

Local Control and Accountability Plan

Bayshore Elementary



July 1, 2014 - June 30, 2017

06/10/2014

Introduction:

LEA: Bayshore
Elementary

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LCAP Year: 2014

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 |
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| The LCAP Process for the Bayshore Elementary School District involved stakeholders at all levels. Multiple input sessions were held to inform and educate stakeholders regarding the LCFF and LCAP requirements along with eliciting input | Educating the community and stakeholders on the process and need for the LCAP was essential to gaining their input for the plan. Input from all stakeholders was |

for the LCAP. Each session began with an informational session on the LCFF and the requirements of the LCAP. Following the informational session, the district shared current programs and services offered supporting each of the eight state priorities. Small group discussion was then held to elicit input around each of the eight state priorities. Each small group provided input on each of the eight state priorities. The following stakeholder groups were involved in the process: district leadership, school staff, students, and parent and community groups. Input sessions were publicized at board meetings, on the district website, and parents were notified of the community input sessions via the School Messenger Auto-dialer.

The following schedule allowed for stakeholders to be involved in the LCAP process:

- January 9, 2014: LEA Leadership Team
- February 3, 2014: LEA Leadership Team
- February 26, 2014: Student Input Session
- March 10, 2014: Staff Input Session
- March 18, 2014: Staff Input Session
- March 20, 2014: Parent Input Session
- April 9, 2014: Parent Survey (online and hard copy)
- April 15, 2014: Presentation of Draft LCAP Goals and Action Items at Regular Board Meeting
- April 24, 2014: Presentation of Draft LCAP Goals and Action Items to Community for Input
- May 27, 2014: LCAP Public Hearing, Budget Public Hearing
- May 28, 2014: Presentation of Draft LCAP to Parent Advisory Committee
- June 13, 2014: Response in writing to Parent Advisory Committee
- June 17, 2014: Adopt LCAP, Adopt Budget

Throughout the input sessions, state testing data and SARC reports were shared with stakeholders. Current services and programs were outlined and shared with all stakeholders. A lack of current services and programs that are offered at other similar schools and districts within the state were also shared with stakeholders to assist in determining both goals and new programs and services which will assist in reaching the goals.

taken in to consideration when developing the goals and action steps for implementation of the LCAP.

The input sessions allowed the leadership to share current programs and activities that are supporting the eight state priorities. It also allowed for all stakeholders to share what they felt was missing from the district that our students needed and deserved to be provided. Stakeholders recognized that the LCFF has eight years to full implementation with a rolling three-year LCAP. This allowed for in depth conversations about programs and services were needed immediately and what programs and services could be transitioned in over the course of full implementation.

Feedback from all stakeholder input sessions was taken in to consideration to when developing the goals and specific action items and services.

During presentations of the draft goals and action items, clarifying questions were asked about the specific items and services but no request to change goals, action items, or services were received.

At both the Public Hearing and the Parent Advisory Committee meeting, clarifying questions were asked and immediately responded to but no change in the plan was requested.

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 |
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| | Description of Goal | Applicable Pupil Subgroup(s) (I 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 | |
| Current technology is out of date and inadequate to support the 21st century learner. Bayshore Elementary School has one set of chromebooks and can only access 8 at a time. Robertson Intermediate has one computer lab that has 20 haphazard working computers. Teachers provide their own computers and projectors at both campuses. Internet speed is currently at 3 Mbps. The network crashes | By June 2017, 90% of the students will have access to twenty-first century technology and will use technology to access and demonstrate new knowledge and skills in order to be competitive in a global economy. | All | All | | 100% of classrooms will have access to high quality technology in order to implement and support the CCSS. Each school site will have access to at least two computer carts to support learning in the classroom. Internet | Technology infrastructure at both sites will be updated to support new technology, the CAASP, and learning in the 21st century. | By June 2017, 90% of the students will use digital media and environments to communicate and work collaboratively, to support individual learning and contribute to the learning of others on a consistent and regular basis. | Basic; Implementation of State Standards; Pupil achievement; Pupil engagement; School climate |

at least once per week.

