

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

Introduction:

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PLEASANT VALLEY SCHOOL DISTRICT

Mission Statement:

It is the mission of Pleasant Valley School District to provide an educational program that encourages a positive self-concept, creative expression, critical thinking, and academic excellence, challenging students to reach their own highest potential.

Goals:

1. A highly qualified staff will provide a safe, healthy, positive and effective learning environment.
2. Engage in open, meaningful, and continuous communication with all stakeholders
3. Promote a culture of excellence.
4. Maintain a fiscally sound budget that equitably aligns and maximizes available revenue, while providing long range plans for the safe and effective use of facilities based on students and community needs.

Pleasant Valley School District is surrounded by rolling hills, fields of strawberries, avocado and citrus orchards, and the Pacific Ocean. Pleasant Valley School District is a K-8 district. Founded in 1868, Pleasant Valley School District is one of the oldest districts in California and the oldest district in Ventura County. The school district is one of the largest employers in Camarillo.

Pleasant Valley School District serves a population of 65,968 for Camarillo and surrounding unincorporated areas. PVSD encompasses approximately 65 square miles. Enrollment is approximately 6,600 students in the district's 11 schools. English is the most dominant language with Spanish most dominant of those who do not speak English as their 1st language. There are six elementary, three K-8 and two 6-8 middle schools. Three campuses also have a preschool. We have eight schools that offer fee-based childcare for our district students.

Pleasant Valley is one of six feeder school districts to the Oxnard Union High School District. The District also hosts the University Preparation School (UPS) and the University Charter Middle School (UCMS) of CSU Channel Islands. Many of our schools have received county, state, and national recognition for academic excellence. Pleasant Valley is proud of its high achieving schools.

Pleasant Valley School District has a small overall percentage of low income students and English Learner students. Due to this low percentage, we are not eligible for additional concentration funding that many of our neighboring districts receive from the state of California under the new Local Control Funding Formula. In 2008, PVSD received approximately 65 million dollars in funding. In 2014 we received approximately 49 million dollars in funding. This 16 million dollar funding shortfall prohibits us from implementing all of the programs and services we wish to provide. We will, however, listen to stakeholder input and prioritize spending, increasing our programs and services as additional funding becomes available.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section [64001](#). The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents,

education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections [52062](#), [52068](#), and [47606.5](#), including engagement with representative parents of pupils identified in Education Code section [42238.01](#)?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Oral presentation to: teacher grade level groups regarding the impact of the Local Control Funding Formula (LCFF) and the requirements and plan for the Local Control Accountability Plan (LCAP) focusing on gathering input from stakeholders to help form the plan and allocate funding. Date: 1/14/14-2/6/14</p> <p>Formal PowerPoint presentation of the LCAP timeline and process to: Curriculum department. Date: 1/8/14 Superintendent’s Roundtable Committee (includes representatives from: school PTA/PTO, Pleasant Valley Education Association, Board of Trustees from Pleasant Valley School District & Oxnard Unified High School District, Save our Kids’ Music, Pleasant Valley Education Foundation, Gifted and Talented Education, Sheriff’s Department) Date: 2/7/14 Board meeting. Date: On agenda 1/16/14, presented 2/20/14, Survey results update: 4/24/14, Oral report of representative stakeholder meeting: 5/15/14 Management meeting (All district management) Date:2/12/14 Parent Advisory Committee/District English Learner Parent Advisory Committee (parent advisory groups) Date: 2/27/14, District English Learner Parent Advisory Committee 4/24/14 Chamber of Commerce Education Committee. Date: 3/11/14, 4/8/14</p>	<p><i>All advisory group representatives were invited to review the draft of the LCAP. The draft incorporated input from all stakeholders gathered from the three surveys we distributed. From the data synthesis, we were able to determine the major areas on which to focus over the next five years:</i></p> <ol style="list-style-type: none"> <i>1. Increase teacher and administrator content, pedagogical, and technological knowledge by providing targeted professional learning and coaching. (Stakeholder surveys from: PVEA, teachers, administrators, parents)</i> <i>2. Increase school connectedness and socio-emotional well-being of students through research-based programs implemented with fidelity (result of California Healthy Kids Surveys and school climate surveys: parent, student, staff input)</i> <i>3. Develop stakeholder involvement programs based upon</i>

