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

<u>**Introduction:**</u>

LEA: <u>Bellevue Union School District</u>   **Contact (Name, Title, Email, Phone Number):** <u>Alicia Henderson, Ph.D.</u>, <u>Superintendent</u>, <u>ahenderson@bellevueusd.org</u>, <u>707-542-5197</u>   **LCAP Year:** <u>2014-15</u>

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.

<u>A. Conditions of Learning:</u>
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)*

<u>B. Pupil Outcomes:</u>
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)*

<u>C. Engagement:</u>
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
In September 2013, the District met with our certificated association in response to a demand to bargain the effects of the Common Core implementation. In addition, we consulted with the association regarding the LCAP.	The District and the association discussed the distinction between consulting on the development of the LCAP and negotiating the effects of changes made in the LCAP.
In October 2013, Town Hall meetings were held at every school to inform parents of the new state funding model for education, and to engage parents in an initial dialog about the LCAP. Parents were encouraged to remain engaged and participate in the upcoming stakeholder meetings. Spanish translation was provided at every meeting.	Parents provided many ideas about needs that they would like to see addressed in the District. Principals followed up with parents to become involved in the Superintendent's Advisory Committee (SAC).
In November and December 2013, a Superintendent's Advisory Committee (SAC) was established with parents, teachers, classified staff, administrators, and local business members. All schools and grade levels were representative from the certificated staff. Two parents from every school participated, as well as one classified member from each school. Association leadership from both certificated and classified associations were included. Two full days were devoted to garnering stakeholder input. Prior to the first meeting, all participants were given a packet of background information. this included information about LCFF/LCAP, data about our district, and research on school improvement. The participants worked in small groups to identify growth areas, along with goals and actions, for our district. The closing session included a summary of input gathered from all groups.	A summary of stakeholder input, along with a rank ordering of the suggestions, was developed & presented.

Involvement Process	Impact on LCAP
In January 2014, an informational Board report was given by the participants in the Superintendent's Advisory Committee. This summarized identified goals and actions according to the 8 state priorities. Public input was heard during this Board meeting regarding our district LCAP.	The summary of stakeholder input was reorganized into 3 sections: I. Conditions of Learning, II. Pupil Outcomes, and III. Engagement. Discussions/negotiations began with classified and certificated associations regarding some of the major suggestions.(e.g., modified school calendar, cluster school reconfiguration, restructured early literacy program).
In February 2014, a parent survey was sent to all parents in both English & Spanish. This survey contained specific questions about suggestions made during the SAC. In particular, the questions addressed the school calendar and cluster school configurations.	Approximately 1/10 of the surveys that were sent out via US mail were completed and returned (either to school or by mail). More than half of the respondents expressed an interest in a modified school calendar. Approximately one third expressed support for school reconfiguration into cluster schools. Two thirds of the respondents were interested to get more information. Additional Town Hall meetings were scheduled.
In January and February 2014, negotiations were held with the classified association regarding new positions and elimination of other positions.	Salary placement for the new literacy paraprofessional was agreed upon.
In January and February 2014, negotiations were held with the certificated association regarding the school calendar.	A modified school calendar was agreed upon.
In February and March 2014, Town Hall meetings were held at all schools regarding the school calendar, school boundary changes and cluster schools.Spanish translation was provided at every meeting. One of the Town Hall meetings was conducted in Spanish with English translation.	The modified calendar and cluster school configurations were the main topics with an interest for a longer school year by many parents, and mixed interest in cluster schools.
In March 2014, an Informational Board Report was presented on cluster school configurations.	Information was shared and public input was heard about cluster schools. The modified school calendar was taken off the table.
In March 2014, a draft LCAP was presented to the District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC). Additional input was gathered from parents. There were no questions.	The parents expressed strong interest in longer school day, longer school year and assistance for students who struggle with academics.
In April 2014, negotiations were held with certificated association regarding the school calendar and reduction in certificated positions.	The District developed a 3-week Learning Academy for all students to provide a longer school year. The restructured reading program, with paraprofessional and fewer reading specialists, was discussed.
In June 2014, negotiations were held to bargain the effects of the increased instructional minutes for primary grades.	The association requested an equal number of instructional minutes for the same amount of prep time. The instructional minutes for primary grades increased by 25 minutes each week (total increase of 100 minutes each week).
On June 23, 2014, a public hearing will be held for the LCAP and the 2014-15 budget.	
On June 24, 2014, approval of the LCAP and 2014-15 Budget will be on the agenda for the Regular Board meeting.	

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	
The majority of incoming kindergarten students have not attended preschool. Many students come from non-English speaking homes. Baseline is approximately 25% of parents understand processes and practices to support their children in school. Metric: 1) Perceptual survey for parents and staff.	Improve school readiness Supporting Goal A: Provide parent Information Meetings for incoming kindergarteners Supporting Goal B: Provide family Literacy and Math Nights Supporting Goal C: Connect Parents with Community Resources Supporting Goal D: Provide a Kinder Academy	All students	Bellevue, Meadow View, Taylor Mountain		Baseline Year: Perceptual Survey from Parents and Staff A. Parents of incoming kindergarteners will have an improved understanding of the school process and how to support their children. Initial school-home relationships will develop. B. Parents will better understand how to support their children with academics in the home. School-home relationships will be strengthened. C. Parents will have information about how to develop English and computer skills which will	10% Increase in Readiness: Perceptual Survey from Parents and Staff A. Parents of incoming kindergarteners will have an improved understanding of the school process and how to support their children. Initial school-home relationships will develop. B. Parents will better understand how to support their children with academics in the home. School-home relationships will be strengthened. C. Parents will have information about how to develop English and computer	20% Increase in Readiness: Perceptual Survey from Parents and Staff A. Parents of incoming kindergarteners will have an improved understanding of the school process and how to support their children. Initial school-home relationships will develop. B. Parents will better understand how to support their children with academics in the home. School-home relationships will be strengthened. C. Parents will have information about how to develop English and computer	Pupil Achievement, Parent Involvement

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					support their children with academics in the home.	skills which will support their children with academics in the home. D. Incoming kindergarteners will be prepared separate from caregiver, use bathrooms, attend to teacher in small group, follow simple classroom routines, and use words for assistance in kindergarten.	skills which will support their children with academics in the home. D. Incoming kindergarteners will be prepared separate from caregiver, use bathrooms, attend to teacher in small group, follow simple classroom routines, and use words for assistance in kindergarten. Parents will better understand the importance of regular school attendance beginning in kindergarten.	
The rate of truancy (full day absence without an excuse) is 25% for the District (CDE, 2013). This rate exceeds the County	Decrease the rates of absence and truancy. Supporting Goal A: Adjust attendance boundaries.	All students	Bellevue, Meadow View, Taylor Mountain		Truancy rate:20%, Attendance rate: 94.75% A. When students	Truancy rate:17%, Attendance rate: 95% A. When students	Truancy rate:15%, Attendance rate: 96% A. When students	Pupil Achievement, Parent Involvement, Engagement

