The committee had small group discussions regarding curriculum and student achievement. •March 5, 2014: The District met with the DAC committee and discussed the progress of the LCAP. Parents had an opportunity to participate in small groups to review and discuss priority areas such as curriculum. •March 19, 2014: The District met with the executive council of the Panama-Buena Vista Teacher Union to review and discuss the results of the needs assessment. •March 20, 2014-April 10, 2014: The District met with staff members at each school site to review and discuss the results of the needs assessment. •March 27, 2014: The District met with CSEA union members to discuss the progression of the LCAP, including needs, goals, and strategies. •May 7, 2014: The District met with the Teamsters Union and discussed the progress of the LCAP. 	<ul style="list-style-type: none"> •Results of the parent survey and suggestions were included and summarized in the needs assessment data. •Results of survey were included and summarized in the needs assessment data. • Parents were able to review and rank identified needs and express additional district needs through a survey. Results were included and summarized in the needs assessment data •Parents were given information regarding student engagement and how it pertains to the LCAP. Parents also were invited to attend the Parent Listening Post scheduled for February 25. •Parents were invited to take the parent survey to give feedback on the LCAP draft. •The executive board members will take the information gathered and share with the chapter members. • Staff members were invited to take part in a survey to give feedback regarding the needs, goals, and strategies draft. Results of survey were reviewed and incorporated in the revision of the LCAP draft. • Members were invited to take part in a survey to give feedback regarding the needs, goals, and strategies draft. Results of the survey were reviewed and incorporated in the revision of the LCAP draft. •Union members were updated on how the District is addressing the eight state priorities and additional district priorities.

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> •May 13, 2014: The District met with the DELAC Committee and reviewed the LCAP draft. •May 20, 2014: The District met with the DAC Committee and reviewed the LCAP draft. •May 29, 2014: The District notified parents, via phone call in English and Spanish, about the opportunity to submit written comments regarding the LCAP draft •June 6, 2014: The LCAP was made available for public inspection at the District Office. •June 10, 2014: A Public Hearing was held at a regularly scheduled Board Meeting for review of and comment on the LCAP. •June 24, 2014: The LCAP was taken to the Board of Trustees for action. 	<ul style="list-style-type: none"> •Members of the DELAC committee reviewed and discussed the LCAP draft document. Committee members were able to ask District personnel questions and submit written comments. Comments were reviewed and considered for inclusion in the LCAP. All written comments were addressed in writing by the Superintendent. • Members of the DAC committee reviewed and discussed the LCAP draft document. Committee members were able to ask District personnel questions and submit written comments. Comments were reviewed and considered for inclusion in the LCAP. All written comments were addressed in writing by the Superintendent. • Comments were reviewed and considered for inclusion in the LCAP. •The LCAP was available for review. •Although given the opportunity, there were no public comments regarding the LCAP. •The LCAP was approved by the Board of Trustees.

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>Need: To improve student performance in early literacy.</p> <p>Metric: DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills)</p> <p>Baseline: Students who are performing at Benchmark as indicated by Dynamic Indicators of Basic Early</p>	<p>Goal 1: Increase the percentage of students meeting benchmark targets, with focus on: Kindergarten</p> <ul style="list-style-type: none"> • First Sound Fluency • Phoneme Segmentation Fluency • NWF Correct Letter Sounds <p>Grade 1</p> <ul style="list-style-type: none"> • NWF Correct Letter Sounds • Whole Words 	<p>All pupils including: ethnic subgroups, socioeconomic ally disadvantaged pupils, English learners, pupils with disabilities, and foster youth.</p>	<p>All elementary schools.</p>	<p>DIBELS Next assessments will be used to measure progress.</p>	<p>Increase 5%</p>	<p>Increase 5%</p>	<p>Increase 5%</p>	<p>Priority 2, 4, 8</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	
Literacy Skills (DIBELS) assessments: Kindergarten – 48% Grade 1 – 55% Grade 2 – 47%	Read <ul style="list-style-type: none"> • DORF Words Correct • DORF Accuracy 							
<p>Need: To improve student performance in reading and math for grades 2-8.</p> <p>Metric: Renaissance STAR Reading and Math STAR Assessments</p> <p>Baseline: <u>Reading</u> Grade 2 – 45.8 NCE Grade 3 – 46.1 NCE Grade 4 – 45.1 NCE Grade 5 – 44.6 NCE Grade 6 – 43.2 NCE</p>	<p>Goal 2: Increase student performance on the Renaissance Reading and Math STAR Assessment</p>	All pupils including: ethnic subgroups, socioeconomic ally disadvantaged pupils, English learners, pupils with disabilities, and foster youth.	All schools, elementary and junior high.	Renaissance STAR Reading and Math STAR assessments will be used to measure progress.	Increase 5 Normal Curve Equivalent (NCE) points	Increase 5 Normal Curve Equivalent (NCE) points	Increase 5 Normal Curve Equivalent (NCE) points	2, 4, 8

