

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

LEA: Bear Valley Unified School District Contact (Name, Title, Email, Phone Number): Kurt Madden, Superintendent, kurt_madden@bearvalleyusd.org, 909-866-4630 LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p><u>COMMUNITY GENERAL INFORMATION MEETINGS</u></p> <p>October 22, 2013 – Common Core State Standards information</p> <p>November 19, 2013 – Technology Colloquium</p> <p>January 12, 2014 – Technology Showcase</p>	<p>BVUSD’s desire is to keep all critical stakeholders informed and educated as to the changes in California’s educational demands and instructional strategies. To that end, community information meetings with myriad foci were scheduled though out the valley.</p> <p>As a general overview of the Common Core State Standards (CCSS) for those not involved in education or familiar with educational practices, Kurt Madden, Superintendent, introduced some of the changes embedded in the transition to CCSS. Additionally, each of the district’s curriculum facilitators reviewed their respective areas of expertise (ELA, Math) and explained how classroom instruction was affected by the CC. This meeting was attended by community members, teachers, parents, and students. A time of questions and answers closed out the meeting.</p> <p>The purpose of this colloquium was to familiarize the community with web-based 2.0 tools in an effort to promote collaboration between students and teachers, teachers to parents, and teachers to teachers.</p> <p>Presenters showed a wide variety of online educational resources that could be utilized to enhance the Four C’s (Communication, Collaboration, Critical Thinking, Creativity) and various strategies to support the implementation of the CCSS. Participants consisted of students, parents, community members, teachers, and administrators.</p> <p>Manny Marquez, a teacher proficient in instructional and educational technology, explained to stakeholders how technology use was being</p>

Involvement Process	Impact on LCAP
<p><u>FIRESIDE CHATS WITH CRITICAL STAKEHOLDERS</u></p> <p>February 12, 2014 - Forest Falls area (home of Fallsvale Elementary) February 26, 2014 - "Arts" focus March 10, 2014 - "District English Learner Advisory Committee" (DELAC) focus March 17, 2014 - "Elementary" focus March 18, 2014 - "Secondary" focus</p>	<p>implemented in the classrooms district-wide to prepare our students for the demands of the 21st Century. He showcased several K-12 classrooms with photos and videos of different students and classrooms at work as technology was integrated as an instructional tool.</p> <p>Fireside Chats provided an informal venue where community members, parents, teachers, county child welfare agents, foster youth stakeholders, English Learner parents and students offered input and discussion relevant to issues in BVUSD. Information was presented regarding the components of CCSS, LCFF, and LCAP and the importance of a "needs assessment" in the Bear Valley School District. The state priorities of Conditions of Learning, Pupil Outcomes, and Engagement, were explained in detail to provide the stakeholders the necessary background knowledge to foster relevant conversations and informed decision making capabilities. Quantitative data concerning Conditions of Learning (i.e. student access to CC standard aligned curriculum, technology purchases, and teacher professional development), Pupil Outcomes (i.e. API, AP, CAHSEE and STAR proficiency levels) and Engagement (i.e. attendance and drop out rates, discipline, and graduation rates) were shared. Break out groups, facilitated by BVUSD personnel, continued the discussion on a more personal level and each group articulated specific goals for the district based on state priorities in alignment with perceived priorities for BVUSD. Each group's ideas were then shared with the attendees of the meeting and modified with respect to each groups' discussions and concerns. These shared lists were then compiled to determine emerging themes of need expressed by the stakeholders. These themes were then taken to the steering committee for further revision and discussion and were used to formulate and refine the LCAP goals for BVUSD.</p>

Involvement Process	Impact on LCAP
<p><u>STUDENT FOCUS GROUPS</u></p> <p>March 4, 2014 – Student Focus Group (Big Bear Elementary)</p> <p>March 5, 2014 – Student Focus Group (Big Bear High School)</p> <p>March 6, 2014 – Student Focus Group (Chautauqua Continuation High School)</p> <p>March 11, 2014 – Student Focus group (Baldwin Lane Elementary)</p> <p>March 14, 2014 – Student Focus group (Big Bear Middle School)</p> <p>March 17, 2014 – Student Focus group (North Shore Elementary)</p>	<p>Recognizing our students as critical stakeholders with valuable input, we provided a safe environment where students could openly express their views and suggestions regarding priorities for BVUSD. To further foster a candid discussion, the principals were not present, but instead the meetings were facilitated by various district personnel. At each school, 8 - 15 students were invited. Quantitative data concerning Conditions of Learning (i.e. student access to CC standard aligned curriculum, technology purchases, and teacher professional development), Pupil Outcomes (i.e. API, AP, CAHSEE and STAR proficiency levels) and Engagement (i.e. attendance and dropout rates, discipline, and graduation rates) were shared relevant to the students' respective level of comprehension and a discussion was held concerning student priorities in these areas. The students created a list of their priorities and shared those with the group. The students' ideas were compiled and added to the list of emerging thematic outcomes from previous community discussions which were then taken into account during the next revision of the current list of LCAP goals at the next steering committee meeting.</p> <p>Facilitated by Kurt Madden, Superintendent; attended by 11 sixth graders</p> <p>Facilitated by Kurt Madden, Superintendent; attended by 20 Associated Student Body (ASB) students</p> <p>Facilitated by Kurt Madden, Superintendent, and Doug Lane, Lead Teacher; attended by 7 of the student governing group</p> <p>Facilitated by Kurt Madden, Superintendent; attended by 12 sixth graders</p> <p>Facilitated by Tina Fulmer, Director of Personnel/ Educational Services; attended by 14 eighth graders</p> <p>Facilitated by Tina Fulmer, Director of Personnel/ Educational Services; attended by 12 sixth graders</p>