- 1) Student access to computers.
- 2) Facilities support 21st century learning via infrastructure.
- 3) Implementation of technology components of CCSS for all students.
- 4) Performance on standardized tests.
- 5) Score on Academic Performance Index.
- 6) School attendance rates.
- 7) Decrease in chronic absenteeism rates.

The following metrics will not be addressed

speed will be increased from 3 Mbps to 100 Mbps. A full time IT Technician will be available to support the new technology.

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| <p>due to Bayshore Elementary School District being a TK-8 District:</p> <ol style="list-style-type: none"> 1) Share of students that pass Advanced Placement exams with a 3 or higher. 2) Share of students that are college and career ready. 3) Share of students determined prepared for college by the Early Assessment Program. 4) High School dropout rates. 5) High School graduation rates. | | | | | | | | |
| <p>Both schools were built in 1936. The last significant update to both</p> | <p>By 2017, the learning environments of the Bayshore</p> | <p>All</p> | <p>All</p> | | <p>A 5-year facilities master plan will be written</p> | <p>Priority 1 (Code, Health, Safety) items</p> | <p>Priority 2 (Infrastructure) items will be addressed at both</p> | <p>Basic; Pupil achievement; Pupil engagement;</p> |

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| <p>schools occurred in the 1970's and both sites are well overdue for modernization.</p> | <p>Elementary School District will be transformed into 21st Century Learning Environments through a comprehensive modernization program that will bring safer, more energy efficient, and technology enhanced classrooms to the students of the District.</p> | | | | <p>to set the stage for both short and long term facility changes to ensure our students are provided with high quality, modern facilities.</p> | <p>will be addressed at both campuses. The district will be supported by a 50% business manager.</p> | <p>campuses. Priority 3 (Classroom/Interior Renovations) will begin to be addressed at both campuses. The district will be supported by a full time business manager.</p> | <p>School climate</p> |
| <ol style="list-style-type: none"> 1) Implementation of a Facilities Master Plan. 2) Facilities in modernized and good repair. 3) Performance on standardized tests. 4) Score on Academic Performance Index. 5) Share of students that are college and career ready. 6) School attendance rates. 7) Decrease in chronic absenteeism rates. | | | | | | | | |
| <p>The following metrics will not be addressed</p> | | | | | | | | |

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| <p>due to Bayshore Elementary School District being a TK-8 District:</p> <ol style="list-style-type: none"> 1) Share of students that pass Advanced Placement exams with a 3 or higher. 2) Share of students that are college and career ready. 3) Share of students determined prepared for college by the Early Assessment Program. 4) High School dropout rates. 5) High School graduation rates. | | | | | | | | |
| <p>The students of Bayshore do not have access to a comprehensive</p> | <p>100% of our students will be provided with a well-rounded</p> | <p>All</p> | <p>All</p> | | <p>English Language Learners will receive daily</p> | <p>100% of all students will receive PE instruction</p> | <p>Students at the middle school will be provided the opportunity to take</p> | <p>Basic; Course access; Pupil achievement; Other pupil</p> |

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| <p>curriculum. The receive the minimum requirements.</p> <ol style="list-style-type: none"> 1) Rate of teacher misassignment. 2) Student access to standards-aligned instructional materials. 3) Performance on standardized tests. 4) Score on Academic Performance Index. 5) Share of students that are college and career ready. 6) Share of ELs that become English proficient. 7) EL reclassification rate. 8) School attendance | <p>curriculum, including elective courses at all grades, which will ensure they are supported emotionally, academically, and physically.</p> | | | | <p>instruction from a full time English Language Development Teacher. This will assist in increasing the number of redesignated students.</p> <p>100% of all students will receive music instruction a minimum of two times a week.</p> | <p>from a certificated PE teacher.</p> | <p>an elective wheel during the instructional day with a full time elective teache.</p> | <p>outcomes; Pupil engagement; School climate</p> |
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rates.

9) Decrease in chronic absenteeism rates.

10) Student access and enrollment in all required areas of study.

11) Score on PFT.

The following metrics will not be addressed due to Bayshore Elementary School District being a TK-8 District:

1) Share of students that pass Advanced Placement exams with a 3 or higher.

