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

Introduction:

LEA: Baker Valley Unified School District Contact (Name, Title, Email, Phone Number): Ronda Tremblay, Superintendent, ronda_tremblay@baker.k12.ca.us, (760) 733-4567 LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

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

Involvement Process	**Impact on LCAP**
Baker Valley Unified School District (BVUSD) has held several workshops and meetings including members of the community, teaching staff, faculty, bargaining groups, and students in order to gather input to determine the values of the stakeholders. At each meeting held by the BVUSD Superintendent and Business Office, the Business Office gave a presentation of the LCAP/LCFF to the stakeholders explaining the eight state priorities, the requirements of LCAP, 8 state priorities, the economic situation of BVUSD and the timeline of development and implementation. The workshop was then opened to suggestions, ideas, and goals from the attendees. The suggestions were charted and displayed visually. When suggestions and ideas came up that were unclear, the participant was asked follow up questions to clarify by the Superintendent and the Business Office. On February 13, 2014 the Baker Valley Unified LCAP team met with the school board and various members of the community for the first LCAP workshop. On March 10, 2014, the Superintendent and the Business Office met with the Classified staff. On March 10, 2014 in the evening, the community was invited to meet and offer their suggestions. There was representation from students, family members, bargaining unit, board members, and ELAC/DELAC. On March 12, 2014, the Baker Valley Unified LCAP team met with the Certificated staff.	The Baker Valley Unified LCAP team identified common, reoccurring themes that are identified below. These themes are reflected in the goals, action/services and expenditures of the District. Elimination of combination classes in Elementary school More diverse subject offerings specific examples included: art, music, science, career technical courses like nursing and the medical field, welding, auto body, wood shop After school tutoring and homework assistance led by certificated teachers or subject matter experts Increased technology in classrooms. Examples include laptops, tablets, desktop computers, Smartboards, etc. Increased reading materials such as books, magazines, & research materials available to students Remodel of school library to include updated reading & research materials New furniture and materials available in classrooms More field trips to increase exposure to outside world Academic and personal achievement assemblies to recognize students

Involvement Process	Impact on LCAP
On March 12, 2014, another meeting was held at a local restaurant that is often frequented by Hispanic community members in order to insure their involvement and gain their input. On April 24, the Superintendent and Business Office met with the student population in their individual classrooms. At the end of each meeting, the stakeholders were asked to prioritize their most important goals. Presented to School Site Council, ELAC, DELAC on June 11. No questions regarding the LCAP were asked at that meeting. On June 12, the LCAP was presented to the community stakeholders (parents, students, faculty, ELAC, DELAC) as well as the Baker Valley Unified School District Board. Baker Valley Unified School District's LCAP was approved by the Board on June 19, 2014.	Changes in school cafeteria menu and offerings, specifically giving a choice of good tasting nutritious foods that the students will eat. Special services for outlier students by offering programs for high achievers and more intervention services for low achievers Adding school counselors to staff, to include academic and college guidance counselors as well psychological assistance as needed Safer school environment. Maintenance to be performed at routine intervals General school appearance to be updated and well maintained. Training for teachers, parents, faculty, and students on Common Core State Standards information Implementation of junior high school activities

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address

each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Increase academic performance **Metric:** District Benchmark assessments, GPA, Report cards, Smarter Balanced Assessment Consortium (SBAC), California English Language Development Test (CELDT), California High School Exit Exam (CAHSEE) Results	1. Support and Enhance Student Achievement and Educational Opportunities	All	All		Establish baseline of Common Core district benchmark assessments Provide standards aligned materials	Benchmark data will improve 5% from beginning of baseline benchmark	Benchmark assessments will continue to improve over prior year by 5%	1. Basic 4. Pupil Achievement 7. Course Access 8. Other Pupil Outcomes

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In addition, BVUSD intends to attend to all state metrics for aligned state priorities								
Need: Up to date technology available to assist student learning and achievement **Metric:** Inventory of instructional technological materials, Student to technology ratio In addition, BVUSD intends to attend to all	2. Address technology shortfalls and increase availability of technology to support learning through expanded course offerings	All	All		Increase student to technology ratio 10:1 Increase bandwidth available for school use Increased use and computer literacy by all students resulting in greater achievement levels and	Continue to increase technology available for students 8:1 Increased use and computer literacy by all students resulting in greater achievement levels and motivation to encourage student attendance	Continue to refine relevant and available technology 7:1 Increased use and computer literacy by all students resulting in greater achievement levels and motivation to encourage student	1. Basic 2. Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagement 7. Course Access