Involvement Process	Impact on LCAP
<p>March 19, 2014 – Student focus group (Fallsvale Elementary)</p> <p><u>STAKEHOLDER SURVEYS</u></p> <p>March 10-14, 2014 – Staff and Student surveys released March 17-21, 2014 – Community Survey released</p> <p><u>STEERING COMMITTEE MEETINGS</u></p> <p>March 11, 2014 – LCAP Steering Committee meeting April 8, 2014 – LCAP Steering Committee meeting April 29, 2014 – LCAP Steering Committee meeting May 13, 2014 – LCAP Steering Committee meeting May 27, 2104 - LCAP Steering Committee meeting June 3, 2014 – LCAP Steering Committee meeting</p>	<p>Facilitated by Kurt Madden, Superintendent, attended by 6 sixth graders</p> <p>Cognizant that not all stakeholders were able to attend a community informational meeting, and due to our desire to give ample opportunity for input, surveys were sent out to the parents, community members, BVUSD staff, and students. Quantitative data concerning Conditions of Learning (i.e. student access to CC standard aligned curriculum, technology purchases, and teacher professional development), Pupil Outcomes (i.e. API, AP, CAHSEE and STAR proficiency levels) and Engagement (i.e. attendance and drop out rates, discipline, and graduation rates) were shared. The survey questions addressed each of the state priorities and asked for participants to list the top three goals he/she felt should be addressed in the LCAP. The responses were then compiled, categorized according to themes, and added to existing data.</p> <p>In addition to formal and informal meetings targeted at all stakeholders, BVUSD established a LCAP Steering Committee made up of teachers, classified staff, parents, students, and community members, who met to discuss the outcomes of the data gathered from respective stakeholders via meetings and surveys, categorized the identified needs, identified emerging themes, and began to focus the data into workable objectives and goals for each of the state established priorities. These meetings were facilitated by Kurt Madden, Superintendent, Tina Fulmer, Director of Personnel/ Educational services, Walter Con, Assistant Superintendent of Business Services, and Lisa Waner, LCAP Coordinator.</p> <p>In addition to the above scheduled meetings, BVUSD offered ongoing updates to various stakeholders to keep them apprised of the progress of the LCAP process. These meetings addressed specific focus groups, each having particular areas of concern. The ensuing feedback from these meetings was used to further inform the writing and structure of the LCAP document.</p>

Involvement Process	Impact on LCAP
<p><u>INSTRUCTIONAL LEADERSHIP TEAM MEETINGS</u></p> <p>April 15, 2014 – Cabinet, Administration, Curriculum Coaches, Special Education Director</p> <p>April 23, 2014 – Cabinet, Administration, Curriculum Coaches, Special Education Director</p> <p>May 13, 2014 - Cabinet, Administration, Curriculum Coaches, Special Education Director</p> <p>May 27, 2014 - Cabinet, Administration, Curriculum Coaches, Special Education Director</p>	<p>In order to analyze and utilize stakeholder input from the Steering Committee to further refine BVUSD’s needs and goals per the stakeholders, this smaller group met to provide input for the drafting of the LCAP to prepare sections for presentation to the Steering Committee. Data was presented and priorities articulated relative to the needs of the students of Bear Valley.</p>
<p><u>ADDITIONAL UPDATES</u></p> <p>January 23, 2014 - BVUSD Classified and Certificated Staff-Elementary</p> <p>February 10, 2014 - BVUSD Classified and Certificated Staff-Secondary</p> <p>March 10, 2014 – LCAP Update at Budget Advisory</p> <p>March 12, 2014 – BVEA (Teacher’s union) group</p> <p>April 7, 2014 – LCAP update at Health Council Meeting</p> <p>April 14, 2014 - CSEA (Classified staff member’s union) group</p> <p>March 19, 2014 – DELAC Parent Advisory committee update</p> <p>June 2, 2014 – DELAC Parent Advisory committee update</p> <p>March 5, 2014 - BVUSD Board Meeting</p>	<p>Kurt Madden, Superintendent, and Walter Con, Assistant Superintendent of Business Services, presented information relative to the LCFF, LCAP, and implications for our school district, including an update on the emerging themes of priorities based on continual stakeholder input. Feedback from these information sessions were used to inform the continual revision of the LCAP.</p> <p>Two meetings were also held to ensure that the parents of our English Learner students were kept informed and updated on BVUSD’s developing LCAP. Kurt Madden, Superintendent, and Marjie Perkins, District EL Coordinator, along with several bi-lingual interpreters, reviewed the LCAP in detail. Mr. Madden took his time and answered questions and used this parent input to further refine the meeting of the needs of our English Learner students. The response was positive and Mr. Madden emphasized that his door was always open if more questions surfaced during this drafting stage.</p> <p>Kurt Madden, Superintendent, facilitated a discussion with board members relative to LCAP updates and gathered feedback and input for use in the LCAP revision process.</p>