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rate of 17%. Note this figure counts individual children only once. Hidden from this figure are the chronic absences for some students who repeatedly miss school without an excuse. Our school attendance rate is 94.5%. Metrics: 1) rate of truancy (CDE report) and 2) school attendance rate.	Supporting Goal B: Provide Parent Liaison at each school Supporting Goal C.: Improve SARB process. Supporting Goal D: Develop system for attendance awards.				miss the home-school transportation (school bus), students can walk to school instead of missing school if the family has no car. B. Consistent outreach and support will be provided to all families regarding consistent school attendance. Families in need of additional assistance will be supported individually, and as necessary, will be connected to community resources. C. All schools will consistently follow up with tardies and absences. The District will follow up with the SARB process at the	miss the home-school transportation (school bus), students can walk to school instead of missing school if the family has no car. B. Consistent outreach and support will be provided to all families regarding consistent school attendance. Families in need of additional assistance will be supported individually, and as necessary, will be connected to community resources. C. All schools will consistently follow up with tardies and absences. The District will follow up with the SARB process at the	miss the home-school transportation (school bus), students can walk to school instead of missing school if the family has no car. B. Consistent outreach and support will be provided to all families regarding consistent school attendance. Families in need of additional assistance will be supported individually, and as necessary, will be connected to community resources. C. All schools will consistently follow up with tardies and absences. The District will follow up with the SARB process at the	

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					county level as appropriate. D. Children will be more motivated to attend school on a regular basis.	county level as appropriate. D. Children will be more motivated to attend school on a regular basis.	county level as appropriate. D. Children will be more motivated to attend school on a regular basis.	
The 3rd grade literacy rate is 26% (proficiency rate on 2013 STAR). This is lower than the County (49%) and the State (48%). Metric:1) literacy proficiency rate on state test.	Improve 3rd grade literacy. Supporting Goal A: Provide Reading Specialist for each school. Supporting Goal B: Provide Early Literacy Paraprofessional for every K-3rd classroom. Supporting Goal C: Provide Instructional Assistant for every Transitional Kindergarten (TK) classroom. Supporting Goal D: Increase Instructional minutes for K-3rd classrooms	All students	Bellevue, Meadow View, Taylor Mountain		3rd Grade Literacy: 30% A. Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to imp[rove literacy. B. Core ELA instruction will be supported with highly trained	3rd Grade Literacy: 35% A. Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to imp[rove literacy. B. Core ELA instruction will be supported with highly trained	3rd Grade Literacy: 40% A. Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to imp[rove literacy. B. Core ELA instruction will be supported with highly trained	Pupil Achievement

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					paraprofessionals to target foundational literacy skills. C. TK classrooms will receive support to improve small group instruction D. K-3rd students will benefit from an additional 100 minutes of instruction with a credentialed teacher every week.	paraprofessionals to target foundational literacy skills. C. TK classrooms will receive support to improve small group instruction D. K-3rd students will benefit from an additional 100 minutes of instruction with a credentialed teacher every week.	paraprofessionals to target foundational literacy skills. C. TK classrooms will receive support to improve small group instruction D. K-3rd students will benefit from an additional 100 minutes of instruction with a credentialed teacher every week.	
The quality of classroom instruction is inconsistent. The proficiency level movement for cohorts varies drastically across classrooms. in both ELA and Math. For 3rd grade, the average positive movement in ELA was 8%, with a range of 0-33%. The average negative movement in ELA was 47%, with a	Improve consistency of high quality instruction in all classrooms. Supporting Goal A: Provide professional development. Supporting Goal B: Establish and use the Bellevue Instructional Model (BIM). Supporting Goal C: Develop and use a coherent assessment system.	All students	Bellevue, Meadow View, Taylor Mountain		Baseline Year: Establish ELA & Math proficiency levels, & Maintain Teacher Misassignment rate at 0% A: Students' teachers and all District staff will have improved capacity to meet their learning needs.	Range of positive cohort growth for 3rd grade ELA: 20--45%, Math 25-60% & Maintain Teacher Misassignment rate at 0% A: Students' teachers and all District staff will have improved capacity to meet their learning	Range of positive cohort growth for 3rd grade ELA: 30--50%, Math 35-60% & Maintain Teacher Misassignment rate at 0% A: Students' teachers and all District staff will have improved capacity to meet their learning	Pupil Achievement, Engagement

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range of 11-68%. In the area of Math, the average positive movement was 27%, with a range of 5-56%. The average negative movement for Math was 20%, with a range of 0-58%. (STAR 2013). Baseline for teacher misassignments is 0%. Metrics: 1) variance of proficiency movement for cohorts across classrooms on local and state assessments, and 2) report on teacher misassignments	Supporting Goal D: Provide an instructional response to student learning data. Supporting Goal E: Improve classroom management. Supporting Goal F: Establish and implement curriculum maps for core content. Supporting Goal G: Provide credentialing support for professional staff Supporting Goal H: Develop highly effective teachers. Supporting Goal I: Provide planning/preparation time. Supporting Goal J: Support and develop Professional Learning Communities (PLCs). Supporting Goal K: Avoid combination classes Supporting Goal L: Provide a High Quality teaching staff to all students				B. Students' will benefit from consistent expectations and instructional practices in all classrooms C. Students' academic performance will be assessed on a regular basis so that academic needs can be identified and the appropriate assistance can be provided. D. Students will benefit from a robust array of academic interventions to meet their learning needs in any classroom E. Students will benefit from consistent behavioral expectations and supports in every classroom	needs. B. Students' will benefit from consistent expectations and instructional practices in all classrooms C. Students' academic performance will be assessed on a regular basis so that academic needs can be identified and the appropriate assistance can be provided. D. Students will benefit from a robust array of academic interventions to meet their learning needs in any classroom E. Students will benefit from consistent behavioral expectations and supports in every	needs. B. Students' will benefit from consistent expectations and instructional practices in all classrooms C. Students' academic performance will be assessed on a regular basis so that academic needs can be identified and the appropriate assistance can be provided. D. Students will benefit from a robust array of academic interventions to meet their learning needs in any classroom E. Students will benefit from consistent behavioral expectations and supports in every	

