

§ 15497. Local Control and Accountability Plan and Annual Update Template. May 28, 2014 (BUSD)

Introduction:

LEA: Berryessa Union School District **Contact:** Will H. Ector, Jr. will.ector@busd.net 408.923.1812 **LCAP Year:** 2014-15

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?

Introduction

Berryessa Union School District (District) is a K-8 district in the heart of the Silicon Valley serving 8,100 students in 10 elementary schools (TK-5) and three middle schools (6-8). District-wide, more than a third of the students are English learners. English Learners make up 64% of the students at one of our schools. More than 750 certificated and classified employees work daily at the District's 13 schools as teachers, administrators, and other support staff. We have within our population approximately 850 students receiving special education services and work very closely with many partners to meet their needs including the Santa Clara County Office of Education.

The Santa Clara County Office of Education's Special Education Program serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their children's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.

Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.

Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.

Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

WorkAbility Program: Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.

Inclusion Collaborative: This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Title III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

At this writing, approximately one-third of site administrators and many of the District office leaders are new to their positions since July 2013. This fact, along with the transition to the CCSS and the move to the LCFF, provide a natural opportunity to take a fresh look at our District's mission and vision, policies and practices. In 2013 the District developed a Local Educational Agency Plan, Title III Improvement Plan, and Strategic Plan. Each of these plans responded to specific needs and requirements for the District, but overlap in their focus on improving outcomes for students. As a result, the needs assessment, goals, and actions included in the LCAP build upon these existing plans. The LCAP reflects the District's effort to thoughtfully and carefully examine achievement data, information about practice, community's beliefs about student needs and outcomes; build on the District's strengths; and revise expectations and actions to better serve all District students.

The District is committed to its students, community, and employees. Talent, energy, passion for learning are a hallmark of the District's educational team. The District has high expectations and strong performance. Further improvement in some cases means staying the course and building on the current focus and commitment to modeling as a team what it means to be learners. This requires looking at data and evidence to better understand our students and improve our practice and change policy to better serve students and their families.

Involvement Process	Impact on LCAP
<p>Strategic plan development: December 9, 2013</p> <p>A group of 30+ stakeholders including the superintendent and other district staff, site administrators, Board members, teachers, classified staff, parents and community members gathered to reflect on existing mission, vision, goals and actions and revise them to serve as the foundation of future efforts. The resulting strategic plan has been shared with all stakeholder groups and its themes shaped this plan.</p> <ul style="list-style-type: none"> Revised mission statement: BUSD provides all students the skills to become lifelong learners and successful 21st century global citizens. Three-Year Goals: <ul style="list-style-type: none"> Ensure a safe learning environment Enhance proficiency in the 4 C's: communication, collaboration, critical thinking, creativity Enhance technology Provide professional development for all staff Increase parent and community involvement and education. 	<ul style="list-style-type: none"> Attitude reflected in the mission permeates the LCAP actions. LCAP goals drawn directly from the strategic plan 3-year goals and needs that were identified from the strategic planning SWOT (strengths, weakness, opportunity, and threat) analysis. One source of input for prioritized actions to meet student needs. Strategic plan elements communicated with all stakeholders in multiple venues bringing coherence and transparency to the LCAP planning process.
<p>Superintendent convenes cabinet weekly. Each week the cabinet review actions toward the strategic plan particularly as it relates to the LCAP and plans next steps.</p>	<p>Coherence in LCAP planning across departments</p>
<p>700 online surveys were completed from the district website. This reflects input from parents including parents of English learners, foster children, migrant students, students with disabilities, and economically disadvantaged students; classified and certificated staff; students; and union representatives. Themes for both needs and actions based on survey responses include:</p> <ul style="list-style-type: none"> Thoughtful implementation of the CCSS Social/Emotional context Parent education/involvement Expand science (time & content) Expanded electives and enrichment activities such as AVID, GATE, visual & performing arts Maintain class size at 24:1 Increased access to and strategic use of technology as a learning tool Professional development for staff and parents on CCSS, technology, social emotional support among others 	<p>Helped to shape the identified needs as well as the actions planned to address those needs. Consistent themes identified were: Increased Professional Development, Technology, STEM Programs, Gifted and Talented Education, Parent Education, Anti Bullying Awareness Programs, Parent Involvement, After school Tutoring Programs, Fine Arts, Smaller Class Size, English Learner Support Programs and Expanded Electives</p>
<p>Gathered input from stakeholders. Meetings included presentations of information on strategic plan, LCFF, and the LCAP process. Data gathering sessions included:</p> <ul style="list-style-type: none"> Cabinet member presentations - consistent presentation on LCFF at school sites Dates, range of number of people present Engaged unions – met with unions discussed LCFF funding, shared survey, input on 8 priorities, Parent/Community meetings All District Governance Committees included input for the LCAP on their agendas. All thirteen PTAs, SSCs gathered input and shared ideas to be included in the LCAP. LCFF and LCAP were also a part of the agenda for input at the DELAC and DAC meetings held in February and April and May. The BDAC included LCFF and the LCAP plan on their January and May meeting agendas for input. Superintendent reviewed the LCFF and provided an opportunity for Leadership staff in the District Office to take the LCAP survey and discuss ideas and priorities to be 	<p>Helped inform the goals and services identified in the LCAP.</p>