Involvement Process	Impact on LCAP
<p>April 16, 2014 - BVUSD Board Meeting</p> <p>June 4, 2014 – BVUSD Board Meeting</p>	<p>Kurt Madden, Superintendent, facilitated a discussion with Board Members relative to LCAP updates and next steps.</p> <p>Kurt Madden, Superintendent, shared an updated overview of our LCAP with Board Members and community members who were in attendance.</p> <p>In summary, formally documented input instances either through attendance at a community or focus group meeting, or via the survey, numbered 513. This does not include the countless informal conversations, discussions, and questions surrounding the formation of the LCAP document. The input from these respective stakeholders, based on the presentation of data and a draft of the goals and actions created in group discussions, was used to further refine and formulate BVUSD’s LCAP in an effort to accurately reflect the stakeholders’ priorities for the district.</p> <p>Initially, after several meeting with stakeholder input, we listed 42 priorities in Category #1 – Conditions of Learning, 28 priorities in Category #2 – Pupil Outcomes, and 37 priorities in Category #3 – Engagement. Through hours of discussion, decisions, and stakeholder input, our final list of priorities was pared down to the following ten themes:</p> <ul style="list-style-type: none">• Increase of technology and access points• Increase of professional development• Increase of instructional supplies• Provide opportunities for interventions during and after the school days• Provide enrichment programs, not limited to, but including: GATE, STEM, ROP/CTE, Strings, and Outdoor Education• Restoration of a district-wide VAPA program• Transportation for after-school programs and interscholastic sport competitions at the secondary level• Reduction of class size• Increase bilingual support for students and parents• Expansion of Healthy Start program and integration of Parent Center

Involvement Process	Impact on LCAP
<p>June 6, 2014 – LCAP posted on BVUSD’s website for community review and input</p>	<p>With each revision, efforts were made to emphasize these priorities as a guiding influence on the crafting of the LCAP to best reflect stakeholders’ input for Bear Valley.</p> <p>A community announcement was made as to the availability of the most recent LCAP draft on the district website. During this time prior to the Public Hearing, Kurt Madden, Superintendent will respond via email individually to any and all comments generated by Bear Valley’s stakeholders in order to best reflect community input in the final stages of developing the LCAP.</p>
<p>June 14, 2014 – Public Hearing</p>	<p>Presentation of LCAP and Budget to the public and BVUSD’s Governing Board and shared with all stakeholders to gather final feedback and input</p>
<p>June 30, 2014 – LCAP and Budget Presentation</p>	<p>LCAP and Budget presented to the BVUSD Governing Board for final adoption</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	
<p>NEED: Increase percent of students graduating college ready</p> <p>METRIC: Percent of graduating seniors completing A-G requirements (2013: 35%)</p> <p>METRIC: Percent of graduating seniors seeking post-secondary education (2013: 56%)</p>	<p>Goal 1: Increase percent of students who are on track to graduate college and career ready</p>	Seniors	High Schools				<p>State Priorities 4: Pupil Achievement</p> <p>District Strategic Plan 1. Academic Excellence</p> <p>Site School Accountability Report Cards (SARC)</p>	
				Percent of students completing A-G requirements will increase by 2%	Percent of students completing A-G requirements will increase by 2% from previous year	Percent of students completing A-G requirements will increase by 2% from previous year		
				Percent of students seeking post-secondary education will increase by 1%	Percent of students seeking post-secondary education will increase by 1%	Percent of students seeking post-secondary education will increase by 1%		