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	
Grade 7 – N/A Grade 8 – N/A <u>Math</u> Grade 2 – 52.1 NCE Grade 3 – 57.0 NCE Grade 4 – 53.7 NCE Grade 5 – 53.2 NCE Grade 6 – 51.9 NCE Grade 7 – N/A Grade 8 – N/A								
Need: Improve students' English Language Development. Metric: CELDT test Baseline: EL students who improved 1 proficiency level as reported on the Annual Measureable	Goal 3: To increase student proficiency in English. Goal 4: To increase the rate of Redesignated FEP students.	English learners and Redesignated FEP students.	All schools, elementary and junior high.	CELDT test scores will be used to measure progress.	Increase 1 proficiency level Increase 3%	Increase 1 proficiency level Increase 3%	Increase 1 proficiency level Increase 3%	1, 4, 7, 8

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	
Achievement Objective-1 (AMAO-1) report: 57.5% EL students who were redesignated FEP as reported to the CDE: 18.1%								
Need: Increase students' physical fitness. Metric: State Physical Fitness Test (PFT) test in grades 5 and 7. Baseline: Students who met state PFT requirements: Grade 4 – 41.9% Grade 7 – 52.4%	Goal 5: To increase the rate of students meeting state targets in physical fitness.	All pupils including: ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, and foster youth.	All schools, elementary and junior high.	State PFT test scores will be used to measure progress over prior years.	Increase 5%	Increase 5%	Increase 5%	2, 8

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>Need: Decrease the suspension rates.</p> <p>Metric: CalPads report</p> <p>Baseline: District average suspension rate: 8.5%.</p>	<p>Goal 6: To reduce the student suspension rates at each school site.</p>	<p>All pupils including: ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, and foster youth.</p>	<p>All schools, elementary and junior high.</p>	<p>CalPads reports will be used to measure progress.</p>	<p>Reduce District suspension rate by 0.5% annually.</p>	<p>Reduce District suspension rate by 0.5% annually.</p>	<p>Reduce District suspension rate by 0.5% annually.</p>	<p>3, 4, 5, 6</p>
<p>Need: To increase technology access.</p> <p>Metric: Inventory of internet connected devices.</p> <p>Baseline: Internet connected</p>	<p>Goal 7: Students and teachers will have access to internet connected devices.</p>	<p>All pupils including: ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities,</p>	<p>All schools, elementary and junior high.</p>	<p>Inventory of internet connected devices.</p>	<p>Provide 3 grade levels with internet connected devices, including but not limited to, grade 4 and grades 7,</p>	<p>Add 2 additional grade levels.</p>	<p>Add 2 additional grade levels.</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	
devices district-wide: 3750		and foster youth.			and 8 (ELA and Math).			
<p>Need: To implement the Common Core State Standards.</p> <p>Metric: Inventory of CCSS materials.</p> <p>Baseline: CCSS materials district-wide: 0</p>	<p>Goal 8: Teachers will be trained in CCSS.</p> <p>Goal 9: Students will have access to CCSS appropriate instruction, materials, and assessments.</p>	All pupils including: ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, and foster youth.	All schools, elementary and junior high.	Inventory of CCSS materials.	100% of teachers will be trained in CCSS as appropriate to grade level and subject area. 100% of students will have access to appropriate CCSS curriculum and instruction.	100% of teachers will be trained in CCSS as appropriate to grade level and subject area. 100% of students will have access to appropriate CCSS curriculum and instruction.	100% of teachers will be trained in CCSS as appropriate to grade level and subject area. 100% of students will have access to appropriate CCSS curriculum and instruction.	1, 2, 4, 7, 8
<p>Need: To increase parent</p>	<p>Goal 10: Engage and</p>	All pupils including:	All schools, elementary	Teacher needs survey, parent	Increase parent	Increase parent survey	Increase parent survey	3