<p>Common Core State Standards & LCAP parent information nights at All 11 schools: 3/4/13- 3/27/14</p> <p>Data Gathering- Stakeholder Input: <u>California Healthy Kids Survey provided to:</u> Students grades 5 & 7 All certificated staff All classified staff All management staff All parents</p> <p><u>Clarity technology survey to:</u> Students grades 3-8 All Teachers All Parents</p> <p><u>PVSD district LCAP survey to:</u> All parents All certificated staff All classified staff All management staff Available for community response via website and school information meetings Held evening computer access event for parents without access Superintendent's Roundtable Committee meetings Chamber of Commerce Education Committee meetings</p> <p><u>PVSD LCAP parent and community input cards distributed at:</u> Common Core State Standards, LCAP information nights at all schools (3/4/14-3/27/14) Parent Advisory Committee/District English Learner Parent Advisory Committee meetings (parent advisory groups) information meetings. Date: 2/27/14 Superintendent's Roundtable Committee Chamber of Commerce Education Committee meetings</p>	<p><i>national research and resources from CDE (and others) to create meaningful engagement and input into annual LCAP reviews (stakeholder surveys, parent involvement data, California Healthy Kids Surveys)</i></p> <p><i>4. Analyze facility, instructional materials and technology needs to develop a prioritized and sequenced plan to provide all students and school personnel with resources they need for 21st Century career and academic success. (stakeholder surveys from student, teacher, administrator, parent, community)</i></p> <p><i>Advisory group representatives also identified the following items as focus areas to consider in the future as additional funding becomes available:</i></p> <ul style="list-style-type: none"> <i>*Increase Gifted and Talented Education (GATE) programs</i> <i>*Increase English Learner and Low Income student program support by extending school hours to provide access to internet.</i> <i>*Increase English Learner and Low Income student program support by providing reading teacher for middle school students.</i> <i>*Provide additional social/emotional counseling services</i> <i>* Increase staff recruitment and retention by striving to make salaries and benefits align with County averages (dependent upon negotiations and funding).</i> <i>*Increase enrichment activities such as music and art in all schools</i> <i>*Increase outside class field trips and hands-on activities</i> <i>*Increase access to science labs and STEM activities</i> <i>*Increase access to busing</i>
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***Survey access for all surveys available online via school and district webpage.
**Reminders sent to all parents via email and connect-ed phone calls.*

Participate in local stakeholder events:

District representatives attended VCOE LCAP Foster Youth Stakeholder Forum on April 15th, 2014

LCAP Draft Review with Stakeholder Groups:

LCAP Draft Plan submitted for review and discussion to representative stakeholders at publicized meeting- May 12th, 2014. Superintendent responded in writing to written questions from stakeholders.

Board Meetings:

Plan timeline and information on agenda: 1/16/14, presented: 2/20/14

Survey results update: 4/24/14

Oral report of representative stakeholder meeting: 5/15/14

Public Hearing: 6/5/14

Final Vote: 6/19/14

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, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Goal #1 - Students need more access and greater proficiency with technology to meet Common Core State Standards</p> <p>Metric: Local measure, Clarity survey</p>	Goal #1 – Provide students with greater access to technology per Common Core State Standards requirements.	All students	All schools	n/a	Increase student reported access to technology by 10% annually (per Clarity survey)	Increase student reported access to technology by 10% annually (per Clarity survey)	Increase student reported access to technology by 10% annually (per Clarity survey)	1,2,4,8
<p>Need: Goal #2 - All students need to be proficient or</p>	Goal #2 - Increase student achievement in content areas based	All students	All schools	n/a	Increase percentage of students	Increase percentage of students	Increase percentage of students	1,2,3,4,7,8