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<p>NEED: Provide students with educational instruction aligned to the Common Core State Standards (CCSS)</p> <p>METRIC: End of year CAASPP scores</p>		All	All sites		Establish math and English Language Arts baseline scores from CAASPP 2015	Student CAASPP math scores will increase by 2%; English scores will increase by 2%; (based on previous year scores)	Student CAASPP math scores will increase by 2%; English scores will increase by 2%; (based on previous year scores)	<p>State Priorities 2. State Standards Implementation 4. Pupil Achievement</p> <p>District Strategic Plan 1.1 Academic Performance</p> <p>SARC</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>NEED: Increase number of students scoring Proficient and Advanced on Quarterly benchmarks</p> <p>METRIC: Quarterly LEA benchmark tests and LEA proficiency levels in 2015</p>		All	All sites		Establish math and ELA student score baselines via quarterly assessments	Student scores on quarterly benchmarks will improve by 1 – 2%	Student scores on quarterly benchmarks will improve by 1 – 2%	<p>State Priorities</p> <p>2. State Standards Implementation</p> <p>4. Pupil Achievement</p> <p>District Strategic Plan</p> <p>1.2 Align Curriculum</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively , all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Increase percent of students at Early Advanced and Intermediate CELDT overall performance levels</p> <p>METRIC: Annual CELDT performance levels and percentages</p>		English Learners	All sites				<p>State Priorities</p> <p>2. State Standards Implementation</p> <p>4. Pupil Achievement</p> <p>SARC</p>	
					The percent of students scoring Early Advanced will increase from 35% to 37% and Intermediate will increase from 33% - 35%	The percent of students scoring Early Advanced and Intermediate will increase by 2% based on previous year	The percent of students scoring Early Advanced and Intermediate will increase by 2% based on previous year	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>NEED: Increase California High School Exit Exam (CAHSEE) census pass rate (currently 89%)</p> <p>METRIC: CAHSEE census scores</p>		All	10 th grade at Big Bear High School and Chautauqua High school				<p>State Priorities</p> <p>2. State Standards Implementation</p> <p>4. Pupil Achievement</p> <p>District Strategic Plan</p> <p>1.1 Academic Performance</p> <p>SARC</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Increase support levels and opportunities for struggling students</p> <p>METRIC: Exit rate of intervention program</p>		<p>English Learners</p> <p>Foster Youth</p> <p>Low Income</p>	All		<p>Establish baseline of intervention attendance levels</p>	<p>2% of students will exit intervention programs based on previous year</p>	<p>2% of students will exit intervention programs based on previous year</p>	<p>State Priorities</p> <p>4. Pupil Achievement</p> <p>7. Course Access</p> <p>District Strategic Plan</p> <p>2.1 Expand Curricular Programs</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: To ensure students feel emotionally and physically supported and safe on campus</p> <p>METRIC: California Healthy Kids Student Survey: (Secondary: School Connectedness Scale; Elementary: Safe Schools and Violence/School Protective Factors)</p>	<p>Goal 2: Provide an educational setting that is conducive to learning</p>	<p>All</p> <p>5rd, 7th, 9th, 11th grades</p>	<p>All sites</p> <p>Elementary, Middle and High School</p>	<p>Establish a baseline from 2014 scores</p>	<p>Key Indicator percentages in connectedness/safety/school protective factors will increase by 3%</p>	<p>Not administered this year</p>	<p>State Priorities 5. Pupil Engagement 6. School Climate</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively , all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Develop a modified Healthy Kids annual student survey assessing engagement, feelings of safety, and climate of learning environment.</p> <p>METRIC: BVUSD district-wide student survey</p>		All	All		Establish baseline survey results	Increased scores based on previous year's results	Increased scores based on previous year's results	<p>State Priorities 5. Pupil Engagement 6. School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Decrease average class size (currently TK-3: 25.8 4-6: 34 7-8: 32 9-12: 28)</p> <p>METRIC: Average Class sizes</p>		<p>All</p> <p>Targeted: TK-3rd grade students</p>	All sites		<p>Continue to meet the required class size reduction progress under the LCFF to achieve 24:1 in K-3 by 2021</p> <p>Work toward reduced class size in grades 4-6 to 33:1 and grades 7-8 to 31:1 based on enrollment</p>	<p>Continue to meet the required class size reduction progress under the LCFF to achieve 24:1 in K-3 by 2021</p> <p>Work toward reduced class size in grades 4-6 to 33:1 and grades 7-8 to 31:1 based on enrollment</p>	<p>Continue to meet the required class size reduction progress under the LCFF to achieve 24:1 in K-3 by 2021</p> <p>Work toward reduced class size in grades 4-6 to 33:1 and grades 7-8 to 31:1 based on enrollment</p>	<p>State Priorities 1. Basic</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively , all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Improve facility cleanliness and maintenance at all sites</p> <p>METRIC: FIT reports</p>		All	All sites		Increase individual site FIT report by 1%	Increase individual site FIT report by 1% from previous year	Increase individual site FIT report by 1% from previous year	<p>State Priorities 1. Basic</p> <p>District Strategic Plan 4.4 Increase Maintenance and Operations Capacity</p> <p>Facility Inspection Tool (FIT)</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively , all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Ensure student safety and security at all sites</p> <p>METRIC: Suspensions/ Expulsion rate at each site</p> <p>METRIC: Number of students recommended for expulsion under AB1729: pupil's rights: suspension or expulsion; alternatives or other means of correction</p>		All	All sites		<p>Maintain Suspension and Expulsion rates of 1% or less</p> <p>Implement AB1729; establish baseline of students recommended for expulsion</p>	<p>Maintain Suspension and Expulsion rates of 1% or less</p> <p>Number of students recommended for expulsion will decrease by 1% based on previous year</p>	<p>Maintain Suspension and Expulsion rates of 1% or less</p> <p>Number of students recommended for expulsion will decrease by 1% based on previous year</p>	<p>State Priorities 6. School Climate</p> <p>SARC</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	
METRIC: Positive Behavior Intervention and Supports (PBIS) the School-wide Information System (SWIS) report of Office Discipline Referrals (ODR)		Elementary and Middle School Students	All Elementary schools and Middle School		Establish a baseline from PBIS SWIS report on number of Office Discipline Referrals (ODR)	The number of ODRs per site will decrease by 1% from previous year	The number of ODRs per site will decrease by 1% from previous year	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively , all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Increase student technology usage</p> <p>METRIC: Quarterly Information Technology report</p>	<p>Goal 3: Increase engagement levels of students</p>	<p>All</p>	<p>All sites</p>	<p>Establish a baseline of Band Width Usage</p>	<p>Band Width Usage will increase by 10%</p>	<p>Band Width Usage will increase by 10%</p>	<p>State Priorities 2. State Standard Implementation</p> <p>District Strategic Plan 2.2 Increase Technology Access</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively , all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Increase participation level of high school students served by Regional Occupation Program (ROP) and Career Technical Education (CTE) (currently at 39%)</p> <p>METRIC: Percentage of high school students enrolled in ROP/CTE classes</p>		All high school students	High School				<p>State Priorities 7. Course Access</p> <p>District Strategic Plan 2.3 Enhance Career Pathways</p>	
					Percentage of students served by CTE programs will increase by 2%	Percentage of students served by CTE programs will increase by 2% from previous year	Percentage of students served by CTE programs will increase by 2% from previous year	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively , all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Increase enrollment in Enrichment opportunities district wide</p> <p>METRIC: Percentage of students enrolled in Enrichment programs</p>		All	All sites		Establish a baseline of students enrolled in Enrichment programs	Percentage of students enrolled in Enrichment programs will increase by 5% based on previous years enrollment	Percentage of students enrolled in Enrichment programs will increase by 5% based on previous years enrollment	<p>State Priorities 3. Parent Involvement 8. Other Pupil Outcomes</p> <p>District Strategic Plan 2.1 Expand Curricular Program</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively , all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Improve the quality of the sports and physical education programs district-wide</p> <p>METRIC: Annual Physical Fitness test scores: Number of students meeting 5 out of 6 Healthy Fitness Zone Standards 5th - 58% 7th - 47.7% 9th - 70.4%</p>		All	All sites		Increase number of students passing 5 out of 6 Healthy Fitness Zone Standards by 2%	Increase number of students passing 5 out of 6 Healthy Fitness Zone Standards by 2%	Increase number of students passing 5 out of 6 Healthy Fitness Zone Standards by 2%	<p>State Priorities 8. Other Pupil Outcomes</p>