Involvement Process	Impact on LCAP
<p>included in the District Plan.</p> <ul style="list-style-type: none"> • Principals reviewed LCAP priorities and provided an opportunity for staff to discuss needs and priorities of the District and take the LCAP survey at their scheduled Faculty Meetings • Met with all unions to collect input on the LCAP priorities and discuss the LCFF new funding model. • Superintendent was invited to attend the Representative Council (policy body) of CTAB (CTA Chapter) to review the LCFF model and seek input from their members regarding the LCAP priorities and take the survey. All Assistant Superintendents attended this meeting at the Union Office. • Met with the Teamsters to review the LCFF funding model and seek input with the purpose of informing the LCAP/ • Met with CSEA Leadership to review the LCFF and gather input on the LCAP and to take the survey and review their critical role in implementation of the priorities. 	
<p>Sharing the Final Draft of the LCAP for Comment:</p> <ul style="list-style-type: none"> • Superintendent gathered direct input from Board of Trustees and public at the April 15, 2014 Board Meeting. • Final draft plan was shared June 3 and the final plan shared and approved at the June 17 Board meeting. These meetings provided further public comment opportunities. 	<p>Building stakeholder understanding and buy-in to support and follow the final LCAP.</p>

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
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
As part of the District's Local Educational Agency Plan, Title III Improvement Plan, and Strategic Plan SWOT analysis data related to student outcomes was reviewed. Based on this process, the following significant needs were identified: <ul style="list-style-type: none"> 2013 Districtwide Academic Performance Index of 853 with individual schools ranging 	1. Ensure a safe and productive learning environment for all students	All students with specific attention to improvements for Hispanic males	All with specific attention to middle schools		Develop metrics, including targets for subsequent plan years, and develop a data dashboard to assess and communicate about school climate	Use metrics from dashboard developed in Year 1 to assess implementation progress, communicate needs	Use metrics from dashboard developed in Year 1 to assess implementation progress, communicate needs	1. Basics – Facilities 5 Engagement 6 School Climate 7 Course Access 8 Other

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
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>from 791 (Piedmont Middle School) to 902 (Northwood Elementary).</p> <ul style="list-style-type: none"> 2013 Districtwide 66.5% and 67.4% of all students were proficient or advanced in English-Language Arts and Mathematics respectively. Gaps in achievement notes for students with disabilities (approximately 40% proficient, Hispanic students (approximately 45% proficient), and low-income students (approximately 55% proficient) In 2012-13, 236 students were suspended and 7 students were expelled. The District's rate of expulsion and suspension is comparable with the county; Hispanic students are disproportionately represented among expelled students – the Board has studies this issue and asked for attention to middle school prevention/intervention Staff, parents, and community members expressed concerns regarding safety on campuses, especially given configuration of many school sites that adjoin local parks without fencing to separate school campuses California Healthy Kids Survey confirms stakeholder feedback regarding interest in improved safety 					and its impact on learning. Data that will be considered for dashboard includes, but is not limited to district-wide and subgroup disaggregated reporting and analysis of: GPA, digital citizenship, attendance, office referral, bullying events, expulsion and suspension rates, rates of unauthorized school visitors at school sites, California Healthy Kids Survey feedback to items related to students and families feeling safe and secure at school	and improvements with administrators and stakeholders	and improvements with administrators and stakeholders	Outcomes
As part of the District's Local Educational Agency Plan, Title III Improvement Plan, and Strategic Plan SWOT analysis data related to student outcomes was reviewed. Based on this process, the following significant needs were identified:	2. Provide Common Core State Standards instruction with strategic use of technology for proficiency in the 4 Cs : communication,	All with specific attention to closing achievement between	All		Use locally determined metrics for assessing instructional practices and student engagement with 4C.	During instructional rounds at least 90% of teachers evidence practices aligned to the District's 4C	During instructional rounds at least 95% of teachers evidence practices aligned to the	1. Basics – Materials 2. Standards 4. Pupil Outcomes 7. Course