2) Share of students that are college and career ready.

3) Share of students determined prepared for college by the

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| <p>Early Assessment Program.</p> <p>4) High School dropout rates.</p> <p>5) High School graduation rates.</p> | | | | | | | | |
| <p>There is a low number of community engagement. Consequently, families do not feel informed and student attendance, engagement, and support is limited. Advisory groups do not currently exist. The website has been out of date and not user friendly. There is no formal communication system to contact all parents via the telephone.</p> <p>1) Efforts to seek parent input.</p> <ul style="list-style-type: none"> ○ Superintendent advisory | <p>Increased parental and community engagement for support for the Bayshore School District as evidenced through attendance at parent and community events and survey data.</p> | <p>All</p> | <p>All</p> | | <p>Parent attendance at community forums will increase by 50%.</p> <p>5% of parents will have participated in the parent leadership program.</p> <p>Access to the district website will increase by 10%.</p> | <p>Parent attendance at community forums will increase by 30%.</p> <p>10% of parents will have participated in the parent leadership program.</p> <p>Access to the district website will increase by 10%.</p> | <p>Parent attendance at community forums will increase by 20%.</p> <p>20% of parents will have participated in the parent leadership program.</p> <p>Access to the district website will increase by 10%.</p> | <p>Pupil achievement; Parent involvement; Pupil engagement; School climate</p> |

groups will be instituted and used on a consistent basis.

- 2) Promotion of parental participation.
 - A community forum program will be implemented with increasing attendance by parents and community members.
 - The district and site websites will be up-to-date and accessed by increasing numbers of stakeholders.
- 3) Performance on standardized tests.
- 4) Score on

Academic
Performance
Index.

5) School
attendance
rates.

6) Decrease in
chronic
absenteeism
rates.

The following metrics
will not be addressed
due to Bayshore
Elementary School
District being a TK-8
District:

1) Share of
students that
pass Advanced
Placement
exams with a 3
or higher.

2) Share of
students that
are college and
career ready.

3) Share of
students
determined
prepared for
college by the

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| <p>Early Assessment Program.</p> <p>4) High School dropout rates.</p> <p>5) High School graduation rates.</p> | | | | | | | | |
| <p>Currently transitioning to the CCSS. There is not a district wide approach to literacy or math instruction. A formal connection between pre-school programs and our school district does not exist. Common formative assessments are in infancy stages. A data and assessment management tool has not been implemented. A part time superintendent is not sufficient to implement, support, and monitor implementation of the CCSS.</p> <p>1) Student access</p> | <p>Establish a respectful, positive district culture centered on teaching and learning with an intentional focus on a 5-year transition and implementation plan of the Common Core State Standards (CCSS) as reflected in increased proficiency on the California Assessment of Student Performance and Progress (CAASPP).</p> | <p>All</p> | <p>All</p> | | <p>CCSS lessons and units will be implemented in 100% of all classes.</p> <p>Students and parents will have access to assessment and classroom data via an online grading management program.</p> | <p>Proficiency on the CAASP will increase by 20%</p> | <p>Proficiency on the CAASP will increase by 10%</p> | <p>Basic; Implementation of State Standards; Pupil achievement; Pupil engagement</p> |

to standards-aligned instructional materials.

- 2) Implementation of CCSS.
- 3) Performance on standardized test.
- 4) Score on Academic Performance Index.
- 5) Share of students that are college and career ready.
- 6) School attendance rates.
- 7) Decrease in chronic absenteeism rates.
- 8) Student access and enrollment in all required areas of study.

The following metrics will not be addressed due to Bayshore

Elementary School District being a TK-8 District:

- 1) Share of students that pass Advanced Placement exams with a 3 or higher.
- 2) Share of students that are college and career ready.
- 3) Share of students determined prepared for college by the Early Assessment Program.
- 4) High School dropout rates.
- 5) High School graduation rates.