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
Goal 1: Increase percent of students who are on track to graduate college and career ready	State Priorities 2. State Standards Implementation 4: Pupil Achievement 7. Course access District Strategic Plan 1. Academic Excellence 1.1 Academic Performance 1.2 Align Curriculum SARC	Action 1: Provide students with qualified staff trained in CCSS implementation strategies (less than 1% misassigned teachers)	LEA Wide		Salary increase of 3% \$430,000 – LCFF Base (B) Grant	Salaries maintained \$430,000 – LCFF Base (B) Grant	Salaries maintained \$430,000 –LCFF Base (B) Grant
			LEA Wide		Professional Development (summer work, conferences, presenters) \$20,000 – (Title I) \$100,000 – (Common Core (CC) one-time funds)	Professional Development (summer work, conferences, presenters) \$35,000 – (B) \$10,000 – (Title I)	Professional Development (summer work, conferences, presenters) \$35,000 – (B) \$10,000 – (Title I)
		Grades 1-6		Purchase <i>Reading Counts</i> \$8,000 – (B)	Purchase <i>Reading Counts</i> \$8,000 – (B)	Purchase <i>Reading Counts</i> \$8,000 – (B)	
		Grades TK - 12		Purchase EADMS <i>Measure Progress</i> \$16,000 – (B)	Purchase EADMS <i>Measure Progress</i> \$16,000 – (B)	Purchase EADMS <i>Measure Progress</i> \$16,000 – (B)	
		Grades TK – 1		Purchase <i>ESGI</i> subscription \$2,000 – (B)	Purchase <i>ESGI</i> subscription \$2,000 – (B)	Purchase <i>ESGI</i> subscription \$2,000 – (B)	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Action 3: Release time for curriculum planning purposes</p> <p>Action 4: Provide CCSS-aligned instructional materials</p>	<p>LEA Wide</p> <p>TK – 12 teachers</p>		<p>Classroom release time for planning (1x a quarter for each grade level) \$70,000 - (CC one-time funds)</p> <p>Purchase Instructional Supplies \$80,000 (CC one-time funds)</p>	<p>Classroom release time for planning (1x a quarter for each grade level) \$15,000 – (B)</p> <p>Purchase Instructional Supplies based on need \$40,000 – (B)</p>	<p>Classroom release time for planning (1x a quarter for each grade level) \$15,000 – (B)</p> <p>Purchase Instructional Supplies based on need \$40,000 – (B)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: Provide an educational setting that is conducive to learning	State Priorities 1. Basic 5. Pupil Engagement 6. School Climate District Strategic Plan 4.4 Increase Maintenance and Operations Capacity Facility Inspection Tool (FIT) SARC	Action 1: Hire additional teachers to reduce class sizes	Elementary Schools		Hire 3 Elementary Teachers (Full Time Equivalent: FTE) \$210,000 – (B)	Hire 1 additional Elementary teacher (Full Time Equivalent: FTE) \$70,000 – (B)	Hire 1 additional Elementary teacher (Full Time Equivalent: FTE) \$70,000 – (B)
		Action 2: Hire additional custodial staff to service schools based on project needs	LEA Wide		1 Custodian (FTE) 180 days = \$35,000 – (B)	Maintain custodian based on need 180 days = \$35,000 – (B)	Maintain custodian based on need 180 days = \$35,000 – (B)
		Action 3: Hire additional maintenance staff	LEA Wide		Hire 2 Maintenance staff 2 FTEs for 130 days = \$58,000 – (B)	Maintain positions based on need 2 FTEs for 130 days = \$58,000 – (B)	Maintain positions based on need 2 FTEs for 130 days = \$58,000 – (B)
		Action 4: Hire additional safety personnel at high school and middle school	Middle School and High School		Hire safety personnel at Middle School (3.75 hrs) and High School (3.75 hrs) 2 for \$10,000 = \$20,000 – (B)	Maintain safety personnel at Middle School (3.75 hrs) and High School (3.75 hrs) 2 for \$10,000 = \$20,000 – (B)	Maintain safety personnel at Middle School (3.75 hrs) and High School (3.75 hrs) 2 for \$10,000 = \$20,000 – (B)