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					F. Students will benefit from consistent academic expectations in every classroom at the same grade level. G. Students will benefit from District staff who are professionally current with credentialing H. Students will benefit from increased engagement in the learning process in all classrooms I. & J. Students will benefit from instruction that reflects best practices developed with grade level teams K: Students will benefit from a single grade level curriculum being taught in the	classroom F. Students will benefit from consistent academic expectations in every classroom at the same grade level. G. Students will benefit from District staff who are professionally current with credentialing H. Students will benefit from increased engagement in the learning process in all classrooms I. & J. Students will benefit from instructional that reflects best practices developed with grade level teams K: Students will benefit from a single grade level curriculum being	classroom F. Students will benefit from consistent academic expectations in every classroom at the same grade level. G. Students will benefit from District staff who are professionally current with credentialing H. Students will benefit from increased engagement in the learning process in all classrooms I. & J. Students will benefit from instructional that reflects best practices developed with grade level teams K: Students will benefit from a single grade level curriculum being	

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	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	
					classroom L: Students will be taught by Highly Qualified teachers	taught in the classroom	taught in the classroom	
The District is at an early stage (20%) of implementing the Common Core Standards. Metric: 1) Level of implementation of Common Core Standards.	Improve 21st century teaching and learning. Supporting Goal A Secure 21st Century curriculum. Supporting Goal B: Revise report cards. Supporting Goal C: Develop and share parent Information about Common Core Standards Supporting Goal D: Provide support for digital teaching and learning. Supporting Goal E: Optimize use of library/computer labs. Supporting Goal F: Provide support for use of technology. Supporting Goal G: Secure hardware for digital learning Supporting Goal H: Build capacity for keyboarding	All students	Bellevue, Meadow View, Taylor Mountain		40% Implementation A. Students will have instructional materials to support 21st Century learning B. Students' report cards will reflect mastery of Common Core Standards C. Students' parents will understand the Common Core Standards D. Students will be able to fully engage in digital learning E. Students will benefit from optimized time in library/computer lab	50% Implementation A. Students will have instructional materials to support 21st Century learning B. Students' report cards will reflect mastery of Common Core Standards C. Students' parents will understand the Common Core Standards D. Students will be able to fully engage in digital learning E. Students will benefit from optimized time in library/computer lab	60% Implementation A. Students will have instructional materials to support 21st Century learning B. Students' report cards will reflect mastery of Common Core Standards C. Students' parents will understand the Common Core Standards D. Students will be able to fully engage in digital learning E. Students will benefit from optimized time in library/computer lab	Student Achievement, Basic Needs

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	
					F: Students will benefit from instructional staff having capacity for digital teaching G: Students in 6th grade will benefit from having fulltime daily access to internet H: Students will develop capacity for keyboarding	F: Students will benefit from instructional staff having capacity for digital teaching G: Students in 5th grade will benefit from having fulltime daily access to internet H: Students will develop capacity for keyboarding	F: Students will benefit from instructional staff having capacity for digital teaching G: Students in 4th grade will benefit from having fulltime daily access to internet H: Students will develop capacity for keyboarding	
The framework and support for all students to reach their potential is not complete (15%) and is implemented inconsistently across the District. Baseline for English Learners is 33% were Proficient or Advanced on CELDT. Reclassification rate is 8%. Metrics: 1) Level of framework completeness, and 2) Percentage of students making	Ensure all students have opportunities and support to reach their potential. Supporting Goal A: Develop and implement a GATE Program. Supporting Goal B: Develop and implement a visual and performing arts (VAPA). Supporting Goal C: Optimize social studies & science instruction Supporting Goal D: Improve system for learning supports.	All students	Bellevue, Meadow View, Taylor Mountain		25% Implementation, 50% of ELs will meet CELDT growth targets A: Students will benefit from a GATE program B: Students will benefit fro VAPA programming C: Students will benefit from consistent Social Studies & Science	35% Implementation, 60% of ELs will meet CELDT growth targets A: Students will benefit from a GATE program B: Students will benefit fro VAPA programming C: Students will benefit from consistent Social Studies & Science	45% Implementation, 70% of ELs will meet CELDT growth targets A: Students will benefit from a GATE program B: Students will benefit fro VAPA programming C: Students will benefit from consistent Social Studies & Science	Pupil Achievement, Engagement, Other Student Outcomes, 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	
progress towards English proficiency on CELDT and rate of reclassification.	Supporting Goal E: Optimize before & after school programs. Supporting Goal F: Reduce impact of mobility. Supporting Goal G: Utilize intersessions for academic support Supporting Goal H: Extend the instructional school year Supporting Goal I: Individualized ELD instruction for newcomers				instruction D. A process will be in place to identify and respond to learning needs E. Students will benefit from assistance in before and after school programs that help with academic success during the school day F. Students who move between schools will benefit from the instructional consistency between schools. Students new to the District will benefit from the school's readiness to identify and respond to academic needs. G. Struggling students will benefit from a	instruction D. A process will be in place to identify and respond to learning needs E. Students will benefit from assistance in before and after school programs that help with academic success during the school day F. Students who move between schools will benefit from the instructional consistency between schools. Students new to the District will benefit from the school's readiness to identify and respond to academic needs. G. Struggling students will benefit from a	instruction D. A process will be in place to identify and respond to learning needs E. Students will benefit from assistance in before and after school programs that help with academic success during the school day F. Students who move between schools will benefit from the instructional consistency between schools. Students new to the District will benefit from the school's readiness to identify and respond to academic needs. G. Struggling students will benefit from a	

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	
					focused period of academic assistance H. Students will avoid the summer learning loss I. Students who are new to the US will have extra support to learn English	focused period of academic assistance H. Students will avoid the summer learning loss in Math & ELA	focused period of academic assistance H. Students will avoid the summer learning loss in Math & ELA	
Our schools consistently pass the Williams FIT assessment with at least "good" ratings, however needs exist to ensure safety and security, as well as they are inconsistent in their ability to support 21st Century teaching and learning. Metrics: 1) FIT survey and 2) perceptual survey from staff	Maintain and improve facilities. Supporting Goal A: Ensure campuses are secure. Supporting Goal B Maximize operations of all facilities and equipment Supporting Goal C: Renovate Kawana School. Supporting Goal D: Provide additional bathrooms at Meadow View. Supporting Goal E: Secure and use an efficient system to manage supplies.	All students	Bellevue, Meadow View, Taylor Mountain		Baseline Year for Perceptual Survey for students, parents and staff & maintain all good ratings on FITT assessment for Williams A: Students will be safe on campus B. Students will benefit from operational equipment at school & healthy meals being	10% increase on Perceptual Survey for students, parents and staff & maintain all good ratings on FITT assessment for Williams A: Students will be safe on campus B. Students will benefit from operational equipment at school & healthy meals being	Increase of 20% on Perceptual Survey for students, parents and staff & maintain all good ratings on FITT assessment for Williams A: Students will be safe on campus B. Students will benefit from operational equipment at school & healthy meals being	Basic Services

