

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

Introduction:

LEA: Benicia Unified School District Contact (Name, Title, Email, Phone Number): Marie Morgan, Assist. Sup of Educational Services, mmorgan@beniciaunified.org, 707-747-8300 Ext 1215 LCAP Year: 2013-14

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 involvements 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>Benicia involved all stakeholder groups in the development of our Local Control Accountability Plan including students, parents, community members, certificated and classified staff, management and the Board of Trustees. District and site meetings with SSC, PTAs and Leadership Teams, Community Forums and surveys are examples of the collaborative opportunities created to ensure all voices were heard. The following is a detail of the meeting dates held to gather input from all stakeholder groups.</p> <table border="0" style="width: 100%; margin-left: 40px;"> <tr> <td style="width: 30%;"></td> <td style="text-align: center;">LCAP Development Meetings</td> </tr> <tr> <td>Schools</td> <td></td> </tr> <tr> <td>BHS Site Council</td> <td style="text-align: center;">2/4/2014</td> </tr> </table>		LCAP Development Meetings	Schools		BHS Site Council	2/4/2014	<p>The input gathered in the engagement process was instrumental in the development of BUSD LCAP goals. Through this process, stakeholders gained an understanding of the LCAP development process, the state priorities, and specific district and site data. This education of our stakeholders enabled us to reallocate current resources, identify new areas of need and develop a comprehensive action plan to support all students.</p> <p>Input and feedback from Meetings, Community forums, and support groups were documented and analyzed by district staff.</p> <p>The draft was posted on the District webpage for public comment on May 23, 2014.</p>
	LCAP Development Meetings						
Schools							
BHS Site Council	2/4/2014						

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> Henderson Staff/Parent Meeting 2/4/2014 BMS Staff/Parent Meeting 2/5/2014 Farmer Staff/Parent Meeting 2/5/2014 Semple Staff/Parent/Site Council 2/18/2014 All Principals 2/20/2014 Turner Staff/parent/Site Council 4/7/2014 Directors 4/17/2014 Forums <ul style="list-style-type: none"> Community 3/17/2014 Community 3/27/2014 BHS Student 3/25/2014 Board Workshop 4/3/2014 Support <ul style="list-style-type: none"> District Curriculum Council 1/23/2014 Benicia Teachers Association 3/4/2014 CSEA 3/5/2014 DELAC 4/29/2014 District Curriculum Council 5/1/2014 	
<p>Our guiding principles driving this process included transparency, collaboration, problem solving and a focus on equity. This opportunity to craft solutions to address our local needs in each of the three categories is based on data. We identified key areas of success, areas of need, and avenues to measure success. Common trends were identified and prioritized to develop a plan to allocate resources appropriately. Multiple sources of data were analyzed in each meeting including student achievement identifying our subgroup data, CELDT scores, local benchmarks, ADA rates, and suspension, expulsion and truancy data. Additional data such as course offerings, AP course participation, technology and professional development opportunities have all been considered.</p> <p>Stakeholder groups identified areas of success as well as areas of need. It was important to our community that our plan address the needs of the whole child, academic, social and emotional supports. Each group was presented with overall information in a Power Point Presentation. The groups then studied specific school and district data to build their background knowledge about specific programs as well as academic achievement.</p>	

Involvement Process	Impact on LCAP
<p>Following the analysis of data, the groups were divided into three subgroups facilitated by the Superintendent, Assistant Superintendent of Ed. Services and CBO to guide them into giving specific feedback. This process was repeated for 17 different school groups, parents, community members, union groups and subgroups of parents. Once all of the input from the groups was gathered, a team found repeated trends from which we began to develop our draft plan. Parents representing all subgroups participated in the engagement process including Students with Disabilities, African American, Asian, Filipino, Hispanic/Latino, White, English Language Learners and Socio-Economically Disadvantaged students by giving valuable input that has strengthened our programs and plan. The District Curriculum Council (consisting of parents, teachers, administrators, classified staff) made additional recommendations and revisions for our board to consider of the draft plan. The draft was posted on the district website for further input and feedback until a final draft was submitted it the Board of Trustees for final approval.</p> <p>A draft of the goals was presented to District Curriculum Council. A draft of the LCAP was presented to the Board of Trustees on May 22, 2014. Public Hearing- June 12, 2104 Approval of Board of Trustees- June 19, 2014.</p>	