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 52064 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 | 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.) | Actions and Services | Level of Service | 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)? | | |
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| | | | | | LCAP Year Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| By June 2017, 90% of the students will have access to twenty-first century technology and will use technology to access and demonstrate new knowledge and skills in order to be competitive in a global economy. | Basic; Implementation of State Standards; Pupil achievement; Pupil engagement; School climate | Due to 78% of the 375 students we service qualify as unduplicated, all services provided in the LCAP will affect our unduplicated students along with the non-unduplicated students. Individual actions and services are outlined in Section 3B. | LEA-Wide | | Technology: \$250,205 Funding Source: General Fund, Carryover from Common Core Fund (Year 1 only), and Special Reserve for Capital Projects Fund | Technology: \$272,246 Funding Source: General Fund, Carryover from Common Core Fund (Year 1 only), and Special Reserve for Capital Projects Fund | Technology: \$68,673 Funding Source: General Fund, Carryover from Common Core Fund (Year 1 only), and Special Reserve for Capital Projects Fund |
| By 2017, the learning environments of the Bayshore Elementary | Basic; Pupil achievement; Pupil engagement; School climate | Due to 78% of the 375 students we service qualify as unduplicated, all | LEA-Wide | | Facilities: \$1,102,945 Funding Source: General | Facilities: \$3,450,360 Funding Source: General | Facilities: \$1,491,275 Funding Source: General |

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| <p>School District will be transformed into 21st Century Learning Environments through a comprehensive modernization program that will bring safer, more energy efficient, and technology enhanced classrooms to the students of the District.</p> | | <p>services provided in the LCAP will affect our unduplicated students along with the non-unduplicated students. Individual actions and services are outlined in Section 3B.</p> | | | <p>Obligation Bonds from Measure C</p> | <p>Obligation Bonds from Measure C</p> | <p>Obligation Bonds from Measure C</p> |
| <p>100% of our students will be provided with a well-rounded curriculum, including elective courses at all grades, which will ensure they are supported emotionally, academically, and physically.</p> | <p>Basic; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate</p> | <p>Due to 78% of the 375 students we service qualify as unduplicated, all services provided in the LCAP will affect our unduplicated students along with the non-unduplicated students. Individual actions and services are outlined in Section 3B.</p> | <p>LEA-Wide</p> | | <p>EL & Elective Teachers: \$87,452 Funding Source: General Fund</p> | <p>EL & Elective Teachers: \$151,153 Funding Source: General Fund</p> | <p>EL & Elective Teachers: \$215,516 Funding Source: General Fund</p> |
| <p>Increased parental and community engagement for support for the Bayshore School District as evidenced through attendance</p> | <p>Pupil achievement; Parent involvement; Pupil engagement; School climate</p> | <p>Due to 78% of the 375 students we service qualify as unduplicated, all services provided in the LCAP will affect our unduplicated</p> | <p>LEA-Wide</p> | | <p>Parent and Community Engagement: \$5,039 Funding Source: General Fund</p> | <p>Parent and Community Engagement: \$5,039 Funding Source: General Fund</p> | <p>Parent and Community Engagement: \$5,039 Funding Source: General Fund</p> |

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| at parent and community events and survey data. | | students along with the non-unduplicated students. Individual actions and services are outlined in Section 3B. | | | | | |
| Establish a respectful, positive district culture centered on teaching and learning with an intentional focus on a 5-year transition and implementation plan of the Common Core State Standards (CCSS) as reflected in increased proficiency on the California Assessment of Student Performance and Progress (CAASPP). | Basic; Implementation of State Standards; Pupil achievement; Pupil engagement | Due to 78% of the 375 students we service qualify as unduplicated, all services provided in the LCAP will affect our unduplicated students along with the non-unduplicated students. Individual actions and services are outlined in Section 3B. | LEA-Wide | | Implementation of the CCSS: \$47,303 Funding Source: Carryover from Common Core Fund (Year 1 only) and General Fund | Implementation of the CCSS: \$19,029 Funding Source: Carryover from Common Core Fund (Year 1 only) and General Fund | Implementation of the CCSS: \$195,378 Funding Source: Carryover from Common Core Fund (Year 1 only) and General Fund |