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	
	Supporting Goal F: Optimize outdoor areas				prepared on site. C. Students at Kawana School will benefit from an improved learning environment D. Students at Meadow View will benefit from the additional student bathrooms E. Students will benefit by having more reliable school supplies F. Students will benefit from improved outdoor areas	prepared on site. C. Students at Kawana School will benefit from an improved learning environment D. Students at Meadow View will benefit from the additional student bathrooms E. Students will benefit by having more reliable school supplies F. Students will benefit from improved outdoor areas	prepared on site. C. Students at Kawana School will benefit from an improved learning environment D. Students at Meadow View will benefit from the additional student bathrooms E. Students will benefit by having more reliable school supplies F. Students will benefit from improved outdoor areas	
Home-school communication is not consistent across the District. The majority of our parent community speaks Spanish. Metric: 1) Perceptual survey of parents.	Improve school-home communication. Supporting Goal A: Distribute monthly school newsletters Supporting Goal B: Update school marquees. Supporting Goal C: Maintain current & useful websites. Supporting Goal D:	All students	Bellevue, Meadow View, Taylor Mountain		Baseline Year for Perceptual Survey for parents and staff A. Students' families will be appraised of school events on a monthly basis B. Students and families will be	10% increase on Perceptual Survey for parents and staff A. Students' families will be appraised of school events on a monthly basis B. Students and families will be	20% increase on Perceptual Survey for parents and staff A. Students' families will be appraised of school events on a monthly basis B. Students and families will be	Parental Involvement, Student Achievement, 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	
	Provided support for learning Spanish. Supporting Goal E: Hiring practices will recognize Spanish skills				notified of current events at school C. Students and families will gain information about the classroom anytime via internet D. & E. Spanish-speaking students and families will have greater ability to communicate with staff.	notified of current events at school C. Students and families will gain information about the classroom anytime via internet D. & E. Spanish-speaking students and families will have greater ability to communicate with staff.	notified of current events at school C. Students and families will gain information about the classroom anytime via internet D. & E. Spanish-speaking students and families will have greater ability to communicate with staff.	
The climate for student learning is inconsistent across the District. Current expulsion rate is 0% and suspension rate is less than 4%. In 2012-13, 36.5% of 5th graders were rated as "Needs Improvement-High Risk for Body Composition on the California Physical Fitness Test. Metrics: 1) suspension & expulsion rates, 2) body composition of 5th graders, and 3)	Improve climate to support learning. Supporting Goal A: Optimize recess. Supporting Goal B: Optimize lunch time Supporting Goal C: Improve student discipline. Supporting Goal D: Support school & district pride. Supporting Goal E: Reduce bullying & support self-regulation. Supporting Goal F: Support after school extra-	All students	Bellevue, Meadow View, Taylor Mountain		Baseline Year for Perceptual Survey for parents and staff, 35% of 5th graders will be rated as Needs Improvement-High Risk for Body Composition, and maintain 0% expulsion and less than 4% suspension rates A: Students will	10% increase on Perceptual Survey for parents and staff, 33% of 5th graders will be rated as Needs Improvement-High Risk for Body Composition, and maintain 0% expulsion and less than 4% suspension rates A: Students will	20% increase on Perceptual Survey for parents and staff, 30% of 5th graders will be rated as Needs Improvement-High Risk for Body Composition, and maintain 0% expulsion and less than 4% suspension rates A: Students will	School Climate, Engagement, Parental Involvement, Student Achievement, Other Student Outcomes

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	
perceptual survey from students, parents and staff.	curriculars Supporting Goal G: Improve student health. Supporting Goal H: Recognize student strengths with competitions Supporting Goal I: Develop annual District track meet. Supporting Goal J: Develop and foster a growth mindset				engage in productive physical activity during recess B: Students will eat healthy food and engage in productive physical activity during lunch time. C. Students will benefit from a clearly communicated and consistently enforced discipline plan D. Students and their families will feel proud of their school and District E. Students will feel safe from bullying behavior and empowered with self-regulation skills F. Students will have the opportunity to participate in after school activities	engage in productive physical activity during recess B: Students will eat healthy food and engage in proactive physical activity during lunch time. C. Students will benefit from a clearly communicated and consistently enforced discipline plan D. Students and their families will feel proud of their school and District E. Students will feel safe from bullying behavior and empowered with self-regulation skills F. Students will have the opportunity to participate in after school activities	engage in productive physical activity during recess B: Students will eat healthy food and engage in proactive physical activity during lunch time. C. Students will benefit from a clearly communicated and consistently enforced discipline plan D. Students and their families will feel proud of their school and District E. Students will feel safe from bullying behavior and empowered with self-regulation skills F. Students will have the opportunity to participate in after school activities	

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	
					G. Students will have basic health/safety needs and physical education met at school H. Students will have the opportunity to participate in competitions I. Upper grade students will have the opportunity to participate in a District-wide track meet J. Students will develop and be recognized for a growth mindset	G. Students will have basic health/safety needs and physical education met at school H. Students will have the opportunity to participate in competitions I. Upper grade students will have the opportunity to participate in a District-wide track meet J. Students will develop and be recognized for a growth mindset	G. Students will have basic health/safety needs and physical education met at school H. Students will have the opportunity to participate in competitions I. Upper grade students will have the opportunity to participate in a District-wide track meet J. Students will develop and be recognized for a growth mindset	
The practices to support the development of citizenship and democratic values are inconsistent across the district. Metrics: Established framework for improve student learning containing all	Develop citizenship and democratic values. Supporting Goal A: Provide leadership opportunities Supporting Goal B Provide service learning opportunities Supporting Goal C:	All students	Bellevue, Meadow View, Taylor Mountain		Baseline Year for Perceptual Survey for parents, students and staff A: Student s will have an opportunity for leadership	10% increase on Perceptual Survey for parents, students and staff A: Student s will have an opportunity for leadership	20% increase on Perceptual Survey for parents, students and staff A: Student s will have an opportunity for leadership	Other Student Outcomes

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 elements in this goal, and perceptual survey from students, parents and staff.	Develop student portfolios. Supporting Goal D: Provide information about college & career awareness.				B. Students will experience service learning C: Students will develop a portfolio of accomplishments and contributions D. Students will learn about post-secondary pathways	B. Students will experience service learning C: Students will develop a portfolio of accomplishments D. Students will learn about post-secondary pathways	B. Students will experience service learning C: Students will develop a portfolio of accomplishments D. Students will learn about post-secondary pathways	

