

Local Control Accountability Plan (LCAP)

Cambrian/Bagby
Cambrian School District
Santa Clara County

Public Hearing Date: June 5, 2014

Cambrian Approval Date: June 19, 2014

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

Introduction:

LEA: Cambrian/Bagby Contact: Lani Potts, Assistant Superintendent, Ed Services, pottsl@cambriansd.org, (408) 377-2103 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?

Involvement Process	Impact on LCAP
<p>District: Community Conversation on Learning held in the fall. The 75 stakeholders included administrators, teachers, classified staff, parents, and middle school students as well as business partners and leaders, and elected officials. This event focused on feedback for our Strategic Plan goals and targets and focused on the following questions: How are we doing, now? 2) What are some challenges and opportunities? 3) What can the community do to help Cambrian School District reach its 2016 goals? for our Strategic Plan as well as key steps for moving forward to continue to . These goals and targets are in direct alignment with the LCAP priorities.</p> <p>School Board: LCAP process and priorities presented to School Board. Board members provided input and feedback for LCAP development. District LCAP survey: An LCAP survey was placed on the district website with information about the survey and how to get access sent to all parents, teachers, and staff. The response was good with teachers, staff and parents representing all sites along with community members responding to the questions and providing feedback and suggestions.</p> <p>District Committees (with representation from across the grade levels and sites) Each committee was presented with the LCAP priorities and process and provided feedback and suggestions.</p> <p>a. Common Core Curriculum Council: This committee represents the Common Core leadership team for the district and includes representatives of teachers and administrators from all sites.</p> <p>b. Positive Behavior Interventions and Supports (PBIS) District Leadership Team: This committee oversees the implementation of PBIS at each site. LCAP feedback was focused on school climate.</p> <p>c. Gifted and Talented Education (GATE) Council: This council includes administrators, teachers, and parents.</p>	<p>Conditions for Learning:</p> <p>Student achievement and CCSS PD and support for teachers to help with transition Maintain and increase high expectations for student achievement Support for CCSS implementation, including resources to support parent understanding and ways to help students Support and time for teachers to create CCSS units and lessons Increase support for struggling students Increased parent classroom volunteers Increased emphasis on Project Based Learning and integrated learning Increased differentiation in classroom for both high achieving and struggling students Continue enhancement of technology to support student learning and coincide with 21st century learning and skills Increased and varied parent communication Support consistent teacher quality Decrease class sizes, especially in primary grades Continue support for GLAD and time to develop units Provide materials to support CCSS Maintain accelerated courses at middle school Maintain and support school libraries Increased teacher collaboration and sharing of best practices Maintain highly quality teachers that are in the district</p> <p>Engagement: Continued emphasis on whole child, with PE, Arts, and Music Increased focus on student engagement, especially for students with behavior</p>

Involvement Process	Impact on LCAP
<p>Home and School Presidents: Superintendent met with the presidents, reviewed the LCAP process gathered input.</p> <p>Parent Advisory Committees:</p> <p>a. District English Language Advisory Committee (DELAC) and District Advisory Committee (DAC) reviewed data focused on Title I and Title III Program Improvement Plan and the revised LEA Plan. LCAP process and goals were discussed.</p> <p>Site:</p> <p>a. School Site Council (SSC) involved in the development of the Single Plan for Student Achievement, including feedback and suggestions. The SPSA is in alignment with the LEA Plan the LCAP priorities</p> <p>b. English Language Advisory Committee (ELAC): Reviewed data related to EL students and provided input for SPSA and LCAP</p>	<p>issues</p> <p>Return of elementary PE teacher</p> <p>Student collaboration</p> <p>School Climate:</p> <p>Continued support for PBIS with Increased support for Tier 2</p> <p>Continued focus with Project Cornerstone at all sites</p> <p>Emphasize decreased bullying and cyber bullying, especially at the middle school</p> <p>Parent Involvement:</p> <p>Increased parent volunteers, with training</p> <p>Increased diversity on school committees</p> <p>Effective communication between school and home, improve streamlined and online communication from school and district</p> <p>Maintain updated school websites and calendars</p> <p>Continue with parent surveys and input</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 (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	
Need: The 2013 CST data showed decrease for all students from 78% to 72% in ELA. CCSS ELA needs to be fully implemented Metrics: K-2 DRA2 Grades 3-5 End of Year Curriculum Associates Common core Benchmark Site Assessments CELDT	1) Teachers will use CCSS ELA aligned materials and strategies to fully implement CCSS ELA instruction and assessment with particular focus on SWD, EL, Foster Youth and SED students.	---ALL Students---	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	75% of students all students in grades Kindergarten – 5th will attain grade level proficiency or above in English Language Arts 50% of Hispanic/Latino students will achieve proficiency; 51% of Socioeconomically Disadvantaged students will achieve proficiency;	80% of students all students in grades Kindergarten – 5th will attain grade level proficiency or above in English Language Arts 57% of Hispanic/Latino students will achieve proficiency; 58% of Socioeconomically Disadvantaged students will achieve proficiency;	85% of students all students in grades Kindergarten – 5th will attain grade level proficiency or above in English Language Arts 63% of Hispanic/Latino students will achieve proficiency; 65% of Socioeconomically Disadvantaged students will achieve proficiency;	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes