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
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> The District has begun preparing teachers to teach and support Common Core State Standards. The focus of professional learning, including feedback provided as part of instructional rounds is shifting practice to (1) speaking and listening in academic discussion, (2) reading with comprehension (increasing complex text), and (3) writing arguments with evidence. In addition, the District is working to improve the use of technology to support student engagement and development of 21st century skills. There is evidence of changing practice, but for the District to improve outcomes as the state transitions to new CCSS aligned assessments (e.g., Smarter Balance), further support and attention to shifts in instructional practice and content knowledge are needed. Approximately one-third of the District's students are English Learners. Support to implement new English Language Development standards is needed. Analysis from the Title III plan development highlights the need to improve outcomes for English Learners. As the District plans for CCSS and 4C implementation there need to be specific plans for how those involved with students with disabilities will continue to be included in professional learning, assessment of practice, and other supports. 	collaboration, critical thinking, creativity	subgroups and all (SWD, SED, ETC)			<p>During instructional rounds at least 80% of teachers evidence practices aligned to the District's 4C metrics.</p> <p>Establish district benchmark baseline and growth targets for student performance district-wide as well as by school and subgroups with evidence of reduction in the achievement gap by language proficiency, income, disability and establish benchmark to close gaps</p>	<p>metrics.</p> <p>Make progress to meet or exceed targets established in Year 1 for all students and all subgroups</p>	<p>District's 4C metrics.</p> <p>Make progress to meet or exceed targets established in Year 1 for all students and all subgroups</p>	Access 8 Other Outcomes
As part of the District's Local Educational Agency	3. Provide professional	All	All		Evidence of DOK at	Evidence of DOK at	Evidence of DOK at	1. Basics

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
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Plan, Title III Improvement Plan, and Strategic Plan SWOT analysis data related to student outcomes was reviewed. Based on this process, the following significant needs were identified: <ul style="list-style-type: none"> • Observations of practice – there is evidence of early implementation of CCSS. There is a need to increase quality and depth of practice (e.g., sample lessons and instruction at all levels for all grade levels) • Professional development survey responses validate need for more professional development • 1/3 of site administrators are new • Academic achievement metrics – see Goal #2 	development for all staff				level 3 or above in at least 80% of classrooms during classroom observations Use locally determined metrics for assessing instructional practices and student engagement with 4C. During instructional rounds at least 80% of teachers evidence practices aligned to the District's 4C metrics.	level 3 or above in at least 90% of classrooms During instructional rounds at least 90% of teachers evidence practices aligned to the District's 4C metrics.	level 3 or above in at least 95% of classrooms During instructional rounds at least 95% of teachers evidence practices aligned to the District's 4C metrics.	Materials HQT, HQA ¹ 2. Standards 4. Pupil Outcomes 7. Course Access 8 Other Outcomes
As part of the District's Local Educational Agency Plan, Title III Improvement Plan, and Strategic Plan SWOT analysis data related to student outcomes was reviewed. Based on this process, the following significant needs were identified: <ul style="list-style-type: none"> • Improvement is needed in the quality and quantity of communication from the district to parents. • Participation in advisory groups and family events is inconsistent and can be improved. • Data regarding parent feedback is limited and more robust systems to assess opportunities and needs would be helpful 	4. Increase parent and community involvement and education				Develop baseline for parent/community event participation Annual parent survey (rather than every other year) – measurable progress on key indicators within survey – change in how parents satisfaction and level of engagement	Make progress to meet or exceed targets established in Year 1 Annual parent survey (rather than every other year) – measurable progress on key indicators within survey – change in how parents	Make progress to meet or exceed targets established in Year 1 Annual parent survey (rather than every other year) – measurable progress on key indicators within survey – change in how parents	3 Parent Involvement