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	
involvement. Metric: Teacher needs survey and parent needs survey participation rates. Baseline: Participation rates for parent and teacher surveys: Teacher – 54.2% Parent – 0.41%	collaborate with groups inside and out of the District community for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.	ethnic subgroups, socioeconomic ally disadvantaged pupils, English learners, pupils with disabilities, and foster youth.	and junior high.	needs survey participation rates will be used to measure progress.	survey participation to 60%.	participation an additional 5%.	participation an additional 5%.	

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
		<ul style="list-style-type: none"> Hiring District literacy specialists to provide on-going training and monitoring of fidelity of implementation. <p>3. School sites will implement a tiered academic intervention program for students needing strategic and intensive interventions.</p>	LEA-wide		Title II, CCSS) <ul style="list-style-type: none"> Provide pre-training for Year 2 Coaches using release time \$54,461 (LCFF) Instructional Intervention Aides plus training \$1,368,036 (LCFF, Title I & Title II, CCSS) 	II) <ul style="list-style-type: none"> Hire 1 Coach per each elementary site plus training \$1,274,400 (LCFF) Instructional Intervention Aides plus training \$1,368,036 (LCFF, Title I & Title II) .1 .5 FTE reading teacher elem. \$630,000 (LCFF) 	II) <ul style="list-style-type: none"> Maintain 1 Coach per each elementary site plus training \$1,274,400 (LCFF) Instructional Intervention Aides plus training \$1,368,036 (LCFF, Title I & Title II) .1 .5 FTE reading teacher elem. \$630,000 (LCFF)
Goal 2: Increase student performance on the Renaissance Reading and Math STAR Assessment.	2, 4, 8	1. School sites will implement a tiered academic intervention program for students needing strategic and intensive interventions.	LEA-wide	Renaissance STAR Reading and Math STAR Assessments will be used to measure progress.	<ul style="list-style-type: none"> Provide pre-training for Year 2 Coaches using release time \$54,461 (LCFF) Instructional 	<ul style="list-style-type: none"> Hire 1 Coach per each elementary site plus training \$1,274,400 (LCFF) Instructional 	<ul style="list-style-type: none"> Maintain 1 Coach per each elementary site plus training \$1,274,400 (LCFF) Instructional

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 4: To increase the rate of Redesigned FEP students.		3. School sites will establish a process to regularly review the progress of ELs and LTELS approaching reclassification in order to implement an action plan.	LEA-wide		\$1,582,416 (LCFF, Title I & Title II, CCSS) •Review progress of ELs and LTELS & implement an action plan \$0	\$1,582,416 (LCFF, Title I & Title II,) <ul style="list-style-type: none"> •1 .5 FTE reading teacher elem. and 1 FTE jhs \$987,200 (LCFF) 	\$1,582,416 (LCFF, Title I & Title II,) <ul style="list-style-type: none"> •1 .5 FTE reading teacher elem. and 1 FTE jhs \$987,200 (LCFF)
		4. The District will increase access to CCSS and ELD standards aligned resources and materials to simultaneously facilitate EL access to core curriculum and ELD instruction.	LEA-wide			•Review current EL access to CCSS and ELD resources and implement an action plan \$0	
		5. The District will provide	LEA-wide			<ul style="list-style-type: none"> •1 day of staff 	<ul style="list-style-type: none"> •1 day of staff