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

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP Year Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| By June 2017, 90% of the students will have access to twenty-first century technology and will use technology to access and demonstrate new knowledge and skills in order to be competitive in a global economy. | Basic; Implementation of State Standards; Pupil achievement; Pupil engagement; School climate | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Increase services of IT Technician from 0.5375 to 0.9375 FTE. | LEA-Wide | | IT Technician: \$62,673 Funding Source: General Fund, Anticipated proceeds from Parcel Tax upon voters' approval of renewal of Parcel Tax | IT Technician: \$62,673 Funding Source: General Fund, Anticipated proceeds from Parcel Tax upon voters' approval of renewal of Parcel Tax | IT Technician: \$62,673 Funding Source: General Fund, Anticipated proceeds from Parcel Tax upon voters' approval of renewal of Parcel Tax |
| By June 2017, 90% of the students will have access to twenty-first | Basic; Implementation of State Standards; Pupil | Low income pupils; Foster youth; English learners; Redesignated | LEA-Wide | | Technology (Staff): \$60,000 Funding Source: Special Reserve for Capital Projects Fund | Technology (Staff): \$0 Funding Source: Special Reserve for Capital Projects Fund | Technology (Staff): \$0 Funding Source: Special Reserve for Capital Projects Fund |

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| <p>century technology and will use technology to access and demonstrate new knowledge and skills in order to be competitive in a global economy.</p> | <p>achievement; Pupil engagement; School climate</p> | <p>fluent English proficient pupils: Provide updated computers, LCD projectors, and document cameras for all teachers.</p> | | | | | |
| <p>By June 2017, 90% of the students will have access to twenty-first century technology and will use technology to access and demonstrate new knowledge and skills in order to be competitive in a global economy.</p> | <p>Basic; Implementation of State Standards; Pupil achievement; Pupil engagement; School climate</p> | <p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Replace outdated student computers with new computers to allow for 2 mobile computer labs per site.</p> | <p>LEA-Wide</p> | | <p>Computer Carts: \$36,000 Funding Source: Carryover from Common Core Fund and Special Reserve for Capital Projects Fund</p> | <p>Computer Carts: \$0 Funding Source: Carryover from Common Core Fund and Special Reserve for Capital Projects Fund</p> | <p>Computer Carts: \$0 Funding Source: Carryover from Common Core Fund and Special Reserve for Capital Projects Fund</p> |
| <p>By June 2017, 90% of the students will have access to twenty-first century</p> | <p>Basic; Implementation of State Standards; Pupil achievement;</p> | <p>Low income pupils; Foster youth; English learners; Redesignated fluent English</p> | <p>LEA-Wide</p> | | <p>Infrastructure: \$41,532 Funding Source: Special Reserve for Capital Projects Fund</p> | <p>Infrastructure: \$203,573 Funding Source: Special Reserve for Capital Projects Fund</p> | <p>Infrastructure: \$0 Funding Source: Special Reserve for Capital Projects Fund</p> |

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| <p>technology and will use technology to access and demonstrate new knowledge and skills in order to be competitive in a global economy.</p> | <p>Pupil engagement; School climate</p> | <p>proficient pupils: Increase Internet speed from 3 Mbps to 100 Mbps. Replace infrastructure to ensure network runs daily and allows for all computers to access the Internet and the network at one time.</p> | | | | | |
| <p>By June 2017, 90% of the students will have access to twenty-first century technology and will use technology to access and demonstrate new knowledge and skills in order to be competitive in a global economy.</p> | <p>Basic; Implementation of State Standards; Pupil achievement; Pupil engagement; School climate</p> | <p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide professional development to teachers to ensure they can access technology and implement the Common Core State Standards.</p> | <p>LEA-Wide</p> | | <p>Professional Development: \$6,000 Funding Source: Carryover from Common Core Fund (Year 1 only) and General Fund</p> | <p>Professional Development: \$6,000 Funding Source: Carryover from Common Core Fund (Year 1 only) and General Fund</p> | <p>Professional Development: \$6,000 Funding Source: Carryover from Common Core Fund (Year 1 only) and General Fund</p> |