¹ HQT = High Quality Teacher, HQA = High Quality Administrator

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
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
						satisfaction and level of engagement	satisfaction and level of engagement	

It should be noted that as a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

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 district-wide, school-wide, countywide, or charter-wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Ensure a safe and productive learning environment for all students	1 Basics – Facilities 5 Pupil Engagement 6 School Climate	A. Maintain facilities and make upgrades based on evidence of needs to provide students with safe and productive learning and working environments (e.g., staff, supplies, equipment).	LEA-wide		1A1. Maintain facilities and assess structure and staffing level (e.g., custodians, grounds, maintenance, etc.) to maximize efficiency and effectiveness of resources; update equipment based on needs analysis.	1A2. Maintain facilities and implement changes to improve operational effectiveness and efficiency.	1A3. Continue to maintain facilities and make upgrades based on assessment of data regarding needs and impact.
					\$6,428,200, LCFF Base	\$6,428,200 plus adjustment for increased utility and labor costs, LCFF Base	\$6,428,200 plus adjustment for increased utility and labor costs, LCFF Base
						Upgrade facilities to improve security and appropriateness of the learning environment based on priorities identified in the district facility master plan (lighting, space configuration conducive to program delivery, door security, playground, fencing, furnishing, technology etc.) Pending bond funds	
1. Ensure a safe and productive learning environment for all students	1 Basics – Facilities 5 Pupil Engagement 6 School Climate	B. Ensure that school and community stakeholders know about and are ready act upon school and district level safety plans.	LEA-wide		1B1. Expand the membership of the Safety Committee to include community partners and develop safety procedures and communications to ensure stakeholders understand the purpose of and are in compliance with safety procedures.	1B2. Support training, readiness, and monitoring of implementation of safety plans. No additional cost	1B3. Support training, readiness, and monitoring of implementation of safety plans. No additional cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					No additional cost		
1. Ensure a safe and productive learning environment for all students	5 Pupil Engagement 6 School Climate	C. Implement programs at each school site that support and promote safe and productive learning environments	LEA-wide, school wide		1C1. School Psychologists (\$478,074) and School Social Workers' (\$171,689) time will support providing a productive learning environment that will support academic outcomes. Continue to provide site allocations that may be used by sites for school climate (e.g., PBIS, BEST, etc.)	1C2. Provide training and support to implement selected program(s) district wide.	1C3. Support implementation of selected program(s).
					\$1,964,476, LCFF Supplemental		\$1,964,476, LCFF Supplemental
					Identifying district-wide metrics to assess school climate and its impact on learning and work with sites to evaluate models to inform selection of coherent approach.		
1. Ensure a safe and productive learning environment for all students	5 Pupil Engagement 6 School Climate 7 Course Access 8 Other Outcomes	D. Ensure students and staff feel safe and secure in the digital environment.	LEA-wide		1D1. Create a plan to implement digital citizenship with policies, grade level curriculum, teachers and student training.	1D2. Implement plan to support digital citizenship.	1D3. Monitor implementation of activities to support digital citizenship and adjust as necessary.
					No additional cost	Cost to be determined based on plan created in Year 1, LCFF Base	Cost to be determined based on plan created in Year 1, LCFF Base
2. Provide CCSS instruction with strategic use of	1. Basics – HQT, HQA 2. Standards 4. Pupil Outcomes	A. Recruit, hire, assign, and retain highly qualified staff to support	LEA-wide		2A1. Provide basic instructional services, which include classroom teachers, school administrators,	2A2. Provide basic instructional services, which include classroom teachers, school administrators,	2A3. Provide basic instructional services, which include classroom teachers, school administrators,