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
		Action 5: Install surveillance system at main entry of Big Bear Elem, North Shore Elem, Fallsvale Elem, Chautauqua High School, District Office, Transportation, Child Nutrition, Maintenance and Operations	LEA Wide		Install Surveillance systems \$24,000 – Redevelopment Agency Funds (RDA)	Maintain surveillance systems at each site as required No additional funds needed	Maintain surveillance systems at each site as required No additional funds 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
Goal 3: Increase engagement levels of students	<p>State Priorities 2. Implementation of State Standards 3. Parent Involvement 7. Course Access 8. Other Pupil Outcomes</p> <p>District Strategic Plan 2.1 Expand Curricular Program 2.2 Increase Technology Access 2.3 Enhance Career Pathways</p>	<p>Action 1: Purchase additional technology devices for student use, including equipment for technology infrastructure and access points</p> <p>1:1: Hire Information Technology Department Secretary</p> <p>Action 2: Purchase licenses for technology</p>	<p>TK – 12 students</p> <p>LEA Wide</p>		<p>Technology purchases: 285 student devices \$58,000 – (Microsoft settlement) \$32,000 – (CC one time funds)</p> <p>Equipment for technology infrastructure \$158,000 – (RDA)</p> <p>Access Points \$25,000 – (RDA)</p> <p>Wireless Licenses for student devices \$5,000 – (B)</p>	<p>Technology purchases: 285 student devices \$120,000 – (Special Reserve Fund for Capital Outlay Projects: Fund 40)</p> <p>Maintain Infrastructure No additional funding</p> <p>Maintain access points No additional funding needed</p> <p>Hire Secretary (FTE) 193 days = \$40,000 – (B)</p> <p>Wireless Licenses for student devices \$5,000 – (B)</p>	<p>Technology purchases: 285 student devices \$120,000 – (Special Reserve Fund for Capital Outlay Projects: Fund 40)</p> <p>Maintain Infrastructure No additional funding</p> <p>Maintain access points No additional funding needed</p> <p>Maintain Secretary 193 days = \$40,000 – (B)</p> <p>Wireless Licenses for student devices \$5,000 – (B)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Action 3: Encourage enrollment in CTE/ROP classes via counselors/teachers</p> <p>3:1 Expand Middle School Students' awareness of college opportunities</p> <p>Action 4: Offer additional Enrichment opportunities at each school site yearly</p> <p>Action 5: Fund Strings Instrumental Music Program grades K-6</p>	<p>High Schools</p> <p>Middle School</p> <p>Elementary schools and Middle School</p> <p>Grades K-6</p>		<p>Maintain and fill current classes \$284,000 – San Bernardino County \$16,000 – CA Lottery funds</p> <p>College Fair field trip 4 buses = \$5,000 – (B)</p> <p>Teacher stipends for after school programs at Elementary and Middle School 4 teachers for 2 days/week for 2 hours = \$35,000 (B)</p> <p>.5 FTE Strings Instructor \$35,000 – (B)</p>	<p>Maintain and fill current classes \$300,000 – (B)</p> <p>College Fair field trip 4 buses = \$5,000 – (B)</p> <p>Teacher stipends for after school programs at Elementary and Middle School 4 teachers for 2 days/week for 2 hours = \$35,000 (B)</p> <p>.5 FTE Strings Instructor \$35,000 – (B)</p>	<p>Maintain and fill current classes \$300,000 – (B)</p> <p>College Fair field trip 4 buses = \$5,000 – (B)</p> <p>Teacher stipends for after school programs at Elementary and Middle School 4 teachers for 2 days/week for 2 hours = \$35,000 (B)</p> <p>.5 FTE Strings Instructor \$35,000 – (B)</p>