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
		<p>professional development for teachers and support staff, focusing on scaffolding the CCSS for EL universal access.</p> <p>6. School sites will increase EL access to GATE and other areas, such as JHS electives and music.</p> <p>7. The District will explore options for extending the school year on traditionally non-instructional days (e.g. Saturday school, boot camps, clinics, targeted summer school).</p>	<p>LEA-wide</p> <p>LEA-wide</p>		<p>development p/teacher \$50,800 (LCFF)</p> <p>•Increase EL access to GATE and other areas \$0</p> <p>•Develop extended year service plan for ELs \$0</p>	<p>development p/teacher \$50,800 (LCFF)</p> <p>•Increase EL access to GATE and other areas \$0</p> <p>•Implement extended year service plan for ELs \$622,747 (LCFF)</p>	<p>development p/teacher \$50,800 (LCFF)</p> <p>•Increase EL access to GATE and other areas \$0</p> <p>•Implement extended year service plan for ELs \$622,747 (LCFF)</p>
<p>Goal 5: To increase the rate of students meeting state targets in physical fitness.</p>	2, 8	<p>1. The District will provide grade level appropriate scope and sequence for PE instruction for grades TK-6.</p> <p>2. Teachers in grades TK-6 will provide a minimum of 200 minutes per two</p>	<p>LEA-wide</p> <p>LEA-wide</p>	<p>State PFT test scores will be used to measure progress over prior years.</p>	<p>•Release time for PE Planning Committee \$1,600(LCFF)</p> <p>•Teachers in grades TK-6 will meet the state</p>	<p>•Release time for PE Planning Committee \$1,600 (LCFF)</p> <p>•Teachers in grades TK-6 will meet the state time</p>	<p>•Teachers in grades TK-6 will meet the state time</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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>weeks of PE instruction to students.</p> <p>3. The District will explore what other districts are doing to be successful in increasing fitness among students.</p> <p>4. The District will provide PE specialists to support physical education instruction in grades TK-6.</p>	<p>LEA-wide</p> <p>LEA-wide</p>		<p>time requirement for PE instruction. \$0</p> <p>•Explore other options \$0</p>	<p>requirement for PE instruction. \$0</p> <p>•Add 6 PE Specialists \$420,000 (LCFF)</p>	<p>requirement for PE instruction. \$0</p> <p>•Increase PE Specialists to 10 \$700,000 (LCFF)</p>
<p>Goal 6: To reduce the student suspension rate at each school site.</p>	3, 4, 5, 6	<p>1. School sites will provide timely interventions when students reach the threshold for truancy designation. The District will increase its participation level in the KCSOS truancy consortium.</p> <p>2. The Safe Schools Ambassador program will be implemented at all junior high schools.</p>	<p>LEA-wide</p> <p>LEA-wide</p>	<p>CalPads reports will be used to measure progress.</p>	<p>•The District will enhance the student information system to include truancy notification alerts for staff and parents. \$0</p> <p>•Develop plan \$0</p>	<p>•Implement Safe School Ambassadors at all JH schools</p>	<p>•Maintain Safe School Ambassadors at all JH schools \$25,000 (LCFF)</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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>3. The District will train staff and implement a positive behavior plan at all school sites.</p> <p>4. School sites will utilize intervention resources including counselors, intervention specialists, community counseling services, school psychologists, and school resource officers.</p> <p>5. The District will develop a model for a behavioral intervention program which provides alternatives to suspension.</p> <p>6. The District will provide Cultural Proficiency professional development for school staff members.</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>		<p>•Develop positive behavior plan \$0</p> <p>•Research and planning \$0</p> <p>•Develop plan for professional development \$0</p>	<p>\$25,000 (LCFF)</p> <p>•Train staff and implement positive behavior plan \$0</p> <p>•Add 5 Intervention Counselors @ .25 FTE p/elementary school \$292,500 (LCFF)</p> <p>•Develop plan for professional development \$0</p>	<p>•Increase Intervention Counselors @ .25 FTE p/ JH school \$178,750 (LCFF)</p> <p>•1 day of staff development p/teacher \$64,800 (LCFF)</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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 7: Students and teachers will have access to internet connected devices.		1. The District will develop a 4 year plan to provide access to Internet connected devices to all students.	LEA-wide	Inventory of internet connected devices.	●Implement Phase 1 of the technology plan \$2,300,000 (LCFF & CCSS)	●Implement Phase 2 of the technology plan \$2,300,000 (LCFF)	●Implement Phase 3 of the technology plan \$2,300,000 (LCFF)
Goal 8: Teachers will be trained in CCSS. Goal 9: Students will have access to appropriate instruction, materials, and assessments.	1, 2, 4, 7, 8	1. The District will adopt and teacher will utilize ELA and math CCSS curricular resources and materials. 2. The District will establish protocols for administrative walk-throughs to monitor CCSS implementation. 3. The District will provide staff development in CCSS implementation and monitoring progress towards student mastery of standards, including Teachers on Special Assignment, curriculum specialists, academic coaches, and assistant principals.	LEA-wide LEA-wide LEA-wide	Inventory of internet connected devices.	●Adopt math textbook and ELA materials \$2,757,500 (LCFF, CCSS & Lottery) ●Research a system to monitor CCSS implementation \$0 ●Staff development days and release time \$809,112 (Title II, CCSS & LCFF)	●Additional materials \$128,750(LCFF, CCSS & Lottery) ●Staff development days and release time \$809,112 (Title II, CCSS & LCFF)	●Staff development days and release time \$809,112 (Title II, CCSS & LCFF)