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
technology for proficiency in the 4 Cs : communication, collaboration, critical thinking, creativity	7. Course Access 8 Other Outcomes	teaching and learning for all students that reflects instructional practices associated with the Common Core State Standards, Next Generation Science Standards, and the 4Cs. (e.g., instructional staff, para-professionals, site administration, district office staff).			office staff, and district office administrators and staff.	office staff, and district office administrators and staff.	office staff, and district office administrators and staff.
					\$46,148,327, LCFF Base	\$46,148,327 plus adjustment for negotiated increases to compensation and/or staffing levels, LCFF Base	\$46,148,327 plus adjustment for negotiated increases to compensation and/or staffing levels, LCFF Base
2. Provide CCSS instruction with strategic use of technology for proficiency in the 4 Cs : communication, collaboration, critical thinking, creativity	1. Basics – Materials 2. Standards 4. Pupil Outcomes 7. Course Access 8 Other Outcomes	B. Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with the Common Core State Standards, Next Generation Science Standards, and 4Cs.	LEA-wide		2B1a. Replacement of consumables	2B2a. Replacement consumables and associated CCSS materials	2B3a. Replacement consumables and associated CCSS materials
					Proposition 20, instructional materials funds	Proposition 20, instructional materials funds	Proposition 20, instructional materials funds
					2B1b. Develop CCSS lessons and associated materials	2B2b. Create professional learning resources to highlight effective practices -- observations of teachers modeling practices and video sample lessons	2B3b. Continue investment and support for classroom technology (e.g., computers for teachers, students, and administrators; and software)
					Included within staffing and coaching budget		
					2B1c. Continue investment and support for classroom technology (e.g., computers for teachers, students, and administrators; and software)	Included within staffing and coaching budget	\$300,000, LCFF Base
					\$709,230, LCFF Base	2B2c. Continue investment and support for classroom technology (e.g., computers for teachers, students, and administrators; and software)	2B3c. Staff to support and maintain technology
					2B2d. Staff to support and maintain technology (add network		\$628,780, plus adjustment for negotiated increases to compensation and/or staffing levels, LCFF Base

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
					and technology support staff) \$628,780, LCFF Base	\$500,000, LCFF Base 2B2d. Staff to support and maintain technology \$628,780, plus adjustment for negotiated increases to compensation and/or staffing levels, LCFF Base	
2. Provide CCSS instruction with strategic use of technology for proficiency in the 4 Cs : communication, collaboration, critical thinking, creativity	1. Basics – Materials 2. Standards 4. Pupil Outcomes 7. Course Access 8 Other Outcomes	C. Ensure all students have access to high-quality, engaging science instruction aligned to Next Generation Science Standards	LEA-wide		2C1a. Assign Teacher Advisor/Instructional Coach to provide curriculum development and professional learning support for Next Generation Science Standards	2C2a. Science instructional materials	2C3a. Science instructional materials
					See 3B1 – Science Coach	Proposition 20, instructional materials funds	Proposition 20, instructional materials funds
					2C1b. Explore development of a district magnet school for Science, Technology, Engineering, and Mathematics (STEM)	2C2b. Begin transition to district STEM magnet school	2C3b. Implement district STEM magnet school
					No additional cost	Cost to be determined based on plan created in Year 1, LCFF Base	Cost to be determined based on plan created in Year 1, LCFF Base
2. Provide CCSS instruction with strategic use of technology for proficiency in the 4 Cs : communication, collaboration, critical thinking, creativity	1. Basics – Materials 2. Standards 4. Pupil Outcomes 5 Engagement 7. Course Access 8 Other Outcomes	D. Create additional learning opportunities that maximize the potential of each student K-8 that promote the 4Cs.	LEA-wide		2D1. Maintain existing enrichment opportunities including music program, extended learning, etc.	2D2. Continue enrichment opportunities and initiate expansion	2D3. Further develop enrichment opportunities
					\$436,380, LCFF Base	\$436,380 plus adjustment for negotiated increases to compensation and/or staffing levels, LCFF Base/Supplemental	\$436,380 plus adjustment for negotiated increases to compensation and/or staffing levels, LCFF Base/Supplemental
					Explore options for expanding enrichment offerings within the existing school day by reviewing master schedules, and possibly through extended learning time		