advanced Metric: CAASPP (Smarter Balanced Assessment), other state assessments and/or Common Core aligned local benchmark assessments.	on Smarter Balanced Assessment and/or Common Core aligned local assessments.				performing at proficient or advanced by 3% annually	performing at proficient or advanced by 3% annually	performing at proficient or advanced by 3% annually	
Need: Teachers are assigned and credentialed appropriately for the students and subjects they teach Metric: CALPADS report .2					100% of teachers are HQT and assigned appropriately	Maintain at 100%	Maintain at 100%	1
Need: Continue to provide students access to standards aligned materials Metric: Williams report demonstrates student access to standards aligned instructional materials					100% of students have access to standards aligned instructional materials	Maintain at 100%	Maintain at 100%	1
Need: Continue to enroll all students in required areas of study Metric: Master schedule, enrollment sheets, and lesson plans					100% of students enrolled in required areas of study	Maintain at 100%	Maintain at 100%	7

<p>Need: English Learners become English proficient</p> <p>Metric: CAACPP (AMAO 2)</p>		All English learners	All Schools		Increase by .25% annually	Increase by .25% annually	Increase by .25% annually	4
<p>Need: Increase English Learners reclassification rate</p> <p>Metric: Annual board report</p>		All English learners	All Schools		Increase by .25% annually	Increase by .25% annually	Increase by .25% annually	4
<p>Need: Goal #3 – All Students need to feel safe, healthy, and connected at school. Based on local measures & California Healthy Kids Survey Questions on connectedness scale for grade 5 & 7-(I feel like I am part of this school, teachers at school treat me fairly, I feel safe in my school.)</p> <p>Metric: Local measures and California Healthy Kids Survey questions on connectedness scale</p>	<p>Goal #3 – Increase student perceptions of feeling safe, healthy and connected at school as reported by California Healthy Kids Survey</p>	All students	All schools	n/a	Increase percentage of students reporting feeling safe, healthy, and connected at school by 3% annually (California Healthy Kids Survey baseline data 2011-12: Q-3- 5 th grade 83%, 7 th grade 65%Q-4- 5 th grade 90%, 7 th grade 56%Q-5- 5 th grade 89%, 7 th grade 71%)	Increase percentage of students reporting feeling safe, healthy, and connected at school by 3% annually	Increase percentage of students reporting feeling safe, healthy, and connected at school by 3% annually	1,3,5,6,

for grade 5 & 7-(I feel like I am part of this school, teachers at school treat me fairly, I feel safe in my school.)					agree +strongly agree			
Need: Increase efforts to seek parent input Metric: local measures, parent surveys		All students	All schools		Increase by one action.	Increase by one action.	Increase by one action.	3
Need: Increase promotion of parent participation Metric: sign-in sheets at parent events		All students	All schools		Increase by one action.	Increase by one action.	Increase by one action.	3
Need: Maintain facilities in good repair Metric: FIT(Facilities Inspection Tool)		All students	All schools		Maintain Excellent rating for all sites	Maintain Excellent rating for all sites	Maintain Excellent rating for all sites	1
Need: Decrease student suspension rates Metric: annual board report and SARC		All students	All schools		Reduce by .25% annually	Reduce by .25% annually	Reduce by .25% annually	6
Need: Decrease student expulsion rates Metric: annual board report and SARC		All students	All schools		Reduce by .25% annually	Reduce by .25% annually	Reduce by .25% annually	6
Need: Increase School attendance rates		All students	All schools		Increase by .25% annually	Increase by .25% annually	Increase by .25% annually	5

Metric: monthly and annual report-P2								
Need: Decrease chronic absenteeism rates Metric: Absentee report, SARB data		All students	All schools		Reduce by .25% annually	Reduce by .25% annually	Reduce by .25% annually	5
Need: Maintain Middle School Dropout rates Metric: report from County		All students	All schools		Maintain at 0%	Maintain at 0%	Maintain at 0%	5
* The following metrics do not apply to our K-8 district: Students who are college and career ready, Advanced Placement exams, EAP exams, high school dropout rates, and high school graduation rates. * API and CST results from 2013 are measurements used to identify actions and resources for specific subgroups, but they will not be used to measure growth in 2014-15, 2015-16, and 2016-17.								