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
		<p>4. The District will provide a system to measure students' progress towards mastery of CCSS.</p> <p>5. Teachers will investigate integrated computer based assessments to monitor student progress toward mastery of CCSS.</p>	<p>LEA-wide</p> <p>LEA-wide</p>		<p>•Research a system to measure students' progress \$0</p> <p>•Research integrated computer based assessments to monitor student progress \$0</p>	<p>•The District will provide a data management system \$100,000 (LCFF)</p>	<p>•Maintain a data management system \$100,000 (LCFF)</p>
<p>Goal 10: Engage and collaborate with groups inside and out of the District community for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.</p>	3	<p>1. The District will develop a plan that improves internal and external communication systems with the specific goal of creating open, two-way communication and increased involvement between the Board of Education, administration, staff, students, parents and the District communities.</p>	LEA-wide	<p>Teacher needs survey, parent needs survey participation rates will be used to measure progress.</p>	<p>•Develop communication plan \$0</p>	<p>•Maintain communication plan \$0</p>	<p>•Maintain communication plan \$0</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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2. The District will offer Parent Institute for Quality Education (PIQE) to help improve parent volunteerism and participation in school programs.	LEA-wide		<ul style="list-style-type: none"> Develop PIQE plan \$0 	<ul style="list-style-type: none"> Implement PIQE @ 11 schools \$82,500 (LCFF) 	<ul style="list-style-type: none"> Implement PIQE @ 12 schools \$90,000 (LCFF)