Section 2: Goals and Progress Indicators *For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state

and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals	Annual Update:	What will be different/improved for students? (based on identified metric)	Related State and Local
---	--------------	-----------------------	---	--------------------------------

	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.)	Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	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.)
<p>District needs increased communication among all stakeholder groups. This need was identified by stakeholder input.</p> <p>Metric: Additional metrics include parent Involvement-Efforts to seek parent input in decision making, promotion of parent participation in programs</p> <p>Pupil Engagement-School attendance rates, chronic absentee rates, drop-out rates, high school graduation rates'</p> <p>School Climate-Pupil suspension rates, expulsion rates, surveys of pupils, parents, and teachers for safety and school connectedness including Healthy Kids survey data (CHKS).</p> <p>Pupil Achievement-Performance on standardized test, API, pupils college and career ready, EL becoming English proficient- EL reclassification, pupils passing AP exams with 3 or higher, pupils prepared for college by passing the EAP. API data is not available or reliable data at this time.</p>	<p>Increase parental and community awareness and engagement</p>	<p>All students including EL, Socio-economically disadvantaged, foster youth</p>	<p>All</p>		<p>Increase parent participation as evidenced by the parent survey. BUSD will be establishing baseline data aligned with metrics identified to measure progress.</p>	<p>Build on progress from prior year</p>	<p>Build on progress from prior year</p>	<p>Engage: 3,5,6 Pupil Outcomes: 4</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
District needs increased opportunities for collaboration time for staff and continued professional development opportunities. Stakeholder groups identified this need. Metric: Basic- Additional metrics include the degree that teachers are appropriately assigned Implementation of CCSS-Implementation of academic content and performance standards by staff. Pupil Achievement-Performance on standardized test, API, pupil's college and career ready, EL becoming English proficient- EL reclassification CELDT, pupils passing AP exams with 3 or higher, pupils prepared for college by passing the EAP including local measures and assessments. Pupil Engagement-School attendance rates, chronic absentee rates, drop-out rates, high school graduation rates School Climate-Pupil suspension rates, expulsion rates, surveys of pupils, parents, and teachers for safety and school connectedness Note: API data is not available or reliable at this time.	Create a collaborative team of highly engaged staff that supports the success of all students.	All students including EL, Socio-economically disadvantaged, foster youth	All	Increase collaboration of staff, students and parents as evidenced by staff survey. BUSD will be establishing baseline data aligned with metrics identified to measure progress.	Build on progress of prior year	Build on progress of prior year	Conditions of Learning-1, 2 Pupil Outcomes: 4 Engagement: 5,6	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need to provide relevant instruction to support the implementation of CCSS and promote college and career readiness. Stakeholders and Board of Trustees identified this need.</p> <p>Metrics: Additional metrics include implementation of CCSS-Implementation of academic content and performance standards by staff Course Access-Pupil enrollment in broad course of study Pupil Achievement-Performance on standardized test, API, pupil college and career ready, EL becoming English proficient- EL reclassification, pupils passing AP exams with 3 or higher, pupils prepared for college by passing the EAP including local measures of assessment. Other Pupil Outcomes- pupil outcomes in other subject areas Parent Involvement-Efforts to seek parent input in decision-making, promotion of parent participation in programs through surveys. Pupil Engagement-School attendance rates, chronic absentee rates, drop-out rates, high school graduation rates School Climate-Pupil suspension rates, expulsion rates, surveys of pupils, parents, and teachers for safety and school connectedness including Healthy Kids Survey (CHKS) Note: API data is not available or reliable at this time.</p>	Use innovative technology, instructional materials and instructional strategies to support student success	All students including EL, Socio-economically disadvantaged, foster youth	All		Increase professional development participation. Increase Parent Ed. Nights for College and Career Readiness as evidenced by attendance, participation and increased student achievement. BUSD will be establishing baseline data aligned with metrics identified to measure progress.			Conditions of Learning: #2, 7 Pupil Outcomes: #4, 8 Engagement: #3,5,6