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections [52060](#) and [52061](#), for county offices of education, Education Code sections [52066](#) and [52067](#), and for charter schools, Education Code section [47606.5](#) require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section [52052](#), including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section [42238.01](#), the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections [52061](#), [52067](#), and [47606.5](#).

Guiding Questions:

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

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section [52052](#) but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 – Provide students with greater access to technology per Common Core State Standards requirements.	1,2,4,8	1. Purchase technology and infrastructure supports	District wide	n/a	1 mil State restricted and unrestricted	1 mil State restricted and unrestricted	1 mil State restricted and unrestricted
		2. Provide training to teachers and administrators			100K State restricted	100K State restricted	100K State restricted
		3. Purchase applications and software			50K State unrestricted	50K State unrestricted	50K State unrestricted
		4. Teachers on Special Assignment to support tech			300K State restricted and unrestricted	300K State restricted and unrestricted	300K State restricted and unrestricted
		5. Provide students with technology integrated instruction-includes digital citizenship and			100K State unrestricted	100K State unrestricted	100K State unrestricted

		program monitoring					
		6. Coordinator for Instructional Technology, Professional development and assessment (.5)			65K State unrestricted	65K State unrestricted	65K State unrestricted
		7. Provide funding to sites to purchase technology			300K State unrestricted	300K State unrestricted	300K State unrestricted
		8. Provide parent training on school technology including: Zangle, Websites, Social media, digital citizenship, etc.			5K State unrestricted	5K State unrestricted	5K State unrestricted
Goal #2 - Increase student achievement in content areas based on Smarter Balanced Assessment and/or Common Core aligned local assessments.	1,2,3,4,7,8	1. Purchase and/or develop Common Core State Standards aligned instructional materials for all core subjects as resources and materials become available	2.1-2.6 District wide	n/a	2M State restricted and unrestricted	2M State restricted and unrestricted	1M State restricted and unrestricted
		2. Purchase and/or develop Common Core State Standards aligned district assessments			50K State restricted	50K State restricted	50K State restricted
		3. Purchase online/digital curriculum, applications, and materials to support Common Core State Standards			50K State restricted	50K State restricted	50K State restricted
		4. Recruit and retain highly qualified teachers: Employee years of service recognition, Teachers on Special Assignment and additional teacher leader stipends for support of all Core subjects and English Language Development. Includes: *District Resource Teacher (.5) * full time position to support English language arts and English language development			450K State restricted and unrestricted	450K State restricted and unrestricted	450K State restricted and unrestricted
		5. New teachers in Beginning Teacher Support & Assessment year one and two programs will have fees, release days and support mentors provided by the district. (Percent to be determined)			20K State unrestricted	30K State unrestricted	40K State unrestricted
		6. Professional Development: workshops, conferences, release time for collaboration, teacher			700K State	700K State	700K State