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
Improve school readiness Supporting Goal A: Provide parent Information Meetings for incoming kindergarteners Supporting Goal B: Provide family Literacy and Math Nights Supporting Goal C: Connect Parents with Community Resources Supporting Goal D: Provide a Kinder Academy	Pupil Achievement, Parent Involvement	Schools will purchase supplies for Kindergarten information nights and family literacy and math nights 2. Schools will purchase supplies for Kindergarten information nights and family literacy and math nights 3. Schools will purchase supplies for Kindergarten information nights and family literacy nights	LEA-wide 2. LEA-wide 3. LEA-wide		Supplies 4000-4999: Books And Supplies Supplemental 450.00	Supplies 4000-4999: Books And Supplies Supplemental 450.00	Supplies 4000-4999: Books And Supplies Supplemental 450.00
		2. 2-week Kinder Academy 3. 2-week Kinder Academy	2. LEA-wide 3. LEA-wide			Staff 1000-1999: Certificated Personnel Salaries Concentration 16,000.00 Staff 3000-3999: Employee Benefits Concentration 3,850.00 Staff 2000-2999: Classified Personnel Salaries Concentration 12,000.00 Staff 3000-3999: Employee Benefits Concentration 2,600.00 Supplies 4000-4999: Books And Supplies Concentration 3,000.00	Staff 1000-1999: Certificated Personnel Salaries Concentration 16,000.00 Staff 3000-3999: Employee Benefits Concentration 3,850.00 Staff 2000-2999: Classified Personnel Salaries Concentration 12,000.00 Staff 3000-3999: Employee Benefits Concentration 3,000.00 Supplies 4000-4999: Books And Supplies Concentration 3,000.00
Decrease the rates of absence and truancy. Supporting Goal A: Adjust attendance boundaries. Supporting Goal B: Provide Parent	Pupil Achievement, Parent Involvement, Engagement	Parent Liaison for each school 2. Parent Liaison for each school. 3. Parent Liaison for each school.	LEA-wide 2. LEA-wide 3. LEA-wide		Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental 52,500.00 Parent Liaison 3000-3999: Employee Benefits Supplemental 11,200.00	Parent Liaison 2000-2999: Classified Personnel Salaries Concentration 53,550.00 Parent Liaison 2000-2999: Classified Personnel Salaries Concentration 11,424.00	Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental 54,621.00 Parent Liasion 3000-3999: Employee Benefits Supplemental 11,652.00

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
Liaison at each school Supporting Goal C.: Improve SARB process. Supporting Goal D: Develop system for attendance awards.		Schools will purchase awards 2. Schools will purchase awards 3. Schools will purchase awards	LEA-wide 2. LEA-wide 3. LEA-wide		Awards 4000-4999: Books And Supplies Supplemental 450.00	Awards 4000-4999: Books And Supplies Supplemental 450.00	Awards 4000-4999: Books And Supplies Supplemental 450.00
Improve 3rd grade literacy. Supporting Goal A: Provide Reading Specialist for each school. Supporting Goal B: Provide Early Literacy Paraprofessional for every K-3rd classroom. Supporting Goal C: Provide Instructional Assistant for every Transitional Kindergarten (TK) classroom. Supporting Goal D: Increase Instructional minutes for K-3rd classrooms	Pupil Achieveme nt	Early Literacy Paraprofessionals 2. Early Literacy Paraprofessionals 3. Early Literacy Paraprofessionals	LEA-wide 2. LEA-wide 3. LEA-wide		Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental 195,000.00 Paraprofessionals 3000-3999: Employee Benefits Supplemental 60,766.00	Paraprofessionals 2000-2999: Classified Personnel Salaries Concentration 198,900.00 Paraprofessionals 3000-3999: Employee Benefits Concentration 61,981.00	Paraprofessionals 2000-2999: Classified Personnel Salaries Concentration 202,898.00 Paraprofessionals 3000-3999: Employee Benefits Concentration 63,220.00
		Additional prep time for primary teachers provided by PE teachers 2. Additional prep time for primary teachers provided by PE teachers 3. Additional prep time for primary teachers provided by PE teachers	LEA-wide 2. LEA-wide 3. LEA-wide		PE Teachers 1000-1999: Certificated Personnel Salaries Concentration 33,000.00 PE Teachers 3000-3999: Employee Benefits Concentration 7,100.00 Instructional Assistants 2000-2999: Classified Personnel Salaries Concentration 30,000.00 Instructional Assistants 3000-3999: Employee Benefits Concentration 8,000.00	PE Teachers 1000-1999: Certificated Personnel Salaries Concentration 33,990.00 PE Teachers 3000-3999: Employee Benefits Concentration 7,455.00 Instructional Assistants 2000-2999: Classified Personnel Salaries Concentration 30,600.00 Instructional Assistants 3000-3999: Employee Benefits Concentration 8,160.00	PE Teachers 1000-1999: Certificated Personnel Salaries Supplemental 35,009.00 PE Teachers 3000-3999: Employee Benefits Supplemental 7,827.00 Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental 31,212.00 Instructional Assistants 3000-3999: Employee Benefits Supplemental 8,323.00
		Beginning Teacher and Administrator support 2. Instructional assistants for TK classes	LEA-wide 2. LEA-wide 3. LEA-wide		Support Programs 5000-5999: Services And Other Operating Expenditures Supplemental 5,000.00	I.A.s 2000-2999: Classified Personnel Salaries Concentration 17,906.00	I.A.s 2000-2999: Classified Personnel Salaries Supplemental 17,906.00

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
		3. Instructional Assistants for TK classes				I.A.s 3000-3999: Employee Benefits Concentration 3,835.00	I.A.s 3000-3999: Employee Benefits Supplemental 3,835.00
Improve consistency of high quality instruction in all classrooms. Supporting Goal A: Provide professional development. Supporting Goal B: Establish and use the Bellevue Instructional Model (BIM). Supporting Goal C: Develop and use a coherent assessment system. Supporting Goal D: Provide an instructional response to student learning data. Supporting Goal E: Improve classroom management. Supporting Goal F: Establish and implement curriculum maps for core content. Supporting Goal G: Provide credentialing support for professional staff Supporting Goal H: Develop highly	Pupil Achievement, Engagement	Projector for MPR at Bellevue for professional development 2. Projector in MPR at Meadow View and Taylor Mountain 3. Substitute teachers for PLC training and curriculum mapping for writing	LEA-Wide 2. LEA-wide 3. LEA-wide		Projector 4000-4999: Books And Supplies Supplemental 17,500.00	Projectors 4000-4999: Books And Supplies Supplemental 35,000.00	Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 10,000.00 Substitutes 3000-3999: Employee Benefits Supplemental 2,400.00
		Substitutes for teachers working on curriculum maps for Math, PLC training 2. Substitute teachers for PLC training & curriculum mapping for science	LEA-wide 2. LEA-wide		Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 10,000.00 Substitutes 3000-3999: Employee Benefits Supplemental 2,400.00	Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 10,000.00 Substitutes 3000-3999: Employee Benefits Supplemental 2,400.00	
		Common prep time provided by PE teachers 2. Common prep time provided by PE teachers 3. Additional teachers provided to avoid combination classes	LEA-wide 2. LEA-wide 3. LEA-wide		PE teachers 1000-1999: Certificated Personnel Salaries Supplemental 66,000.00 PE teachers 3000-3999: Employee Benefits Supplemental 15,900.00	PE Teachers 1000-1999: Certificated Personnel Salaries Supplemental 67,980.00 PE Teachers 3000-3999: Employee Benefits Supplemental 16,695.00	Teachers 1000-1999: Certificated Personnel Salaries Supplemental 147,040.00 Teachers 3000-3999: Employee Benefits Supplemental 36,382.00
		Additional classes provided to avoid combination classes 2. Additional classes to avoid combination classes. 3. Beginning Teacher and Administrator support	LEA-wide 2. LEA-wide 3. LEA-wide		Teachers 1000-1999: Certificated Personnel Salaries Supplemental 140,00.00 Teachers 3000-3999: Employee Benefits Supplemental 33,000.00	Teachers 1000-1999: Certificated Personnel Salaries Supplemental 142,758.00 Teachers 2000-2999: Classified Personnel Salaries Supplemental 34,650.00	Support Program 5000-5999: Services And Other Operating Expenditures Supplemental 8,000.00