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 need to provide a 21 st century learning environment. Metrics: Additional metrics include Implementation of CCSS-Implementation of academic content and performance standards by staff Pupil Achievement-Performance on standardized test, API, pupils college and career ready, EL becoming English proficient- EL reclassification, pupils passing AP exams with 3 or higher, pupils prepared for college by passing the EAP including local measures. Other Pupil Outcomes- pupil outcomes in other subject areas Pupil Engagement-School attendance rates, chronic absentee rates, drop-out rates, high school graduation rates School Climate-Pupil suspension rates, expulsion rates, surveys of pupils, parents, and teachers for safety and school connectedness including Health Kids Survey (CHKS) Note: API data is not available or reliable at this time.	Modernize and improve infrastructure to provide a learning environment that offers opportunities for twenty-first century learning.	All students including EL, Socio-economically disadvantaged, foster youth	All	Improve and update facilities and infrastructure to classroom environment as evidenced by an increase in the integration of technology into instruction. BUSD will be establishing baseline data aligned with metrics identified to measure progress.	Build on progress of prior year	Build on progress of prior year	Conditions of Learning: #2 Pupil Outcomes: #4, 8 Engagement: #3, 5, 6	

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 need to provide students with intensive instruction to support the implementation of CCCSS. This was identified by stakeholders in the analysis of academic achievement data. Metrics: Implementation of CCSS-Implementation of academic content and performance standards by staff Course Access-Pupil enrollment in broad course of study Pupil Achievement-Performance on standardized test, API, pupils college and career ready, EL becoming English proficient- EL reclassification on CELDT, pupils passing AP exams with 3 or higher, pupils prepared for college by passing the EAP including local measures, special education students progress on IEP goals, Other Pupil Outcomes- pupil outcomes in other subject areas Parent Involvement-Efforts to seek parent input in decision making, promotion of parent participation in programs Pupil Engagement-School attendance rates, chronic absentee rates, drop-out rates, high school graduation rates School Climate-Pupil suspension rates, expulsion rates, surveys of pupils, parents, and teachers for safety and school connectedness including Health Kids Survey (CHKS) Note: API data is not available or reliable at this time.	Provide the instruction and support necessary for continuous growth for all students.	All students including EL, Socio-economically disadvantaged, foster youth	All	Increase research based intervention opportunities , mental health support and college and career guidance as evidenced by increased student achievement and decrease in absences related to mental health and/or behavioral concerns. BUSD will be establishing baseline data aligned with	Build on progress of prior year	Build on progress of prior year	Conditions of Learning: #2, 7 Pupil Outcomes: #4, 8 Engagement: #3, 5, 6	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					metrics identified to measure progress.			

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?