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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					54% of English Learner students will achieve proficiency 90% of teachers using CCSS aligned materials and strategies, per walk through observation rubric data	61% of English Learner students will achieve proficiency 95% of teachers using CCSS aligned materials and strategies, per walk through observation rubric data	67% of English Learner students will achieve proficiency 100% of teachers using CCSS aligned materials and strategies, per walk through observation rubric data	

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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								

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matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.								
Need: CCSS Math needs to be fully implemented Metrics: Site and District Trimester Benchmark Assessments End of Year Benchmark	2) Teachers will use CCSS Math aligned materials and strategies to fully implement CCSS Math instruction and assessment with particular focus on SWD,	---ALL Students---	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	79% of all students in grades Kindergarten-5th will attain proficiency or above in Mathematics 58% of Socioeconomic ally	84% of all students in grades Kindergarten-5th will attain proficiency or above in Mathematics 63% of Socioeconomic ally	89% of all students in grades Kindergarten-5th will attain proficiency or above in Mathematics 68% of Socioeconomic ally	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes

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Assessments MARS Assessment SBAC 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	EL, Foster Youth and SED students.				Disadvantaged students will achieve proficiency 63% of English Learner students will achieve proficiency 54% of Hispanic/Latino students will achieve proficiency	Disadvantaged students will achieve proficiency 68% of English Learner students will achieve proficiency 60% of Hispanic/Latino students will achieve proficiency	Disadvantaged students will achieve proficiency 73% of English Learner students will achieve proficiency 66% of Hispanic/Latino students will achieve proficiency	

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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								

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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.								
Need: The 2013 Data showed a decrease for all students in proficiency from 78-72% in ELA and from	3) Students needing assistance with learning and achievement will be provided	---ALL Students---	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this	In ELA, students will continue to be grouped by the ExCel model with all students needing	In ELA, students will continue to be grouped by the ExCel model with all students needing	In ELA, students will continue to be grouped by the ExCel model with all students needing	State Standards Implementation Pupil Achievement Other Pupil Outcomes

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80%-74% in Mathematics. Metrics: DRA2, ELA Curriculum Associates District Benchmark and SBAC will be used to assess progress towards goals in English Language Arts. The district end of year Assessment, K-2, and the Grades 3-5 Curriculum Associates Common Core	monitored, targeted interventions. Priority for SWD, EL, Foster Youth and SED students.			section.	assistance placed in the appropriate instructional group. Additional and/extended learning time will be provided for Tier 2 students in ELA. A flexible grouping strategy will be introduced in Mathematics. Teachers will receive professional	assistance placed in the appropriate instructional group. Additional and/extended learning time will be continued and improved for Tier 2 students in ELA. A flexible grouping strategy will be continued in Mathematics. Staff will provide appropriate	assistance placed in the appropriate instructional group. Additional small group instruction will be provided students who need additional work. Additional and/extended learning time will be continually evaluated and improved for Tier 2 students in ELA.	

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Math Assessment and SBAC will be used to assess progress towards goals in Mathematics. As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance					development in working with students needing additional interventions.	interventions for students in small groups as needed.	A flexible grouping strategy will be continued in Mathematics.	