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| <p>By 2017, the learning environments of the Bayshore Elementary School District will be transformed into 21st Century Learning Environments through a comprehensive modernization program that will bring safer, more energy efficient, and technology enhanced classrooms to the students of the District.</p> | <p>Basic; Pupil achievement; Pupil engagement; School climate</p> | <p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: A 5-year facilities master plan will be written and implemented.</p> | <p>LEA-Wide</p> | | <p>Facilities Master Plan: \$82,485 Funding Source: General Obligation Bonds from Measure C</p> | <p>Facilities Master Plan: \$0 Funding Source: General Obligation Bonds from Measure C</p> | <p>Facilities Master Plan: \$0 Funding Source: General Obligation Bonds from Measure C</p> |
| <p>By 2017, the learning environments of the Bayshore Elementary School District will be transformed into 21st Century</p> | <p>Basic; Pupil achievement; Pupil engagement; School climate</p> | <p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Each school site will be modernized</p> | <p>LEA-Wide</p> | | <p>Architecture/Construction: \$995,460 Funding Source: General Obligation Bonds from Measure C</p> <hr/> <p>Financial Bond Services: \$25,000 Funding Source: General Obligation Bonds from Measure C</p> | <p>Architecture/Construction: \$3,312,860 Funding Source: General Obligation Bonds from Measure C</p> <hr/> <p>Financial Bond Services: \$65,000 Funding Source: General Obligation Bonds from Measure C</p> | <p>Architecture/Construction: \$1,343,275 Funding Source: General Obligation Bonds from Measure C</p> <hr/> <p>Financial Bond Services: \$0 Funding Source: General Obligation Bonds from Measure C</p> |

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| <p>Learning Environments through a comprehensive modernization program that will bring safer, more energy efficient, and technology enhanced classrooms to the students of the District.</p> | | <p>based on the 5-year facilities master plan.</p> | | | | | |
| <p>By 2017, the learning environments of the Bayshore Elementary School District will be transformed into 21st Century Learning Environments through a comprehensive modernization program that will bring safer, more energy efficient, and technology enhanced</p> | <p>Basic; Pupil achievement; Pupil engagement; School climate</p> | <p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Increase services of Business Manager from 0.6 FTE to 1.0 FTE.</p> | <p>LEA-Wide</p> | | <p>Business Manager: \$0 Funding Source: General Fund</p> | <p>Business Manager: \$72,500 Funding Source: General Fund</p> | <p>Business Manager: \$148,000 Funding Source: General Fund</p> |

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| classrooms to the students of the District. | | | | | | | |
| 100% of our students will be provided with a well-rounded curriculum, including elective courses at all grades, which will ensure they are supported emotionally, academically, and physically. | Basic; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate | English learners: A full time English Language Development teacher will be hired. | LEA-Wide | | EL Teacher: \$61,563 Funding Source: General Fund | EL Teacher: \$63,834 Funding Source: General Fund | EL Teacher: \$66,106 Funding Source: General Fund |
| 100% of our students will be provided with a well-rounded curriculum, including elective courses at all grades, which will ensure they are supported emotionally, academically, and physically. | Basic; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Elective courses will be offered to all TK-8 students. | LEA-Wide | | Elective Teachers: \$25,000 Funding Source: General Fund, Anticipated proceeds from Parcel Tax upon voters' approval of renewal of Parcel Tax | Elective Teachers: \$87,452 Funding Source: General Fund, Anticipated proceeds from Parcel Tax upon voters' approval of renewal of Parcel Tax | Elective Teachers: \$149,904 Funding Source: General Fund, Anticipated proceeds from Parcel Tax upon voters' approval of renewal of Parcel Tax |