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
Provide planning/preparation time. Supporting Goal J: Support and develop Professional Learning Communities (PLCs). Supporting Goal K: Avoid combination classes Supporting Goal L: Provide a High Quality teaching staff to all students		2. Beginning Teacher and Administrator support	2. LEA-wide			Support Programs 5000-5999: Services And Other Operating Expenditures Supplemental 8,000.00	
		2. Stipends for teachers attending ELD professional development class	2. LEA-wide			Stipends 1000-1999: Certificated Personnel Salaries Supplemental 20,000.00 Stipends 3000-3999: Employee Benefits Supplemental 4,800.00	
		2. Stipends for teachers attending professional development outside of school day/year for Common Core, PLC, best instructional practices. 3. Maintain a Highly Qualified Teaching Staff	2. LEA-wide 3. LEA-wide			Stipends 1000-1999: Certificated Personnel Salaries Supplemental 20,000.00 Stipends 3000-3999: Employee Benefits Supplemental 4,800.00	Teachers 1000-1999: Certificated Personnel Salaries Base 4,683,609 Teachers 3000-3999: Employee Benefits Base 1,304,663
		Maintain a Highly Qualified Teaching Staff 2. Maintain a Highly Qualified Teaching Staff	LEA-wide 2. LEA-wide		Teachers 1000-1999: Certificated Personnel Salaries Base 4,414,752 Teachers 3000-3999: Employee Benefits Base 835,962	Teachers 1000-1999: Certificated Personnel Salaries Base 4,547,194 Teachers 3000-3999: Employee Benefits Base 1,242,536	
		2. Pay to classified staff for professional development outside of the workday for classified staff on early literacy, behavior management, health/safety	2. LEA-wide			Supplemental Pay 2000-2999: Classified Personnel Salaries Supplemental 12,240.00 Supplemental Pay 3000-3999: Employee Benefits Supplemental 2,652.00	
Improve 21st century teaching and learning. Supporting Goal A	Student Achievement, Basic Needs	Parent brochure for Common Core	LEA-wide 2. LEA-wide 3. LEA-wide		Brochure 4000-4999: Books And Supplies Supplemental 400.00	Instructional materials 4000-4999: Books And Supplies Supplemental 50,000.00	Instructional materials 4000-4999: Books And Supplies Supplemental 16,045.00

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
Secure 21st Century curriculum. Supporting Goal B: Revise report cards. Supporting Goal C: Develop and share parent Information about Common Core Standards Supporting Goal D: Provide support for digital teaching and learning. Supporting Goal E: Optimize use of library/computer labs. Supporting Goal F: Provide support for use of technology. Supporting Goal G: Secure hardware for digital learning Supporting Goal H: Build capacity for keyboarding		2. Supplemental instructional materials such as writing 3. Supplemental instructional materials					
		Stipend for Technology Panel members 2. Stipend for Technology Panel members 3. Stipend for Technology Panel members	LEA-wide 2. LEA-wide 3. LEA-wide		Stipend 1000-1999: Certificated Personnel Salaries Supplemental 7,000.00 Stipend 3000-3999: Employee Benefits Supplemental 1,700.00	Stipend 1000-1999: Certificated Personnel Salaries Supplemental 10,000.00 Stipend 3000-3999: Employee Benefits Supplemental 1,700.00	Stipends 1000-1999: Certificated Personnel Salaries Supplemental 10,000.00 Stipends 3000-3999: Employee Benefits Supplemental 1,700.00
		Increase bandwidth for each school 2. One technology staff to support district 3. One technology staff to support district	LEA-wide 2. LEA-wide 3. LEA-wide		Bandwidth upgrade 6000-6999: Capital Outlay Concentration 400,000.00	Staff 2000-2999: Classified Personnel Salaries Supplemental 47,532.00 Staff 3000-3999: Employee Benefits Supplemental 10,200.00	Staff 2000-2999: Classified Personnel Salaries Supplemental 48,483.00 Staff 3000-3999: Employee Benefits Supplemental 10,404.00
		One technology staff to support district 2. Purchase chrome books for 5th graders 3. Purchase chrome books for 4th graders	LEA-wide 2. LEA-wide 3. LEA-wide		Staff 2000-2999: Classified Personnel Salaries Supplemental 46,600.00 Staff 3000-3999: Employee Benefits Supplemental 10,000.00	Chromebooks 4000-4999: Books And Supplies Supplemental 60,000.00	Chromebooks 4000-4999: Books And Supplies Concentration 60,000.00
		Purchase chrome books for all 6th graders	LEA-wide		Chromebooks 4000-4999: Books And Supplies Supplemental 60,000.00		
Ensure all students have opportunities and support to reach their potential. Supporting Goal A: Develop and implement a GATE	Pupil Achievement, Engagement, Other Student Outcomes, Course	Schools will provide materials for Odyssey of the Mind 2. Materialsand supplies for GATE and VAPA programs	LEA-wide 2. LEA-wide 3. LEA-wide		Supplies 4000-4999: Books And Supplies Supplemental 600.00	GATE & VAPA materials 4000-4999: Books And Supplies Supplemental 50,000.00	GATE & VAPA materials 4000-4999: Books And Supplies Supplemental 30,000.00