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
To increase student academic performance.	2, 4, 5	<p>For low income pupils:</p> <ol style="list-style-type: none"> 1. The District will provide counseling services to students who experience emotional and behavioral roadblocks to learning. 2. Implement an AVID program at the elementary school level. 3. Provide additional instructional intervention staff to address student educational needs. 	<p>LEA-wide</p> <p>Title 1 schools</p> <p>Title 1 schools</p>	<p>DIBELS Next, Renaissance STAR Reading and Math assessments will be used to measure progress.</p>	<p>•Plan for AVID Elementary School \$0</p> <p>•Provide additional instructional aides at low income schools \$214,380 (LCFF)</p>	<p>•Add 5 Intervention Counselors @ .25 FTE p/elementary school \$292,500 (LCFF)</p> <p>•Implement AVID Elementary School \$25,000(LCFF)</p> <p>•Provide additional instructional aides at low income schools \$214,380 (LCFF)</p>	<p>•Increase Intervention Counselors @ .25 FTE p/ JH school \$178,750 (LCFF)</p> <p>•Implement AVID Elementary School \$25,000(LCFF)</p> <p>•Provide additional instructional aides at low income schools \$214,380 (LCFF)</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
		4. Provide administrative support to address student educational and behavioral needs.	Title 1 schools		<ul style="list-style-type: none"> Assistant Principals @ .5 FTE at low income schools \$457,303 (LCFF) 	<ul style="list-style-type: none"> Assistant Principals @ .5 FTE at low income schools \$465,120 (LCFF) 	<ul style="list-style-type: none"> Increase counseling and intervention staff at low income schools \$612,500 (LCFF) Assistant Principals @ .5 FTE at low income schools \$473,356 (LCFF)
<p>To increase student proficiency in English.</p> <p>To increase the rate of Redesigned FEP students.</p>	1, 4, 7, 8	<p>For English learners:</p> <p>1. The District will strategically reduce class sizes to focus on addressing the needs of EL students. Class size reduction targets will be determined through negotiations.</p> <p>2. School sites will implement a tiered academic intervention program for students needing strategic and intensive interventions.</p>	<p>LEA-wide</p> <p>LEA-wide</p>	<p>CELDT test scores will be used to measure progress.</p>	<ul style="list-style-type: none"> Class size reduction \$1,427,745(LCFF) Instructional Intervention Aides plus training \$1,582,416 (LCFF, Title I & Title II) 	<ul style="list-style-type: none"> Class size reduction \$1,533,001(LCFF) Instructional Intervention Aides plus training \$1,582,416 (LCFF, Title I & Title II,) 	<ul style="list-style-type: none"> Class size reduction \$1,643,914(LCFF) Instructional Intervention Aides plus training \$1,582,416 (LCFF, Title I & Title II,)

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>3. School sites will establish a process to regularly review the progress of ELs and LTELS approaching reclassification in order to implement an action plan.</p>	LEA-wide			<ul style="list-style-type: none"> •1 Coach per each elementary site plus training - See Above \$987,200 (LCFF, Title I & Title II) 	<ul style="list-style-type: none"> •1 Coach per each elementary site plus training - See Above \$987,200 (LCFF, Title I & Title II)
		<p>4. The District will increase access to CCSS and ELD standards aligned resources and materials to simultaneously facilitate EL access to core curriculum and ELD instruction.</p>	LEA-wide		<ul style="list-style-type: none"> •Increase EL access to CCSS and other areas \$0 	<ul style="list-style-type: none"> •Increase EL access to GATE and other areas \$0 	<ul style="list-style-type: none"> •Increase EL access to GATE and other areas \$0
		<p>5. The District will provide professional development for teachers and support staff, focusing on scaffolding the CCSS for EL universal access.</p>	LEA-wide		<ul style="list-style-type: none"> •Plan professional development \$0 	<ul style="list-style-type: none"> •1 day of staff development p/teacher \$50,800 (LCFF) 	<ul style="list-style-type: none"> •1 day of staff development p/teacher \$50,800 (LCFF)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>6. School sites will increase EL access to GATE and other areas, such as JHS electives and music.</p> <p>7. The District will explore options for extending the school year on traditionally non-instructional days targeting ELs (e.g. Saturday school, boot camps, clinics, targeted summer school).</p>	<p>LEA-wide</p> <p>LEA-wide</p>		<ul style="list-style-type: none"> •Increase EL access to GATE and other areas \$0 •Explore options for extended year services for ELs \$0 	<ul style="list-style-type: none"> •Increase EL access to GATE and other areas \$0 •Implement extended year service plan for ELs \$622,747 (LCFF) 	<ul style="list-style-type: none"> •Increase EL access to GATE and other areas \$0 •Implement extended year service plan for ELs \$622,747 (LCFF)
To increase student academic performance.	2, 4, 5	<p>For foster youth:</p> <p>1. The District will provide counseling services to students who experience emotional and behavioral roadblocks to learning.</p> <p>2. Implement an AVID program at the elementary school</p>	<p>LEA-wide</p> <p>Title 1 schools</p>	DIBELS Next, Renaissance STAR Reading and Math assessments will be used to measure progress.	<ul style="list-style-type: none"> •Plan for AVID Elementary School 	<ul style="list-style-type: none"> •Add 5 Intervention Counselors @ .25 FTE p/elementary school \$292,500 (LCFF) •Implement AVID Elementary School 	<ul style="list-style-type: none"> •Increase Intervention Counselors @ .25 FTE p/ JH school \$178,750 (LCFF) •Implement AVID Elementary School