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| Increased parental and community engagement for support for the Bayshore School District as evidenced through attendance at parent and community events and survey data. | Pupil achievement; Parent involvement; Pupil engagement; School climate | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Implementation of community forums. | LEA-Wide | | Community Forums: \$3,000 Funding Source: General Fund | Community Forums: \$3,000 Funding Source: General Fund | Community Forums: \$3,000 Funding Source: General Fund |
| Increased parental and community engagement for support for the Bayshore School District as evidenced through attendance at parent and community events and survey data. | Pupil achievement; Parent involvement; Pupil engagement; School climate | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Implementation of a parent leadership program. | LEA-Wide | | Parent Leadership Institute: \$1,000 Funding Source: General Fund | Parent Leadership Institute: \$1,000 Funding Source: General Fund | Parent Leadership Institute: \$1,000 Funding Source: General Fund |
| Increased parental and community engagement for support for the Bayshore School District | Pupil achievement; Parent involvement; Pupil engagement; School climate | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient | LEA-Wide | | Website: \$297 Funding Source: General Fund | Website: \$297 Funding Source: General Fund | Website: \$297 Funding Source: General Fund |

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| as evidenced through attendance at parent and community events and survey data. | | pupils: Implementation of new and updated website. | | | | | |
| Increased parental and community engagement for support for the Bayshore School District as evidenced through attendance at parent and community events and survey data. | Pupil achievement; Parent involvement; Pupil engagement; School climate | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Implementation of a phone communication system to contact all parents. | LEA-Wide | | School Messenger: \$742 Funding Source: General Fund | School Messenger: \$742 Funding Source: General Fund | School Messenger: \$742 Funding Source: General Fund |
| Increased parental and community engagement for support for the Bayshore School District as evidenced through attendance at parent and community events and survey data. | Pupil achievement; Parent involvement; Pupil engagement; School climate | Foster youth: One person at each school site will be identified to identify and support Foster Youth students. | LEA-Wide | | | | |

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| <p>Establish a respectful, positive district culture centered on teaching and learning with an intentional focus on a 5-year transition and implementation plan of the Common Core State Standards (CCSS) as reflected in increased proficiency on the California Assessment of Student Performance and Progress (CAASPP).</p> | <p>Basic; Implementation of State Standards; Pupil achievement; Pupil engagement</p> | <p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Implement a district-wide TK-8 comprehensive approach to literacy.</p> | <p>LEA-Wide</p> | | <p>Professional Development: \$17,760 Funding Source: Carryover from Common Core Fund (Year 1 only) and General Fund</p> <hr/> <p>Instructional Materials: \$3,900 Funding Source: Carryover Common Core Fund</p> | <p>Professional Development: \$5,760 Funding Source: Carryover from Common Core Fund (Year 1 only) and General Fund</p> <hr/> <p>Instructional Materials: \$0 Funding Source: Carryover Common Core Fund</p> | <p>Professional Development: \$5,760 Funding Source: Carryover from Common Core Fund (Year 1 only) and General Fund</p> <hr/> <p>Instructional Materials: \$0 Funding Source: Carryover Common Core Fund</p> |
| <p>Establish a respectful, positive district culture centered on teaching and learning with an intentional focus on a 5-year</p> | <p>Basic; Implementation of State Standards; Pupil achievement; Pupil engagement</p> | <p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Implement a formal</p> | <p>LEA-Wide</p> | | <p>DRDP-SR Administration: \$4,070 Funding Source: General Fund</p> <hr/> <p>Preschool Observations: \$600 Funding Source: General Fund</p> | <p>DRDP-SR Administration: \$2,700 Funding Source: General Fund</p> <hr/> <p>Preschool Observations: \$600 Funding Source: General Fund</p> | <p>DRDP-SR Administration: \$2,700 Funding Source: General Fund</p> <hr/> <p>Preschool Observations: \$600 Funding Source: General Fund</p> |