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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								

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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.								
Need: ELD standards need to be fully	4) Teachers will align ELD instruction with	Reclassified-Fluent English Proficient (R	Bagby Elementary	Not Applicable - 2013 is the first year for the	5-10 percentage increase in Annual	5-10 percentage increase in Annual	5-10 percentage increase in Annual	State Standards Implementation Course Access

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implemented during throughout the day and during dedicated ELD instruction. Metric: CELDT data As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance	ELD standards.	-FEP) *English Learner (EL)		LCAP so there will be no information to input in this section.	Measurable Achievement Objectives (AMAO) targets	Measurable Achievement Objectives (AMAO) targets	Measurable Achievement Objectives (AMAO) targets	Pupil Achievement Other Pupil Outcomes

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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								

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	
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.								
Need: Students need to be literate citizens	5) Students and teachers will have increased	---ALL Students---	Bagby Elementary	Not Applicable - 2013 is the first year for the	Staff and parents will explore	Staff and parents will explore	Teachers will be adept at incorporating	State Standards Implementation Course Access

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	
of the 21st century, using technology as a tool to learn, write, and communicate. Metric: Number of teachers involved in Digital Academies. Walk through observation of technology use for learning As a kindergarten through 8th grade district, we do not administer the	access to technology to enhance student learning and promote literacy in ELA and Math. Particular focus on increased access for SWD, EL, Foster Youth and SED students.			LCAP so there will be no information to input in this section.	increased opportunities to incorporate 21st Century Learning Skills as an integral part of a high quality instruction and to promote student engagement. All students will have access to technology. Professional development will be provided to teachers.	increased opportunities to incorporate 21st Century Learning Skills as an integral part of a high quality instruction and to promote student engagement. Student success in manipulating the SBAC test will be analyzed by teachers in collaborative groups. All students will	21st Century Learning Skills as an integral part of a high quality instruction and to promote student engagement. Student success in manipulating the SBAC test will be analyzed by teachers in collaborative groups. All students will have access to technology.	Pupil Achievement Pupil Engagement

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	
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					Number of teachers involved in digital academies will increase by four.	have access to technology. Professional development will be provided to teachers. Increase number teachers involved in one or both of Digital Academies by four.	Professional development will be provided to teachers in 21st century skills and new technologies..	

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	
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								

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	
courses, and graduate high school.								
Need: Improve school climate and parent/family engagement. Metrics: School climate survey, number of office referrals, suspension rates, family attendance at functions/activities and committee meetings As a	6) School will maintain a positive school culture and foster an inclusive, effective learning environment in which students and families feel connected and successful in their learning. Parents will participate as classroom	---ALL Students---	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Baseline data for school climate survey 50% drop in office referrals in School wide Information System (SWIS) data 10% increase in parent participation sign in/logs for Home and School Club activities and English Language	5-10% improvement school climate survey results 10% drop in office referrals in SWIS data 10% increase in parent participation sign in/logs for Home and School Club activities and ELAC Increased diversity of parents serving	5-10% improvement school climate survey results 10% drop in office referrals in SWIS data 10% increase in parent participation sign in/logs for Home and School Club activities and ELAC Increased diversity of parents serving	Parent Involvement Pupil Engagement School Climate

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	
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	volunteers, in school functions and as part of governance opportunities. Particular focus on parents of SWD, EL, Foster Youth and SED students.				Advisory Committee (ELAC) Increased diversity of parents serving on School Site Council (SSC) 5-10% increase in classroom volunteers	on SSC 5-10% increase in classroom volunteers	on School Site Council 5-10% increase in classroom volunteers	

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	
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								

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	
prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.								
Need: Maintain and support highly qualified teachers. Ensure teachers trained in Common Core state standards. Metrics: Demonstrated student growth with selected	7) Provide all students with highly qualified teachers and teacher trained in Common Core State Standards with particular emphasis on SWD, EL, Foster Youth and SED students.	---ALL Students---	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	100% of teachers will be highly qualified and 90% of all teachers will participate in CCSS training.	100% of teachers will be highly qualified and 95% of all teachers will participate in CCSS training.	100% of teachers will be highly qualified and 100% of all teachers will participate in CCSS training.	Basic State Standards Implementation

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>local benchmark assessments, per calendar, and formative assessments during inquiry cycle, BTSA online surveys, rate of recommendation for clear credentials.</p> <p>As a kindergarten through 8th grade district, we do not administer the California High</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	
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								

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	
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								