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
Program. Supporting Goal B: Develop and implement a visual and performing arts (VAPA). Supporting Goal C: Optimize social studies & science instruction Supporting Goal D: Improve system for learning supports. Supporting Goal E: Optimize before & after school programs. Supporting Goal F: Reduce impact of mobility. Supporting Goal G: Utilize intersessions for academic support Supporting Goal H: Extend the instructional school year Supporting Goal I: Individualized ELD instruction for newcomers	Access	3. Materials and supplies for GATE and VAPA programs					
		Provide choral program 2. GATE & VAPA programming services 3. GATE and VAPA programming services	LEA-wide 2. LEA-wide 3. LEA-wide		Choral Program 5000-5999: Services And Other Operating Expenditures Supplemental 6,000.00	GATE & VAPA Programs 5000-5999: Services And Other Operating Expenditures Supplemental 50,000.00	GATE & VAPA programs 5000-5999: Services And Other Operating Expenditures Supplemental 40,000.00
		Supplemental materials for students needing learning supports 2. Supplemental materials for students needing learning supports. 3. Supplemental materials for students needing learning asistance	LEA-wide 2. LEA-wide 3. LEA-wide		Instructional Materials 4000-4999: Books And Supplies Supplemental 12,734.00	Instructional Materials 4000-4999: Books And Supplies Supplemental 56,000.00	Instructional materials 4000-4999: Books And Supplies Supplemental 30,000.00
		Intersession for academic assistance 2. Intersession for academic assistance 3. Intersession for academic assistance	LEA-wide 2. LEA-wide 3. LEA-wide		Staff 1000-1999: Certificated Personnel Salaries Supplemental 16,000.00 Staff 3000-3999: Employee Benefits Supplemental 3,850.00 Staff 2000-2999: Classified Personnel Salaries Supplemental 12,000.00 Staff 3000-3999: Employee Benefits Supplemental 2,600.00 Materials 4000-4999: Books And Supplies Supplemental 3,000.00	Staff 1000-1999: Certificated Personnel Salaries Concentration 16,480.00 Staff 3000-3999: Employee Benefits Concentration 3,927.00 Staff 2000-2999: Classified Personnel Salaries Concentration 12,240.00 Staff 3000-3999: Employee Benefits Concentration 2,652.00 Materials 4000-4999: Books And Supplies Concentration 3,000.00	Staff 1000-1999: Certificated Personnel Salaries Concentration 16,809.00 Staff 3000-3999: Employee Benefits Concentration 4,044.00 Staff 2000-2999: Classified Personnel Salaries Concentration 12,485.00 Staff 3000-3999: Employee Benefits Concentration 2,705.00 Materials 4000-4999: Books And Supplies Concentration 3,000.00

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
		3-week Learning Academy staff & supplies 2. 3-week Learning Academy 3. 3-week Learning Academy staff, supplies & transportation	LEA-wide 2. LEA-wide 3. LEA-wide		CalServes 5000-5999: Services And Other Operating Expenditures Concentration 265,000.00 Transportation 5000-5999: Services And Other Operating Expenditures Concentration 25,000	CalServes 5000-5999: Services And Other Operating Expenditures Concentration 270,000.00 Transportation 5000-5999: Services And Other Operating Expenditures Concentration 25,000.00	CalServes 5000-5999: Services And Other Operating Expenditures Concentration 275,000.00 Transportation 5000-5999: Services And Other Operating Expenditures Concentration 25,000.00
Maintain and improve facilities. Supporting Goal A: Ensure campuses are secure. Supporting Goal B Maximize operations of all facilities and equipment Supporting Goal C: Renovate Kawana School. Supporting Goal D: Provide additional bathrooms at Meadow View. Supporting Goal E: Secure and use an efficient system to manage supplies. Supporting Goal F: Optimize outdoor areas	Basic Services	2. Photo ID machine	2. LEA-wide			Photo ID machine 4000-4999: Books And Supplies Supplemental 5,000.00	
		2. Upgrade playground equipment	2. LEA-wide			Playground equipment 4000-4999: Books And Supplies Supplemental 50,000.00 Concentration 74,893.00	
Improve school-home communication. Supporting Goal A:	Parental Involveme nt, Student Achieveme nt, School	Tuition for Spanish classes at SRJC for staff 2. Tuition for Spanish classes at SRJC	LEA-wide 2. LEA-wide 3. LEA-wide		Tuition 5000-5999: Services And Other Operating Expenditures Supplemental 2,000.00	Tuition 5000-5999: Services And Other Operating Expenditures Supplemental 2,000.00	Tuition 5000-5999: Services And Other Operating Expenditures Supplemental 2,000.00

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
Distribute monthly school newsletters Supporting Goal B: Update school marquees. Supporting Goal C: Maintain current & useful websites. Supporting Goal D: Provided support for learning Spanish. Supporting Goal E: Hiring practices will recognize Spanish skills	Climate	3. Tuition for Spanish classes at SRJC					
Improve climate to support learning. Supporting Goal A: Optimize recess. Supporting Goal B: Optimize lunch time Supporting Goal C: Improve student discipline. Supporting Goal D: Support school & district pride. Supporting Goal E: Reduce bullying & support self-regulation. Supporting Goal F: Support after school extra-curriculars Supporting Goal G: Improve student health. Supporting Goal H: Recognize student strengths with	School Climate, Engageme nt, Parental Involveme nt, Student Achieveme nt, Other Student Outcomes						
		Schools will purchase supplies for school events & activities (school pride) 2. Supplies to support school climate 3. Supplies to support school climate	LEA-wide 2. LEA-wide 3. LEA-wide		Supplies 4000-4999: Books And Supplies Supplemental 1500.00	Supplies 4000-4999: Books And Supplies Supplemental 1500.00	Supplies 4000-4999: Books And Supplies Supplemental 1500.00
		Stipend for sports coaches 2. Stipends for sports coaches 3. Stipends for sports coaches	LEA-wide 2. LEA-wide 3. LEA-wide		stipend 1000-1999: Certificated Personnel Salaries Supplemental 9,000.00	Stipends 1000-1999: Certificated Personnel Salaries Supplemental 12,000.00	Stipends 1000-1999: Certificated Personnel Salaries Supplemental 12,000.00
		Costs for school competitions & track meet 2. Costs for school competitions 3. Costs for school competitions	LEA-wide 2. LEA-wide 3. LEA-wide		Supplies 4000-4999: Books And Supplies Supplemental 300.00	Supplies 4000-4999: Books And Supplies Supplemental 300.00	Supplies & fees 5000-5999: Services And Other Operating Expenditures Supplemental 300.00

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
competitions Supporting Goal I: Develop annual District track meet. Supporting Goal J: Develop and foster a growth mindset							
Develop citizenship and democratic values. Supporting Goal A: Provide leadership opportunities Supporting Goal B Provide service learning opportunities Supporting Goal C: Develop student portfolios. Supporting Goal D: Provide information about college & career awareness.	Other Student Outcomes	Supplies for career day 2. Supplies for Career Day and College Information Night 3. Supplies for Career Day and College Information Night	LEA-wide 2. LEA-wide 3. LEA-wide		supplies 4000-4999: Books And Supplies Supplemental 450.00	Supplies 4000-4999: Books And Supplies Supplemental 450.00	Supplies 4000-4999: Books And Supplies Supplemental 450.00