		leadership (senate), instructional rounds, summer project work and Staff Development Days (3)			unrestricted, Federal restricted	unrestricted, Federal restricted	unrestricted, Federal restricted
		7. Staff development for Special Education: academic vocabulary and unpack Common Core State Standards for Special Education	2.7 SPED		10K State unrestricted	10K State unrestricted	10K State unrestricted
		8. Gifted and Talented Education (GATE): Teacher on Special Assignment, clerical support, and programs: testing, GATE teacher certification (GATE day, field trips, and events with fundraising assistance from parents)	2.8 GATE		47K State unrestricted	47K State unrestricted	47K State unrestricted
		9. Coordinator for Curriculum, Professional development and assessment (.5)	2.9 District wide		65K State unrestricted	65K State unrestricted	65K State unrestricted
		10. Expand school day music opportunities to include music program support for K-5 and K-8 schools	2.10 K-5, K-8		90K State unrestricted	100K State unrestricted	110K State unrestricted
		11. Before /after school tutoring in English and Math for at risk students	2.11 District wide		20K (12K-MS) (8K K-5) State unrestricted	20K (12K-MS) (8K K-5) State unrestricted	20K (12K-MS) (8K K-5) State unrestricted
Goal #3 - Increase student perceptions of feeling safe, healthy and connected at school	1,3,5,6,	1. Increase school connectedness: “40 Developmental Assets” strategies in all schools (2K), increased communication, provide funding to all sites to support school-wide goals (10K per school)	District wide		112K State unrestricted	112K State unrestricted	112K State unrestricted
		2. Continue implementation of Positive Behavior Support model -CHAMPS (Conversation, Help, Activity, Movement, Participation, success) through new teacher training & strategy supports			2.5K State unrestricted	2.5K State unrestricted	2.5K State unrestricted
		3. Increase parent involvement in workshops and committees (i.e.; anti-bullying, wellness)			2K State unrestricted	2K State unrestricted	2K State unrestricted

	4. Continue district wide focus on anti-bullying (i.e.; posters in every class, community events, K-8 surveys, counselors and campus supervisors trained, Ally wristbands)	District wide		5K State unrestricted	5K State unrestricted	5K State unrestricted
	5. Continue attendance incentives for all schools			17K State unrestricted	17K State unrestricted	17K State unrestricted
	6. Continue safety training for all administrators & staff. Safety committee to organize emergency bins.			6K State unrestricted	6K State unrestricted	6K State unrestricted
	7. Explore strategies for students to become more connected at school at monthly management & staff mtgs.		No additional expenditure			
	8. Clerical support for Student Attendance Review Board	District Wide		2K State unrestricted	2K State unrestricted	2K State unrestricted
	9. Hire district counselor on special assignment for social/emotional counseling support and resources at elementary and K-8 schools	3.9 K-5 & K-8		125K State unrestricted	125K State unrestricted	125K State unrestricted
	10. Conduct annual analysis of school conditions as part of School Accountability Report Card and district annual facilities report	District wide 3.10- 3.12		20K State restricted	20K State restricted	20K State restricted
	11. Attend to facility repairs, maintenance			1.3mil State Restricted and unrestricted	1.3mil State Restricted and unrestricted	1.3mil State Restricted and unrestricted
	12. Provide adequate instructional space			240K Local restricted	240K Local restricted	240K Local restricted
	13. Expand Saturday classes and in-house suspension to keep students in school.	6-8		30K State unrestricted	30K State unrestricted	30K State unrestricted
	14. Provide increased opportunities for club activities at middle schools during lunch and after school.	6-8		10K State unrestricted	10K State unrestricted	10K State unrestricted
	15. Tobacco Use Prevention and Education grant-coordinator (yr. 14/15), teachers stipends, and	District wide		18.5K State restricted	2.5K State restricted	2.5K State restricted

		program materials					

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? <u>Unless otherwise noted, all funding sources are unrestricted.</u>		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 – Provide students with greater access to technology per Common Core State Standards requirements.	1,2,3,4,8	For low income pupils: 1. Purchase additional technology devices for small group intervention	Dos Caminos, El Descanso, Las Posas	n/a	50K State unrestricted	50K State unrestricted	50K State unrestricted
		2. Teacher on Special Assignment or stipend for technology professional development			50K State unrestricted	50K State unrestricted	50K State unrestricted
		3. Provide parent training in technology use			\$500 Federal restricted	\$500 Federal restricted	\$500 Federal restricted
Goal #2 - Increase student achievement in content areas based on Smarter	1,2,3,4,7,8	For low income pupils: Students who are not at grade level will receive additional support in reading and math through targeted interventions:		n/a			