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

Guiding Questions

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) Teachers will use CCSS ELA aligned materials and strategies to fully implement CCSS ELA instruction and assessment with particular focus on SWD, EL, Foster Youth and SED students.	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes	1) Implement Response to Instruction (Rtl) cluster model (ExCel) for Kindergarten through fifth grade students incorporating Common Core standards and curriculum. Targeted focus and support provided for SWD, EL, Foster Youth and SED students.	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$49,000 Rtl Instructional aides--LCFF Basic LCFF Basic (0000)	\$49,000 Rtl Instructional aides--LCFF Basic LCFF Basic (0000)	\$49,000 Rtl Instructional aides--LCFF Basic LCFF Basic (0000)
	State Standards Implementation	2) Purchase and support use of	Bagby Elementary	Not Applicable - 2013 is the first	\$7000 Materials LCFF Basic (0000)	\$7000 Materials LCFF Basic (0000)	\$7000 Materials LCFF Basic (0000)

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
	Course Access Pupil Achievement Other Pupil Outcomes	supplemental materials such as non-fiction leveled books to support the Common Core to differentiate literacy instruction. Purchase other research based materials that enhance the core curriculum and support Foundational Skills emphasized in the Common Core with targeted support for SWD, EL, Foster Youth, and SED students..		year for the LCAP so there will be no information to input in this section.			
	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes	3) Implement science/Common Core literacy integration lesson and units, with focus on Project Based Learning.	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$5,000 PD, Materials LCFF Basic (0000)	\$5,000 PD, Materials LCFF Basic (0000)	\$5,000 PD, Materials LCFF Basic (0000)

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
	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes	4) Provide library aide to maintain access to school library materials for all students, including purchase of additional library books, software and programs with focus on access for SWD, EL, Foster Youth, and SED students.	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$1,000 Software-- LCFF Basic \$16,500 Library aide and materials-- Donations LCFF Basic (0000),Other	\$1,000 Software-- LCFF Basic \$16,500 Library aide and materials-- Donations LCFF Basic (0000),Other	\$1,000 Software-- LCFF Basic \$16,500 Library aide and materials-- Donations LCFF Basic (0000),Other
	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes	5) Provide site professional development opportunities including peer observation and coaching, and lesson demonstrations by peers.	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$5,000 Substitutes for PD and observations LCFF Basic (0000)	\$5,000 Substitutes for PD and observations LCFF Basic (0000)	\$5,000 Substitutes for PD and observations LCFF Basic (0000)
2) Teachers will use CCSS Math aligned materials and strategies to fully implement	State Standards Implementation Course Access Pupil Achievement Other Pupil	1) Provide site professional development opportunities including peer	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to	\$3,600 Substitutes for teachers release for collaboration LCFF Basic (0000)	\$3,600 Substitutes for teachers release for collaboration LCFF Basic (0000)	\$3,600 Substitutes for teachers release for collaboration LCFF Basic (0000)

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
CCSS Math instruction and assessment with particular focus on SWD, EL, Foster Youth and SED students.	Outcomes	observation and coaching, and lesson demonstrations by peers.		input in this section.			
	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes	2) Provide materials to support critical thinking in math and Common Core unit writing, with particular support for SWD, EL, Foster Youth, and SED students.	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$583 Materials, LCFF Basic LCFF Basic (0000)	\$583 Materials, LCFF Basic LCFF Basic (0000)	\$583 Materials, LCFF Basic LCFF Basic (0000)
5) Students and teachers will have increased access to technology to enhance student learning and promote literacy in ELA and Math. Particular focus an increased access for SWD, EL, Foster Youth	State Standards Implementation Course Access Pupil Achievement Pupil Engagement	1) Professional development on use of iPads and other current technology to support student engagement and learning, incorporating 21st century innovation and skills in	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$5,500 Professional development, substitutes for release time, tech support--LCFF Basic \$17,500 Technology support and enhancement--Donations	\$5,500 Professional development, substitutes for release time, tech support--LCFF Basic \$17,500 Technology support and enhancement--Donations	\$5,500 Professional development, substitutes for release time, tech support--LCFF Basic \$17,500 Technology support and enhancement--Donations