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Improve school readiness Supporting Goal A: Provide parent Information Meetings for incoming kindergarteners Supporting Goal B: Provide family Literacy and Math Nights Supporting Goal C: Connect Parents with Community Resources Supporting Goal D: Provide a Kinder Academy	Pupil Achievement, Parent Involvement						
Decrease the rates of absence and truancy. Supporting Goal A: Adjust attendance boundaries. Supporting Goal B: Provide Parent Liaison at each school Supporting Goal C.: Improve SARB	Pupil Achievement, Parent Involvement, Engagement						

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
process. Supporting Goal D: Develop system for attendance awards.							
Improve 3rd grade literacy. Supporting Goal A: Provide Reading Specialist for each school. Supporting Goal B: Provide Early Literacy Paraprofessional for every K-3rd classroom. Supporting Goal C: Provide Instructional Assistant for every Transitional Kindergarten (TK) classroom. Supporting Goal D: Increase Instructional minutes for K-3rd classrooms	Pupil Achievement						
Improve consistency of high quality instruction in all classrooms. Supporting Goal A: Provide professional development. Supporting Goal B: Establish and use the Bellevue Instructional Model	Pupil Achievement, Engagement						

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
(BIM). Supporting Goal C: Develop and use a coherent assessment system. Supporting Goal D: Provide an instructional response to student learning data. Supporting Goal E: Improve classroom management. Supporting Goal F: Establish and implement curriculum maps for core content. Supporting Goal G: Provide credentialing support for professional staff Supporting Goal H: Develop highly effective teachers. Supporting Goal I: Provide planning/preparation time. Supporting Goal J: Support and develop Professional Learning Communities (PLCs). Supporting Goal K: Avoid combination classes Supporting Goal L: Provide a High Quality teaching							

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
staff to all students							
Improve 21st century teaching and learning. Supporting Goal A Secure 21st Century curriculum. Supporting Goal B: Revise report cards. Supporting Goal C: Develop and share parent Information about Common Core Standards Supporting Goal D: Provide support for digital teaching and learning. Supporting Goal E: Optimize use of library/computer labs. Supporting Goal F: Provide support for use of technology. Supporting Goal G: Secure hardware for digital learning Supporting Goal H: Build capacity for keyboarding	Student Achieveme nt, Basic Needs						
Ensure all students have opportunities and support to reach their potential. Supporting Goal A: Develop and implement a GATE	Pupil Achieveme nt, Engageme nt, Other Student Outcomes, Course	Provide instructional support for ELs who are newcomers in 2nd-6th grade with Imagine Learning	EL Students 2. EL students 3. EL students		ELD instructional program 4000-4999: Books And Supplies Supplemental 5,000.00	ELD instructional program 4000-4999: Books And Supplies Supplemental 5,000.00	ELD instructional program 4000-4999: Books And Supplies Supplemental 5,000.00

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
Program. Supporting Goal B: Develop and implement a visual and performing arts (VAPA). Supporting Goal C: Optimize social studies & science instruction Supporting Goal D: Improve system for learning supports. Supporting Goal E: Optimize before & after school programs. Supporting Goal F: Reduce impact of mobility. Supporting Goal G: Utilize intersessions for academic support Supporting Goal H: Extend the instructional school year Supporting Goal I: Individualized ELD instruction for newcomers	Access	2. Provide instructional support for ELs who are newcomers in 2nd-6th grade with Imagine Learning 3. Provide instructional support for ELs who are newcomers in 2nd-6th grade with Imagine Learning					
Maintain and improve facilities. Supporting Goal A: Ensure campuses are secure. Supporting Goal B Maximize operations of all	Basic Services						

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
facilities and equipment Supporting Goal C: Renovate Kawana School. Supporting Goal D: Provide additional bathrooms at Meadow View. Supporting Goal E: Secure and use an efficient system to manage supplies. Supporting Goal F: Optimize outdoor areas							
Improve school-home communication. Supporting Goal A: Distribute monthly school newsletters Supporting Goal B: Update school marquees. Supporting Goal C: Maintain current & useful websites. Supporting Goal D: Provided support for learning Spanish. Supporting Goal E: Hiring practices will recognize Spanish skills	Parental Involveme nt, Student Achieveme nt, School Climate						
Improve climate to support learning. Supporting Goal A:	School Climate, Engageme nt,						

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
Optimize recess. Supporting Goal B: Optimize lunch time Supporting Goal C: Improve student discipline. Supporting Goal D: Support school & district pride. Supporting Goal E: Reduce bullying & support self-regulation. Supporting Goal F: Support after school extra-curriculars Supporting Goal G: Improve student health. Supporting Goal H: Recognize student strengths with competitions Supporting Goal I: Develop annual District track meet. Supporting Goal J: Develop and foster a growth mindset	Parental Involvement, Student Achievement, Other Student Outcomes						
Develop citizenship and democratic values. Supporting Goal A: Provide leadership opportunities Supporting Goal B Provide service learning opportunities Supporting Goal C:	Other Student Outcomes						

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**
Develop student portfolios. Supporting Goal D: Provide information about college & career awareness.							

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.)

Because our district demographics include 74% ELs and 94% Socio-Economically Disadvantaged, we provide additional services to all students.

In year one we will receive $1,453,000 in Supplemental ($684,900) and Concentration ($768,100) Grant Funds. These funds will be used on a district-wide basis for the following:

- Support for school readiness
- Parent Liaisons
- Additional staffing to improve early literacy
- Additional prep time to primary teachers for increased instructional time
- Support for beginning teachers and administrators
- Technology (hardware, staffing & infrastructure) to implement digital teaching & learning
- Additional staffing to enable common prep time for all teachers
- Additional staffing to avoid combination classes
- Initial GATE & VAPA implementation
- Intersession for academic intervention
- Longer school year for students (3-week session)
- Instructional program for newcomers

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

The proportionality percentage for the Bellevue USD is 15.87%.

We are using our Supplemental and Concentration grant funds to provide additional instruction, support and staffing for school readiness, early literacy and language support for our unduplicated students. The cost of these services, ($1,452,953), when compared to the cost of our base program ($9,153,213) is an increase in services to these students of 15.87%.

Please note that since we are a K-6 district, the following metrics are not included in this LCAP as they are not appropriate: A-G requirements, Career Technical Education, AP classes, Early Assessment Proram (EAP), middle and high school drop out rates, and high school graduation rates.

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.