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
creativity					(e.g., robotics, Legos, art, expanded music, GATE)		
3. Provide professional development for all staff	1. Basics HQT, HQA 2. Standards 4. Pupil Outcomes 7. Course Access 8 Other Outcomes	A. Support district-wide implementation of Common Core State Standards and Next Generation Science Standards	LEA-wide		3A1. CCSS related training including, but not limited to -- supporting written arguments, analyses and opinions with evidence; reading non-fiction texts with comprehension; increasing depth of knowledge; use of technology-based pedagogy; Digital citizenship training; culture and climate for staff, students, and families-- empathy, socio-emotional, digital citizenship	3A2. Continue district-wide training based on assessment of need at the end of year 1.	3A3. Continue district-wide training based on assessment of need at the end of year 2.
					\$700,609, LCFF Base/Supplemental	\$700,609 plus adjustment for negotiated increases to compensation and/or staffing levels, LCFF Base/Supplemental	\$700,609 plus adjustment for negotiated increases to compensation and/or staffing levels, LCFF Base/Supplemental
3. Provide professional development for all staff	1. Basics HQT, HQA 2. Standards 4. Pupil Outcomes 7. Course Access 8 Other Outcomes	B. Provide academic coaching that supports district-wide implementation of Common Core State Standards and Next Generation Science Standards	LEA-wide		3B1. CCSS related coaching including, but not limited to -- supporting written arguments, analyses and opinions with evidence; reading non-fiction texts with comprehension; and increasing depth of knowledge: 1) ELD Teacher Advisor/Instructional Coach	3B2. Continue district-wide academic coaching based on assessment of need at the end of year 1.	3B3. Continue district-wide academic coaching based on assessment of need at the end of year 2.
					Title III	\$603,314 plus adjustment for negotiated increases to compensation and/or staffing levels LCFF Supplemental	\$603,314 plus adjustment for negotiated increases to compensation and/or staffing levels LCFF Supplemental
					2) Science Teacher		

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
					Advisor/Instructional Coach \$110,366, LCFF Supplemental 3) Technology Teacher Advisor/Instructional Coach \$110,366, LCFF Supplemental 4) Additional academic coaching support for core content areas \$382,582, LCFF Supplemental		
3. Provide professional development for all staff	1. Basics HQT, HQA 2. Standards 4. Pupil Outcomes 7. Course Access 8 Other Outcomes	C. Provide time and opportunities for teacher collaboration that supports district-wide implementation of Common Core State Standards and Next Generation Science Standards	LEA-wide		3C1. CCSS related collaboration time including, but not limited to -- supporting written arguments, analyses and opinions with evidence; reading non-fiction texts with comprehension; and increasing depth of knowledge.	3C2. Continue district-wide teacher collaboration time based on assessment of need at the end of year 1.	3C3. Continue district-wide teacher collaboration time based on assessment of need at the end of year 2.
					No additional cost, including within 2A1.	No additional cost, including within 2A1.	No additional cost, including within 2A1.
					No additional cost, including within 2A1.		
3. Provide professional development for all staff	1. Basics HQT, HQA 2. Standards 4. Pupil Outcomes 7. Course Access 8 Other Outcomes	D. Develop instructional leadership capacity to implement and monitor CCSS and NGSS.	LEA-wide		3D1. Develop systems and structures for leaders on responsible use of funds to ensure priorities are met and that there is both support and accountability for meeting strategic goals.	3D2. Implement systems and structures.	3D3. Continue implementation and monitor progress.
					No additional cost, including within 2A1.	No additional cost, including within 2A1.	No additional cost, including within 2A1.
					No additional cost, including within 2A1.		

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
4. Increase parent and community involvement and education	3. Parent involvement	A. Develop communication to support understanding of the prioritizing process, needs-based budgeting, strategic goals	LEA-wide		4A1. Contract with a provider to maximize website and communication strategies (phone messages, newsletters, DVDs to send home) to share the activities, events, achievements of BUSD. Ensure the materials translated into required languages. \$58,521, LCFF Supplemental	4A2. Assess impact of communication to inform planning of further improvements. \$58,521, LCFF Supplemental	4A3. Assess impact of communication to inform planning of further improvements. \$58,521, LCFF Supplemental
4. Increase parent and community involvement and education	3. Parent involvement	B. Provide opportunities for parents to understand district initiatives and how to support them as well as experience learning in the CCSS, NGSS and the 4 Cs	LEA-wide		4B1. Develop and implement professional learning for parents on topics of interest. Based on initial feedback this may include, but is not limited to: • Technology training • Literacy and math nights • Resource center No additional costs	4B2. Expand and improve the quality of parent professional learning opportunities based on annual needs assessment. No additional costs	4B3. Expand and improve the quality of parent professional learning opportunities based on annual needs assessment. No additional costs