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 SED students.		alignment with Common Core standards .			LCFF Basic (0000),Other	LCFF Basic (0000),Other	LCFF Basic (0000),Other
	State Standards Implementation Course Access Pupil Achievement Pupil Engagement	2) Provide parent education opportunities with 21st century skills and Common Core standards to assist parents in supporting their students.	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$1000 Parent Education LCFF Basic (0000)	\$1000 Parent Education LCFF Basic (0000)	\$1000 Parent Education LCFF Basic (0000)
6) School will maintain a positive school culture and foster an inclusive, effective learning environment in which students and families feel connected and successful in their learning. Parents will participate as classroom volunteers, in	Parent Involvement Pupil Engagement School Climate	1) Sustain and support Positive Behavior Interventions and Supports (PBIS), both Tier 1 and Tier 2.	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$2,000 Training, materials, and supplies LCFF Basic (0000)	\$2,000 Training, materials, and supplies LCFF Basic (0000)	\$2,000 Training, materials, and supplies LCFF Basic (0000)

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
school functions and as part of governance opportunities. Particular focus on parents of SWD, EL, Foster Youth and SED students.							
	Parent Involvement Pupil Engagement School Climate	2) Sustain and continue to implement asset building support with Project Cornerstone Expect Respect for students and Asset Building Champions (ABC) parent readers.	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$500 Materials LCFF Basic (0000)	\$500 Materials LCFF Basic (0000)	\$500 Materials LCFF Basic (0000)
	Parent Involvement Pupil Engagement School Climate	3) Maintain Safety Team to support implementation of site Safety Plan.	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$1,000 Supplies and Materials LCFF Basic (0000)	\$1,000 Supplies and Materials LCFF Basic (0000)	\$1,000 Supplies and Materials LCFF Basic (0000)
7) Provide all	Basic	1) A	Bagby Elementary	Not Applicable -	PD and Materials:	PD and Materials:	PD and Materials:

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
students with highly qualified teachers and teacher trained in Common Core State Standards with particular emphasis on SWD, EL, Foster Youth and SED students.	State Standards Implementation	comprehensive professional development schedule will be developed for all teachers to participate in CCSS training with particular emphasis on SWD, EL, Foster Youth and SED students. It will include: 1. Continuing introduction to CCSS 2. Explicit ELD instruction using language objectives and sentence frames. 3. Guided Language Acquisition Design (GLAD) with Gladiators 4. Implementing		2013 is the first year for the LCAP so there will be no information to input in this section.	\$23,790--LCFF Basic \$41,900--Common Core Funds \$1175--Title III LEP LCFF Basic (0000),Title III LEP (4203),Common Core (7405)	\$23,790--LCFF Basic \$41,900--Common Core Funds \$1175--Title III LEP LCFF Basic (0000),Title III LEP (4203),Common Core (7405)	\$23,790--LCFF Basic \$41,900--Common Core Funds \$1175--Title III LEP LCFF Basic (0000),Title III LEP (4203),Common Core (7405)

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
		Rigor in all lessons. 5. Focus on the use of technology and 21st century skills. 6. Formative Assessments					

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
3) Students needing assistance with learning and achievement will be provided monitored, targeted interventions. Priority for SWD, EL, Foster Youth and SED students.	State Standards Implementation Pupil Achievement Other Pupil Outcomes	1) Using research based intervention materials, provide additional/extended learning time (Tier 2) and monitor progress for targeted students in English Language Arts during and beyond the school day. Specific focus on targeted SWD, EL, Foster Youth, and SED students. Applicable	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$5,000 Curriculum and materials--LCFF Basic \$34,883 Tier 2 instruction/Instructional Aides--LCFF Supplemental LCFF Basic (0000),LCFF Supplemental (0000)	\$5,000 Curriculum and materials--LCFF Basic \$34,883 Tier 2 instruction/Instructional Aides--LCFF Supplemental LCFF Basic (0000),LCFF Supplemental (0000)	\$5,000 Curriculum and materials--LCFF Basic \$34,883 Tier 2 instruction/Instructional Aides--LCFF Supplemental LCFF Basic (0000),LCFF Supplemental (0000)

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
		Subgroups: Students with Disability *Economically Disadvantaged *English Learner (EL) *Foster Youth					
	State Standards Implementation Pupil Achievement Other Pupil Outcomes	2) Using research based intervention materials, provide additional/extended learning time (Tier 2) for targeted students in Math during and beyond the school day. Particular emphasis on EL and SED students. Applicable Subgroups: Students with Disability *Economically Disadvantaged	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$30,000 Tier 2 instruction--LCFF Supplemental \$5,000 Curriculum--LCFF Supplemental LCFF Supplemental (0000)	\$30,000 Tier 2 instruction--LCFF Supplemental \$5,000 Curriculum--LCFF Supplemental LCFF Supplemental (0000)	\$30,000 Tier 2 instruction--LCFF Supplemental \$5,000 Curriculum--LCFF Supplemental LCFF Supplemental (0000)