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| <p>transition and implementation plan of the Common Core State Standards (CCSS) as reflected in increased proficiency on the California Assessment of Student Performance and Progress (CAASPP).</p> | | <p>connection between our pre-school program teachers and our TK/K teachers to ensure vertical alignment and support the readiness of our TK/K students.</p> | | | | | |
| <p>Establish a respectful, positive district culture centered on teaching and learning with an intentional focus on a 5-year transition and implementation plan of the Common Core State Standards (CCSS) as reflected in increased proficiency on</p> | <p>Basic; Implementation of State Standards; Pupil achievement; Pupil engagement</p> | <p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils; Implement a district wide approach to mathematics instruction.</p> | <p>LEA-Wide</p> | | <p>Professional Development: \$9,600 Funding Source: Carryover from Common Core Fund (Year 1 only) and General Fund</p> | <p>Professional Development: \$5,760 Funding Source: Carryover from Common Core Fund (Year 1 only) and General Fund</p> | <p>Professional Development: \$5,760 Funding Source: Carryover from Common Core Fund (Year 1 only) and General Fund</p> |
| | | | | | <p>Instructional Materials: \$3,900 Funding Source: Carryover from Common Core Fund</p> | <p>Instructional Materials: \$0 Funding Source: Carryover from Common Core Fund</p> | <p>Instructional Materials: \$0 Funding Source: Carryover from Common Core Fund</p> |

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| the California Assessment of Student Performance and Progress (CAASPP). | | | | | | | |
| Establish a respectful, positive district culture centered on teaching and learning with an intentional focus on a 5-year transition and implementation plan of the Common Core State Standards (CCSS) as reflected in increased proficiency on the California Assessment of Student Performance and Progress (CAASPP). | Basic; Implementation of State Standards; Pupil achievement; Pupil engagement | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Implement common, formative assessments at every grade level which are aligned to the CCSS. | LEA-Wide | | | | |
| Establish a respectful, positive | Basic; Implementation of State | Low income pupils; Foster youth; English | LEA-Wide | | Illuminate: \$7,473 Funding Source: General Fund | Illuminate: \$5,973 Funding Source: General Fund | Illuminate: \$5,973 Funding Source: General Fund |

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| <p>district culture centered on teaching and learning with an intentional focus on a 5-year transition and implementation plan of the Common Core State Standards (CCSS) as reflected in increased proficiency on the California Assessment of Student Performance and Progress (CAASPP).</p> | <p>Standards; Pupil achievement; Pupil engagement</p> | <p>learners; Redesignated fluent English proficient pupils: Implement a data and assessment management tool with an online grading component.</p> | | | | | |
| <p>Establish a respectful, positive district culture centered on teaching and learning with an intentional focus on a 5-year transition and implementation plan of the</p> | <p>Basic; Implementation of State Standards; Pupil achievement; Pupil engagement</p> | <p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Increase services of superintendent from 0.6 FTE to 1.0 FTE.</p> | <p>LEA-Wide</p> | | <p>Superintendent: \$0 Funding Source: General Fund</p> | <p>Superintendent: \$169,500 Funding Source: General Fund</p> | <p>Superintendent: \$174,585 Funding Source: General Fund</p> |

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| Common Core State Standards (CCSS) as reflected in increased proficiency on the California Assessment of Student Performance and Progress (CAASPP). | | | | | | | |
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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.)

Current year estimated supplemental and concentration grant funding in the LCAP year is \$253.503.

The supplemental and concentration grant funding amounts will fund the following:

An English Language Development teacher to provide direct services to our English Learners.

A full time technology specialist and professional development centered on the use of technology in the classroom will be funded to support the implementation of new technology and the Common Core State Standards.

Upgrading the district's infrastructure to support the new technology.

Finally, a music teacher to provide music to all students will also be supported by the supplemental and concentration grant funding.

Funding these programs and services are necessary to meet the goals of increasing English proficiency, increasing the English Learner reclassification rate, full implementation of the Common Core State Standards, including full integration of technology, and providing a well-rounded curriculum to our students.

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.

Current year Minimum Proportionality Percentage (MPP) in the LCAP year is 10.69%.

The MPP will be met in the following ways:

Providing a full time English Language Development teacher in place of two part time principals/part time English Language Development teachers will increase the quality of services provided to our English Language Learners. This, in turn, will increase the number of English Learners that become English proficient and increase our English Learner reclassification rate.

Providing music to all of our students on a weekly basis will improve the educational experiences of our students. This, in turn will increase student engagement and provide our students with a more well-rounded curriculum.

Providing up to date technology in all classrooms and multiple classroom computer carts will provide access to high quality instruction in order to implement and support the Common Core State Standards.

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.