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
Increase parental and community awareness and engagement	3,4, 5, 6	Create a structure to collect parent engagement data 1. Implement a parent/community monthly newsletter 2. Expand the use of PowerSchool parent portal 3. Provide alternative method of communication for parents without access to technology 4. District office attend site PTA/PTG meetings-fall and spring 5. Explore parent conferences and home visits at secondary level. 6. Parent Education Nights-4 in 2014-15	LEA		1. N/A 2. Continue Power School Contract \$ 3. Common Core technology funding \$ 4. N/A 5. N/A 6. Increase funds through LCFF \$5,000 7. Increase funds through LCFF \$5,000	Continue actions and services	Continue actions and 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
		7. Parent Project Juniors and Seniors					
Create a collaborative team of highly engaged staff that supports the success of all student	1,2, 4, 5, 6	Recruit, hire and retain the most highly qualified candidates to create a collaborative environment of positive promoters. <ol style="list-style-type: none"> 1. Create a tool to measure parent, staff and student engagement 2. Increase professional development for all staff 3. Provide coaching support for staff in Technology, Common Core, Assessment, SBAC, etc. through BTSA, PAR and evaluation tool 4. Offer a competitive compensation for employee groups 5. Continue recruitment efforts and expand avenues to acquire highly qualified staff 6. Continue to implement an evaluation system that offers opportunities for professional growth 7. Reduce TK-3 class size toward the 24:1 average 	LEA		<ol style="list-style-type: none"> 1. N/A 2. Common Core Funding for PD \$59,000 3. Title II funds for BTSA, PAR 4. Certificated and Classified Salary and Benefits 5. HR continue to attend Recruitment fairs \$ 6. Title II funds-PAR 7. Certificated Staffing increase- LCFF increase \$80,000 	Continue actions and services	Continue actions and services
Use innovative technology, instructional materials and instructional strategies/methodologies to support student success	2,3,4,5,6,7,8	Provide instructional materials aligned to the Common Core Standards (including technological and technology to support 21 st century teaching and learning. <ol style="list-style-type: none"> 1. Provide Common Core aligned instructional Materials 2. Create and support a digital learning environment that is device neutral-Launch Google Apps for Education 3. Provide coaching support through Site Tech Mentors and instructional coaches with PD opportunities 4. Increase the graduation credits to include a 	LEA		<ol style="list-style-type: none"> 1. Common Core Instructional Materials, Lottery funds and LCFF \$550,000 2. Common Core Technology Allocation-\$ 3. Allocate additional LCFF \$ \$15,000 4. New funds within LCFF- \$ New Technology sections at BHS, Robotics 	Continue actions and services	Continue actions and 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
		technology requirement to better prepare students to be college and career ready 5. Increase the number of CTE courses 6. Establish a District Technology committee 7. Identify standards and competencies for targeted grade levels (3,5,8,10) 8. Develop curricular map that integrates technology aligned to the CCSS 9. Explore BYOD 10. Implement 4/5 th grade tech prep			at BMS and ICT pathways 5. CTE- ICT new Grant funding 6. N/A 7. Common Core funds and LCFF- Release time, sub pay and extra hours 8. Common Core funds and LCFF -Release time, sub pay, 9. N/A 10. Within current Budget allocation		
Modernize and improve infrastructure to provide a learning environment that offers opportunities for twenty-first century learning.	2,3,4,5,6,8	Restore and increase maintenance and technology department to improve facilities and infrastructure by passing Measure S- Better Benicia Schools 1. Restore deferred maintenance to fund projects as identified in the work order system 2. Increase maintenance staffing 3. Increase maintenance support staff 4. Provide CT support to all sites	LEA		1. LCFF \$ 2. Hire addition Maintenance staff-LCFF \$\$100,000 3. Increase Maintenance classified staffing –LCFF \$ 4. Within current technology budget	Continue actions and services	Continue actions and services
Provide the instruction and support necessary for continuous growth for all students.	2,3, 4,5, 6, 7, 8	Expand Research-based Intervention and enrichment programs including Social, Emotional and Behavioral Support for all students. 1. Create a system to collect achievement data aligned to intervention and enrichment programs including READ 180, Math companion courses, Odyssey of the Mind... 2. Continue to offer READ 180 program 3. Reallocate Reading Interventions staff 4. Provide math companion courses to support new Integrated Math Pathway 5. Provide CPM Coaching support for BHS Math	LEA		1. N/A 2. Title I funding- \$80,000 3. Title I funds \$160,000 and LCFF \$80,000 4. New within LCFF \$60,000 5. Common Core PD funds \$10,000	Continue actions and services	Continue actions and 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
		Department 6. Provide Literacy support with Secondary TOSA 7. Continue and expand AVID 8. Increase access to AP courses at BHS 9. Expand Electives at Liberty to include Robotics 10. Expand Counseling services by adding Intern program 11. Hire In-District Behaviorist 12. Expand enrichment at Elementary level and evaluate Odyssey of the Mind Program 13. Provide EL Support 14. Provide GLAD training 15. Strengthen Communication with DELAC			6. Reallocation within current budget 7. Within current section allocation 8. N/A 9. New LCFF \$15,000 10. Reallocation in LCFF \$22,400 11. Reallocation within LCFF \$80,000 12. Within current budget \$15,000 13. Reallocation within Intervention staffing - \$40,000 14. New allocation in LCFF -\$20,000 15. N/A		