- 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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Ensure a safe and productive learning environment for all students	5 Pupil Engagement 6 School Climate 7 Course Access 8 Other Outcomes	E. Provide struggling students (at risk) services to address challenges that are impacting academic outcomes i.e. low income, foster youth and English learner students	LEA-wide		1E1a. Students who are struggling and/ or at risk will be identified and will receive services provided by school psychologists and Social Workers. This support is to provide a productive learning environment and academic outcomes for struggling and at risk students who are low income, English learners, and or Foster Youth \$257,424 for Psychologists \$92,448 for Social Workers 1E1b. School Social workers will work with identified students who are English Learners, low income or foster youth who are at risk of not succeeding due to the learning environment and safety.	1E2a/b. Maintain social, emotional and behavior support services (Social Worker, Psychologist, etc.); depending on impact and needs, consider adjusting staffing	1E2a/b. Maintain social, emotional and behavior support services (Social Worker, Psychologist, etc.); depending on impact and needs, consider adjusting staffing
1. Ensure a safe and productive	5 Pupil Engagement 6 School Climate 7 Course	F. With sites, assess benefits and determine district	LEA-wide		1F1. Continue site-specific interventions as pilot for potential expansion district wide. Assess	1F2. Begin district wide implementation and monitor effectiveness	1F3. Continue implementation and monitor effectiveness

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
learning environment for all students	Access 8 Other Outcomes	wide focus for the Response To Intervention (RTI) model and specifically social-emotional programs (e.g. PBIS) across all schools			benefits of the pilot programs in district schools, explore options, and develop a three year plan to implement social emotional programs (e.g. BEST, PBIS) at all sites. \$1,964,476		
2. Provide CCSS instruction with strategic use of technology for proficiency in the 4 Cs : communication, collaboration, critical thinking, creativity	1. Basics – Materials 2. Standards 4. Pupil Outcomes 5Engagement 7. Course Access 8 Other Outcomes	E. Provide site-based interventions according to assessed need to ensure all students are accessing and achieving in the CCSS, NGSS and the 4Cs.	School-wide		2E1. Continue to provide site directed funds to support targeted intervention support as recognized in SPSA such as afterschool intervention/ tutoring, etc. An allocation of 1,090,092.92 dollars has been set aside to meet the goal to provide CCSS instruction. This allocation includes professional development for teachers, principals and para professionals, It also includes instructional materials and technology.	2E2. Continue to provide site directed funds to support targeted intervention support as recognized in SPSA such as afterschool intervention/ tutoring, etc.	2E3. Continue to provide site directed funds to support targeted intervention support as recognized in SPSA such as afterschool intervention/ tutoring, etc.
2. Provide CCSS instruction with strategic use of technology for proficiency in the 4 Cs :	1. Basics – Materials 2. Standards 4. Pupil Outcomes 5Engagement 7. Course Access 8 Other	F. Develop and implement a comprehensive ELD program to meet the needs of all English Learners – establish	LEA-wide		2F1. Based on review of English Learner program and input from EL success team plan and implement restructured EL program that includes adequate time, curriculum, support, and	2F2. Continue implementation, monitor effectiveness, and adjust program as needed	2F3. Continue implementation, monitor effectiveness, and adjust program 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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
communication, collaboration, critical thinking, creativity	Outcomes	metrics for performance, identify appropriate curriculum (middle school needs to replace High Point and elementary schools require review of Medallion, and focus on how to increase engagement of students to demonstrate speaking, listening, and academic language			monitoring in order to increase student achievement as measured by the CCSS and curriculum embedded assessments.		
2. Provide CCSS instruction with strategic use of technology for proficiency in the 4 Cs : communication, collaboration, critical thinking, creativity	1. Basics – Materials 2. Standards 4. Pupil Outcomes 5. Engagement 7. Course Access 8. Other Outcomes	G. Advancement Via Individual Determination (AVID) program of support targeted to at risk students at middle school	School-wide		2G1. Middle school sites coordinate site-specific AVID program including coordinator stipend, training, and other program resources	2G2. Middle school sites coordinate site-specific AVID program including coordinator stipend, training, and other program resources	2G3. Middle school sites coordinate site-specific AVID program including coordinator stipend, training, and other program resources
2. Provide CCSS instruction with	1. Basics – Materials 2. Standards	H. Provide teachers with training and	LEA-wide		2H1. Professional development, curriculum planning time, and	2H1. Professional development, curriculum planning time, and	2H1. Professional development, curriculum planning time, and