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
		*English Learner (EL)					
	State Standards Implementation Pupil Achievement Other Pupil Outcomes	3) Provide materials to support critical thinking in math and Common Core unit writing, with particular support for SWD, EL, Foster Youth, and SED students. Applicable Subgroups: Students with Disability *Economically Disadvantaged *English Learner (EL) *Foster Youth	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$5,583 Materials--LCFF Supplemental LCFF Supplemental (0000)	\$5,583 Materials--LCFF Supplemental LCFF Supplemental (0000)	\$5,583 Materials--LCFF Supplemental LCFF Supplemental (0000)
4) Teachers will align ELD instruction with ELD standards.	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes	1) Provide dedicated English Language Development (ELD) instructional block to support EL students in	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$2,863 Support staff--LCFF Basic \$20,000 Teachers, curriculum and materials--LCFF Supplemental LCFF Basic (0000	\$2,863 Support staff--LCFF Basic \$20,000 Teachers, curriculum and materials--LCFF Supplemental LCFF Basic (0000	\$2,863 Support staff--LCFF Basic \$20,000 Teachers, curriculum and materials--LCFF Supplemental LCFF Basic (0000

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
		language acquisition. Provide increased and differentiated ELD instructional time for EL students based on CELDT level and monitored progress of language acquisition. Applicable Subgroups: *English Learner (EL)),LCFF Supplemental (0000)),LCFF Supplemental (0000)),LCFF Supplemental (0000)
	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes	2) Provide professional development for staff with use of instructional materials and effective strategies for Dedicated ELD Block and integration of ELD during the school	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$5,000 Substitutes for professional development and collaboration-- LCFF Basic \$18,527 PD--LCFF supplemental LCFF Basic (0000),LCFF Supplemental (0000)	\$5,000 Substitutes for professional development and collaboration-- LCFF Basic \$18,527 PD--LCFF supplemental LCFF Basic (0000),LCFF Supplemental (0000)	\$5,000 Substitutes for professional development and collaboration-- LCFF Basic \$18,527 PD--LCFF supplemental LCFF Basic (0000),LCFF Supplemental (0000)

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
		day. PD includes Guided Language Acquisition by Design (GLAD), Explicit ELD instruction using content and language objectives along with sentence frames, questioning strategies to promote critical thinking, Foundations of Literacy training. Applicable Subgroups: *English Learner (EL)					
	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes	3) With the ELD Coordinator, refine and revise process for monitoring Reclassified Fluent English	Bagby Elementary	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	\$5000 Monitoring and instruction LCFF Supplemental LCFF Supplemental (0000)	\$5000 Monitoring and instruction LCFF Supplemental LCFF Supplemental (0000)	\$5000 Monitoring and instruction LCFF Supplemental LCFF Supplemental (0000)

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>Proficient Students and providing needed targeted academic support.</p> <p>Applicable Subgroups: Reclassified-Fluent English Proficient (R-FEP)</p>					

- 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.)

The funding calculation employed by the district for Bagby School, in response to LCFF guidelines is:

14-15: \$117,993

15-16: \$117,993

16-17: \$117,993

The amounts listed in the LCAP are estimates, and include a combination of both district and site contributions. Actual costs may vary depending on the number of teachers in professional development, number of new teachers at the site, and if the district moves ahead with materials adoption, to site some examples.

Targeted, differentiated instruction and learning for selected students per data review as well as extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL and SED students

Supplemental funds are not being used in a school wide manner.

- 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.

Focused targeted, differentiated instruction and learning for selected students per data review as well as and extended learning time. Student progress is monitored with formative and summative assessments on a regular basis and instruction adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. The supplemental funds are targeted to support EL and SED students. EL students are also provided with dedicated English Language Development (ELD) instruction.

Services provided in the LCAP that are focused on SED, EL, and Foster Youth students are designed to meet their instructional and social/emotional needs within the school day and in supportive services that include targeted, differentiated instruction, mental health services, and both before and after school extended day options. These student populations comprise 23% of our student population resulting in a 4.4% increase in funding and supports.

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.