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
Goal 1: Increase percent of students who are on track to graduate college and career ready	State Priorities 2. State Standard Implementation 4. Pupil Achievement 7. Course Access District Strategic Plan 1. Academic Excellence 1.1 Academic Performance 1.2 Align Curriculum SARC	English Learners Action 1: Provide professional development in ELD strategies to better engage and educate our EL students	LEA Wide		Instructor stipend (Embedded in Site Professional Development; see page 36)	Instructor stipend (Embedded in Site Professional Development; see page 36)	Instructor stipend (Embedded in Site Professional Development; see page 36)
		Action 2: Increase bi-lingual aide hours	High School, Middle School, North Shore Elem, Big Bear Elem		Bi-lingual aide salaries (4) 3.75 hours aides = \$40,000 – (SCG)	Bi-lingual aide salaries (4) 3.75 hours aides = \$40,000 – (SCG)	Bi-lingual aide salaries (4) 3.75 hours aides = \$40,000 – (SCG)
		Action 3: Monitor progress of EL students	LEA-Wide		Site Coordinator stipend (5 x \$1,500) = \$7,500 – (SCG)	Site Coordinator stipend (5 x \$1,500) = \$7,500 – (SCG)	Site Coordinator stipend (5 x \$1,500) = \$7,500 – (SCG)
		EL and RFEP students Action 1: All EL and RFEP students will have access to a rigorous course of study	LEA Wide		Counselors will ensure all students have equal access to a rigorous course of study through a comprehensive master schedule \$288,466 (SCG)	Counselors will ensure all students have equal access to a rigorous course of study through a comprehensive master schedule \$288,466 (SCG)	Counselors will ensure all students have equal access to a rigorous course of study through a comprehensive master schedule \$288,466 (SCG)