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
strategic use of technology for proficiency in the 4 Cs : communication, collaboration, critical thinking, creativity	4. Pupil Outcomes 5 Engagement 7. Course Access 8 Other Outcomes	support to implement project-based learning (this builds on training that a small group of teachers participated in during 2013-14)			materials to support initial implementation of project-based learning aligned to CCSS and 4Cs	materials to support expand implementation of project-based learning aligned to CCSS and 4Cs	materials to support maintenance of project-based learning aligned to CCSS and 4Cs
3. Provide professional development for all staff	1. Basics HQT, HQA 2. Standards 4. Pupil Outcomes 7. Course Access 8 Other Outcomes	E. Provide professional development for all English Language Development teachers to begin shifting practice to address new CCSS-aligned English language development standards	LEA-wide		3E1a. Professional Development (release time or per diem, training fees, and materials) 3E1b. Academic coaching support for ELD (see Goal and Service 3B, funding included within this item)	3E2a. Professional Development (release time or per diem, training fees, and materials) 3E2b. Academic coaching support for ELD (see Goal and Service 3B, funding included within this item)	3E3a. Professional Development (release time or per diem, training fees, and materials) 3E3b. Academic coaching support for ELD (see Goal and Service 3B, funding included within this item)

- 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 district wide, school wide, 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 district wide or school-wide 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.)

Berryessa Union Elementary School District believes that a strong instructional program should be the entry point for supporting all students—especially at risk students. For this reason, the District uses the majority of its proportionate share of the total LCFF increase (\$180/ADA for the current LCAP year) to strengthen core instructional programs. Resources will be focused primarily on instructional support and infrastructure aligned with the Common Core, services to support the social and emotional health of students, and professional development opportunities to support teaching the 4Cs/CCSS. A complete and detailed explanation of resources can be found in Sections 3A and 3B of this LCAP document.

For the current LCAP year, the District is providing the following services district-wide:

- Academic Coaching and professional learning opportunities for teachers that prepares them to meet the needs of diverse learners
- Response to intervention and Positive Behavior Intervention Support to address the needs of struggling learners
- Continued support and potential expansion of AVID to encourage and support college awareness and readiness

The district is below the 55 percent threshold, but plans to implement the above strategies district-wide as our data and experience suggests that such strategies offer the greatest benefit to our students of need while also adding value to all students. Total of \$3,093,000 is allocated to serve English Learners, Low Income, and Foster Youth students.

- 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.

The Berryessa Union School District's minimum percentage is 5.39 %(percent) of the total 2014-15 budget. This is the estimated minimum allocated to be spent; in order to ensure equity, we recognize the need to improve and expand services for our students in need. Consistent with our core vision and goals, the actions and services described in sections 3A and 3B are designed specifically to increase achievement for English Learners, Low Income Students, and Foster Youth. The District will focus energy and resources in four key areas that collectively address the 8 LCFF priorities:

1. Ensure a **safe and productive learning environment** for all students.
2. Provide **CCSS instruction** with strategic use of **technology** for proficiency in the **4 Cs**: communication, collaboration, critical thinking, and creativity.
3. Provide **professional development** for all staff.
4. Increase **parent and community involvement** and education

Specific actions to support these key areas include, but are not limited to, continuation and improvement of intervention programs, implementation of recently adopted English Language Development standards, providing access and opportunities through science, targeted literacy interventions, counseling/social work services, and professional development related to instructional strategies.