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	Related State and Local	Actions and Services	Level of Service (Indicate if	Annual Update: Review of	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)?
--	-------------------------	----------------------	----------------------------------	-----------------------------	---

applicable)	Priorities (from Section 2		school-wide or LEA-wide)	actions/ services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Provide the instruction and support necessary for continuous growth for all students.	2, 3, 4, 5, 6, 7, 8	<p>Improve the instructional program being provided for EL, Low income and foster youth.</p> <ol style="list-style-type: none"> 1. Develop a metric to track student achievement data 2. Strengthen the reclassification system of EL students 3. Strengthen the system for tracking the effectiveness of the parent/student compact 4. Provide small group intensive instruction to support EL students 5. Adopt instructional materials aligned to CCSS <p>Increase professional development and training for staff</p> <ol style="list-style-type: none"> 1. Provide GLAD training for teachers K-3 <p>Reallocate .5 FTE of intervention support to EL students</p> <p>Increase parent participation</p> <ol style="list-style-type: none"> 1. Strengthen communication and attendance with DLAC and Title I parents 2. Purchase 20 chrome books for check out 	LEA		<ol style="list-style-type: none"> 1. N/A 2. N/A 3. N/A 4. Reallocation of .5FTE interventions staffing 5. Common Core Funds <p>Common Core PD funds</p> <p>N/A</p> <p>LCFF funds</p>	Continue actions and services	Continue actions and services

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, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

1. Benicia Unified will receive \$641,454 is the 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. BUSD will provide academic, social, emotional and behavioral support for students, parents and staff as described in the LCAP and has reallocated current dollars to offer a strong academic program. Intervention support, improvement in the instructional program, parent participation and professional development are action steps that will strengthen our services and program. Parent Education Nights and increased communication with strengthen our partnership with stakeholder groups and give parents additional resources to assist their children with college and career decisions and opportunities. Data analysis of parent, staff and student surveys will be implemented to measure the success of new and current programs and services. We expect student achievement to increase and reduce the achievement gap as a result of these new and relocated resources. Alignment to common core standards through new instructional materials and support for instructional technology will be implemented at all sites. An increase in student achievement has been identified for all students K-12. Therefore, BUSD will align all curriculum, instructional materials and supports to the CCSS at all 7 sites and for all students K-12. In addition to supplemental funds, Common Core funds will support the purchase of instructional materials and technology to support all students. New instructional materials will be purchased in the area of English Language Arts Pre-K – 12, Mathematics TK -12, World Language 6-12. Instructional technology has also been addressed with these funding sources. To date over 250 new devices have been purchased for student use.

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.

For BUSD, 2.03% is the percentage increase in funding provided for such pupils who are part of the population counts under low income, foster youth and English learner pupils. This funding will support a .5FTE for small group instruction for EL students (K-5), GLAD training for staff and Parent Education. The reallocation of intervention support staff to Title I sites has also been implemented for 2014-15. A district behaviorist and intern will be hired to support teachers with training and support social, emotional and behavioral needs of students. The district will purchase 20 chrome books for check out to ensure access to technology when needed. A parent workstation will be installed on each campus giving parents access to on-line communication resources such as Power School Parent Portal and School loop. Focusing to increase parent participation in DELAC and Title I parent meetings will assist the district in identifying additional needs for the coming years. We will continue the strong partnership with SCOE to support foster youth programs. The college and career center will increase opportunities for student internships, mentorships and scholarships.

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.