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>level.</p> <p>3. Provide additional instructional intervention staff to address student educational needs.</p> <p>4. Provide administrative support to address student educational and behavioral needs.</p>			<p>\$0</p> <p>•Provide additional instructional aides at low income schools. \$214,380 (LCFF)</p>	<p>\$25,000 (LCFF)</p> <p>•Provide additional instructional aides at low income schools. \$214,380 (LCFF)</p>	<p>\$25,000 (LCFF)</p> <p>•Provide additional instructional aides at low income schools. \$214,380 (LCFF)</p> <p>•Increase counseling and intervention staff at low income schools \$612,500 (LCFF)</p> <p>•Assistant Principals @ .5 FTE at low income schools \$473,356 (LCFF)</p>
To increase student academic performance.	2,4,5	<p>For redesignated fluent English proficient pupils:</p> <p>1. Implement an AVID program at the elementary school level.</p>	LEA-wide	DIBELS Next, Renaissance STAR Reading and Math assessments will be used to measure	<p>•Plan for AVID Elementary School \$0</p>	<p>•Implement AVID Elementary School \$25,000 (LCFF)</p>	<p>•Implement AVID Elementary School \$25,000 (LCFF)</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
		2. Provide additional instructional intervention staff to address student educational needs.	Title 1 schools	progress.			<ul style="list-style-type: none"> • Increase counseling and intervention staff at low income schools \$612,500 (LCFF)

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

1. The Panama-Buena Vista Union School District’s increase in funds from LCFF based on supplemental and concentration grants: \$6,081,807
2. The District is expending its LCFF supplemental and concentration grant funds as determined by this District’s goals, as outlined in Section 2 of this LCAP and its actions for implementing these goals, as outlined in Sections 3A and 3B.
3. Districtwide and Schoolwide Justifications:
 - 65.51% of the Panama-Buena Vista Union District’s pupils are identified as either low income, English learner or foster youth. As these pupils are enrolled throughout the district, the District determined the most effective use of its LCFF supplemental and

concentration grant funds would be to enhance services to these students in all of the District's schools. The District has also provided further resources to Title I schools so that unduplicated pupils receive additional services.

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

1. According to the minimum proportionality percentage (MPP) calculation, the percentage by which the Panama-Buena Vista Union School District will increase or improve services is 6.69% or \$7,707,677. However, the District has a projected 2013-14 General Fund deficit spending of \$6,165,061 which was incurred to save the following programs and forgo furlough days: GATE \$335,635, School & Library improvement \$974,649, Routine Restricted Maintenance at 2% \$2,713,265. The remaining minimum proportionality of \$2,681,212 was used to invest in new or improved services for all pupils in year 1 which included but not limited to class size reduction of \$1,427,745 and tiered intervention of \$1,582,416.
2. Services for low income, foster youth and English learners will be increased/improved as identified in Section 3B of this Local Control Accountability Plan; such as instructional aides, an increase in intervention counselors, academic coaches, and extended school year opportunities.

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