Balanced Assessment and/or Common Core aligned local assessments.		1. Reading Intervention Teacher on Special Assignment –Title 1 schools	Dos Caminos, El Descanso, Las Posas		100K Federal restricted	100K Federal restricted	100K Federal restricted
		2. After school primary hour small group instruction grades 1-3	District wide		No additional expenditure		
		3. Supplemental materials and services (site funds)	Dos Caminos, El Descanso, Las Posas		144K State unrestricted	10K State unrestricted	10K State unrestricted
		4. Title 1 teachers for targeted instruction (site funds)	Dos Caminos, El Descanso, Las Posas		160K Federal restricted	160K Federal restricted	160K Federal restricted
		5. Additional tutoring before and after school	Dos Caminos, El Descanso, Las Posas		80K Federal restricted, State unrestricted	80K Federal restricted, State unrestricted	80K Federal restricted, State unrestricted
		6. Instructional assistance to support learning (professional development)	Dos Caminos, El Descanso, Las Posas		30K State unrestricted	30K State unrestricted	30K State unrestricted
		7. Explore jump start summer school for Title 1 schools	Dos Caminos, El Descanso, Las Posas		10K State unrestricted	10K State unrestricted	10K State unrestricted
		8. Scholarships for district fee-based summer school for Title 1 students	Dos Caminos, El Descanso, Las Posas		15K State unrestricted	15K State unrestricted	15K State unrestricted
		9. Pre-school scholarships, staff development, and support	Dos Caminos, El Descanso, Las Posas		18K State unrestricted	18K State unrestricted	18K State unrestricted
		10. Reading specialist at non-Title 1 elementary schools (.5)	Camarillo Heights, Los		50K State	50K State	50K State

		* full time position to support at risk Low Income and English Learner students with reading	Primeros, La Mariposa, Tierra Linda, Rancho Rosal, Santa Rosa		unrestricted	unrestricted	unrestricted
Goal #3 - Increase student perceptions of feeling safe, healthy and connected at school	3,5,6,	For low income pupils: Goal #3 – 1. Targeted recruitment of parents for education on safety, connectedness, wellness, & attendance	Dos Caminos, El Descanso, Las Posas	n/a	2K State unrestricted	2K State unrestricted	2K State unrestricted
Goal #1 – Provide students with greater access to technology per Common Core State Standards requirements.	1,2,3,4,8	For English learners: 1. Purchase additional technology devices for targeted intervention instruction	District wide	n/a	25K State unrestricted	25K State unrestricted	25K State unrestricted
		2. Provide parent training in technology use including translator services and childcare as needed. May include Saturday workshops			500 State unrestricted	500 State unrestricted	500 State unrestricted
Goal #2 - Increase student achievement in content areas based on Smarter Balanced Assessment and/or Common Core aligned local assessments.	1,2,3,4,7, 8	For English learners: Students who are not at grade level will receive additional support in reading and math through targeted interventions. 1. English Learner Coordinator	District wide	n/a	75K Federal restricted, State unrestricted	75K Federal restricted, State unrestricted	75K Federal restricted, State unrestricted
		2. District Resource Teacher (.5) * full time position to support English language arts and English language development			50K State unrestricted	50K State unrestricted	50K State unrestricted