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>Action 2: Monthly English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings will be held to provide information and updates to better support EL and new RFEP students and their families</p> <p>RFEP Students</p> <p>Action 1: Monitor progress of RFEP students</p> <p>Foster Youth:</p> <p>Action 1: Provide support and services in counseling for social and emotional well being</p>	<p>LEA Wide</p> <p>LEA-Wide</p> <p>LEA Wide</p>		<p>Instructional materials \$1,000 – (SCG)</p> <p>Site Coordinator stipend (previously mentioned stipend)</p> <p>Identify and monitor progress of students, placing them in intervention if needed</p>	<p>Instructional materials \$1,000 – (SCG)</p> <p>Site Coordinator stipend (previously mentioned stipend)</p> <p>Identify and monitor progress of students, placing them in intervention if needed</p>	<p>Instructional materials \$1,000 – (SCG)</p> <p>Site Coordinator stipend (previously mentioned stipend)</p> <p>Identify and monitor progress of students, placing them in intervention if needed</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Low Income:</p> <p>Action 1: Provide extra support and monitoring of students through intervention opportunities</p>	<p>North Shore Elementary, Baldwin Lane Elementary, Big Bear Elementary</p> <p>Middle School</p> <p>Fallsvale Elementary School</p> <p>All Elementary and Middle Schools (except Fallsvale)</p>		<p>Hire 3.75 hours Intervention specialist at Elementary sites 1.5 FTE certificated:\$105,000 (SCG)</p> <p>1 FTE Certificated Intervention Specialist at Big Bear Middle School \$70,000 (SCG)</p> <p>Purchase intervention materials for Fallsvale \$1,500 (SCG)</p> <p>1 bus for afterschool transportation (Covered with Enrichment bus funding)</p>	<p>Hire 3.75 hours Intervention specialist at each Elementary site 1.5 FTE certificated:\$105,000 (SCG)</p> <p>1 FTE Certificated intervention specialist at Big Bear Middle School \$70,000 (SCG)</p> <p>Purchase intervention materials for Fallsvale \$1,500 (SCG)</p> <p>1 bus for afterschool transportation (Covered with Enrichment bus funding)</p>	<p>Hire 3.75 hours Intervention specialist at each Elementary site 1.5 FTE certificated:\$105,000 (SCG)</p> <p>1 FTE Certificated intervention specialist at Big Bear Middle School \$70,000 (SCG)</p> <p>Purchase intervention materials for Fallsvale \$1,500 (SCG)</p> <p>1 bus for afterschool transportation (Covered with Enrichment bus funding)</p>
		<p>Action 2: Implement CAHSEE Boot Camp for Math</p>	<p>High School</p>		<p>Teacher Stipend \$6,000 for 20 days (SCG)</p>	<p>Teacher Stipend \$6,000 for 20 days (SCG)</p>	<p>Teacher Stipend \$6,000 for 20 days (SCG)</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: Provide an educational setting that is conducive to learning	State Priorities 1. Basic 5. Pupil Engagement 6. School Climate District Strategic Plan 4.4 Increase Maintenance and Operations Plan Facility Inspection Tool (FIT) SARC	Foster Youth: Action 1: Maintain Student Assistance Program and Safe School Ambassadors Action 2: Provide access to food cards, gas cards, clothing, and shoes	Middle School LEA Wide		Maintain funding for Student Assistance Program/Safe School Ambassadors \$60,000 – Soroptomist Grant	Maintain funding for Student Assistance Program/Safe School Ambassadors \$60,000 – (B)	Maintain funding for Student Assistance Program/Safe School Ambassadors \$60,000 – (B)
					Healthy Start Services \$2,500 – (SCG)	Healthy Start Services \$2,500 – (SCG)	Healthy Start Services \$2,500 – (SCG)
Goal 3: Increase engagement levels of students	State Priorities 2. State Standard Implementation 3. Parental Involvement 7. School Climate 8. Other Pupil Outcomes District Strategic Plan 2.1 Expand Curricular Program 2.2 Increase Technology Access 2.3 Enhance Career Pathways	Action 1: Provide social and emotional support including access to local assistance entities: Medi-Cal; Cal Fresh; online insurance assistance and act as advocates for students in school setting	LEA Wide		Increase hours of Health Aide by 5%	Increase hours of Health Aide by 5%	Increase hours of Health Aide by 5%
					Increase hours of Family Advisors by 5% \$3,250 in salaries – (SCG)	Increase hours of Family Advisors by 5% \$3,250 in salaries – (SCG)	Increase hours of Family Advisors by 5% \$3,250 in salaries – (SCG)
					Hire Bi-Lingual School Psychologist \$80,000 – (SCG)	Maintain Bi-Lingual School Psychologist \$80,000 – (SCG)	Maintain Bi-Lingual School Psychologist \$80,000 – (SCG)

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 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.)

We estimate BVUSD will receive \$1,295,704 in 2014/15 in Supplemental and Concentration Grant monies under the Local Control Funding Formula. These funds are based on the estimated number of English learner students, students that are low income and students that are foster youths. BVUSD has a 68.35% unduplicated student count.

BVUSD will offer a variety of programs and support specifically for English learners, low income students, and foster youths. These include: Increased bi-lingual aide support, intervention programs, after-school transportation for intervention programs and increased programs supporting social and emotional and physical concerns (Healthy Start Services). Improved teaching strategies will be supported by professional development for teachers specifically in the area of English Language Development standards. Additionally, we will continue our efforts with English Language Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings to support English Learner and new RFEP students and their families. We will provide assistance with clothing/homeless services/avenues for financial assistance for foster youths and provide school backpacks/clothing/toiletries for low income students through our increased Healthy Start Services.

BVUSD recognizes that these funds are generated in order to serve our unduplicated students referenced above and while program implementation is targeted toward these students, some services may be utilized for students outside this focus group. The full list of expenditures is aligned with the goals of the BVUSD Local Control and Accountability Plan, each site’s Single Plan for Student Achievement, and the District Strategic Plan and is focused on, and addresses the needs of, our district’s English Learners, low income students, and foster youth.

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.

We will increase services for English learners, low income students, and foster youths at a minimum proportionality percentage of 7.91% in 2014/15. We will accomplish this by increasing our bi-lingual aides by 80%, increasing our intervention specialists at each elementary site by 100%, increasing our intervention specialists by 100% at our middle school, increasing our intervention materials by 100% at Fallsvale, increasing after school transportation by 100% to support invention programs, and increasing Health Aide hours at all sites by 5%. We are increasing staffing at the K – 3rd grade levels by 11% to lower class sizes. Additionally, we are increasing our bi-lingual school psychologist services by 100%. Another top priority of our district is the increase in technology infrastructure, equipment, and supplies geared toward providing 1:1 mobile devices for our English learners, low income, and foster students. We are increasing the number of 1:1 devices by 17%.

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.