		3. Supplemental materials/testing			13K State restricted and unrestricted	13K State restricted and unrestricted	13K State restricted and unrestricted
		4. English Learner support: teachers and clerical staff for targeted instruction, district assessment, report and projects			70K State unrestricted	70K State unrestricted	70K State unrestricted
		5. Parent education (Parent Project, English Learner Advisory Council, District English Learner Advisory Council)			10K State unrestricted	10K State unrestricted	10K State unrestricted
		6. Staff development (workshops, collaboration time, English Learner Leadership Team)			10K State unrestricted	10K State unrestricted	10K State unrestricted
		7. Reading support specialist for non-Title 1 elementary schools (.5) based on need Reading specialist at non-Title 1 elementary schools (.5) * full time position to support at risk Low Income and English Learner students with reading	Camarillo Heights, Los Primeros, La Mariposa, Tierra Linda, Rancho Rosal, Santa Rosa		50K State unrestricted	50K State unrestricted	50K State unrestricted
		8. Provide funds to sites to support English Learners	District wide		132K State unrestricted	132K State unrestricted	132K State unrestricted
Goal #3 - Increase student perceptions of feeling safe, healthy and connected at school	3,5,6,	For English learners: 1. Targeted recruitment for parent education on safety, connectedness, wellness, & attendance	District wide	n/a	2K State unrestricted	2K State unrestricted	2K State unrestricted

Goal #1 – Provide students with greater access to technology per Common Core State Standards requirements.	1,2,3,4,8	For foster youth: 1. Purchase additional technology devices for foster youth (approx.18)	District wide	n/a	7K State unrestricted	7K State unrestricted	7K State unrestricted
		2. Provide parents of foster youth training in technology use (digital safety and citizenship to support foster youth)			\$500 State unrestricted	\$500 State unrestricted	\$500 State unrestricted
Goal #2 - Increase student achievement in content areas based on Smarter Balanced Assessment and/or Common Core aligned local assessments.	1,2,3,4,7,8	For foster youth: Students who are not at grade level will receive additional support in reading and math through targeted interventions.	District wide	n/a			
		1. Facilitate foster youth parent/teacher communication & education plus new student enrollment support (buddy system, adult mentor)			\$500 State unrestricted	\$500 State unrestricted	\$500 State unrestricted
		2. Small group instruction/tutoring			No additional cost	No additional cost	No additional cost
		3. Supplemental homework help, materials and supplies for school			2K State restricted	2K State restricted	2K State restricted
Goal #3 - Increase student perceptions of feeling safe, healthy and connected at school	3,5,6,	For foster youth: 1. Targeted recruitment for parent education on safety, connectedness, wellness, & attendance	District wide	n/a	\$50 State restricted	\$50 State restricted	\$50 State restricted
		2. Training on Foster youth needs at monthly principals meetings by Student Services plus new student designee support at sites.			no additional cost	no additional cost	no additional cost

Goal #1 – Provide students with greater access to technology per Common Core State Standards requirements.	1,2,3,4,8	For re-designated fluent English proficient pupils: 1. Provide parent training in technology use	District wide	n/a	\$500 State unrestricted	\$500 State unrestricted	\$500 State unrestricted
Goal #2 - Increase student achievement in content areas based on Smarter Balanced Assessment and/or Common Core aligned local assessments.	1,2,3,4,7,8	For re-designated fluent English proficient pupils: Through ongoing monitoring, students who are not at grade level will receive targeted support in reading and math as needed.	District wide	n/a	1K State unrestricted	1K State unrestricted	1K State unrestricted
Goal #3 - Increase student perceptions of feeling safe, healthy and connected at school	3,5,6,	For re-designated fluent English proficient pupils: Targeted recruitment for parent education on safety, connectedness, wellness, & attendance	District wide	n/a	2K State unrestricted	2K State unrestricted	2K State unrestricted

- 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.)

Goal #1, #2, #3 -We anticipate receiving approximately \$717K of supplemental funds so the district will be using the funding to support Low Income, Foster Youth, and English Learners.

Best Use: Because our targeted students (Low Income, Foster Youth, and English Learners= 31%) are distributed throughout the district in all schools, we will support these targeted students on a district-wide basis.

- 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.

Supplemental funds spent on Low Income, Foster Youth, and English Learners to increase the services by 3%. The services are: Access to technology used for intervention and targeted instruction for Low Income, Foster Youth, and English Learners and support by Teachers on Special Assignment and hourly teachers for instruction, professional development and parent training.

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](#).