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state metrics for aligned state priorities					motivation to encourage student attendance Expand course offerings through online programs such as Acellus, etc.	Expand course offerings through online programs such as Acellus, etc.	attendance Expand course offerings through online programs such as Acellus, etc.	
Need: Increase student appreciation for literacy and literacy levels **Metric:** Attendance in library utilization, surveys, District Benchmark	3. Build literacy skills for all students and enhance pupil literacy appreciation	All	All		MLIS available Text complexity and lexile levels will increase Amount of books read will increase by 5% Establish baseline of district benchmark for reading levels	Attendance in library use will increase by 5% Surveys will result in positive outcomes regarding library Increase level of district	Attendance in library use will increase by 5% over prior years Increased selection of reading materials available by 5% over prior years	2. Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagement 8. Other Pupil Outcomes

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Assessments						benchmark in reading skills	More students will read for enjoyment Increase level of district benchmark in reading skills	
Need: Expose student population to outside experiences **Metric:** Participation in educational trips, Surveys regarding school connectedness BVUSD intends to attend to all	4. Exposure to broader environments outside of the Baker area	All	All		Increase access to real world experiences by 1 more field trip aligned with State Standards (including Common Core and Next Generation Science) than currently offered	Based upon assessments of activities, add and refine exposure available by 1 more field trip aligned with State Standards (including Common Core and Next Generation Science)	Based upon assessments of activities, add and refine exposure available by 1 more field trip aligned with State Standards (including Common Core and Next Generation Science)	2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement

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state metrics for aligned state priorities					Parent participation encouraged as chaperones Increased outside experiences to increase student achievement in and out of the classroom	currently offered Parent participation encouraged as chaperones Increased outside experiences to increase student achievement in and out of the classroom	currently offered Parent participation encouraged as chaperones Increased outside experiences to increase student achievement in and out of the classroom	
Need: To improve classroom experiences to facilitate student learning **Metric:**	5. Renovate classrooms to facilitate 21st century learning	All	All		Increased selection of modern ergonomic tools and furniture conducive to learning	Increase of usage of cutting edge technology in classrooms With a more vibrant	Increase of usage of cutting edge technology in classrooms With a more vibrant	1. Basic 5. Pupil Engagement 6. School Climate 8. Other Pupil Outcomes

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Facilities Inspection Tool, District Benchmark Assessments, California School Climate Survey, Average Daily Attendance					With a more vibrant classroom experience, students will perform at a higher academic level and feel safe in their environment	classroom experience, students will perform at a higher academic level and feel safe in their environment	classroom experience, students will perform at a higher academic level and feel safe in their environment	
Need: To recognize and incentivize student performance **Metric:** Number of events celebrating student achievements,	6. Celebrate student achievement and educational progress	All	All		Increased participation and motivation by 10% of students Parents are encouraged to assist their students in reaching their goals and	Increased participation by 5% over prior year Continuation of celebrations through 12th grade Parents are	Increased participation by 5% over prior year Continuation of celebrations through 12th grade Parents are	3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement

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Average Daily Attendance, Number of students qualifying to attend incentive programs, qualitative surveys					participating in achievement celebrations and ceremonies Students are encouraged to attend more regularly and perform higher academically in order to reach goals and gain achievement	encouraged to assist their students in reaching their goals and participating in achievement celebrations and ceremonies Students are encouraged to attend more regularly and perform higher academically in order to reach goals and gain achievement	encouraged to assist their students in reaching their goals and participating in achievement celebrations and ceremonies Students are encouraged to attend more regularly and perform higher academically in order to reach goals and gain achievement	

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Need: To increase student use of school nutrition program and knowledge in nutrition and health **Metric:** California Healthy Kids Survey (CHKS), California Physical Fitness Test results, Local Survey	7. Increase number of students who choose to eat school food and place priority in increasing their knowledge of healthy lifestyles	All	All		Based upon newly acquired knowledge, students will make better nutrition choices Students will become involved in their nutrition choices through school based surveys	Improved healthy eating choices	More nutrition options and better choices made by students	6. School Climate 8. Other Pupil Outcomes
Need: Provide guidance for post K-12 opportunities, including	8. Enhance student counseling services to promote educational	All	All		Increased exposure in post secondary education Attendance,	Increased student knowledge to post-secondary opportunities	Continue to increase exposure to post-secondary opportunities	4. Pupil Achievement 5. Pupil Engagement

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college and career readiness **Metric:** Surveys, Interviews with students In addition, BVUSD intends to attend to all state metrics for aligned state priorities	achievement				standardized testing scores, and district benchmarks are expected to rise, as students are motivated to try to attend college	Attendance, standardized testing scores, and district benchmarks are expected to rise, as students are motivated to try to attend college	and education Connect to colleges and other sources of post secondary opportunities Attendance, standardized testing scores, and district benchmarks are expected to rise, as students are motivated to try to attend college	
Need: Create a pleasant and safe learning	9. Provide a clean, secure and safe school environment/	All	All		Increase in student activities in a safe and	Continue to increase student activities by	Based upon prior years, continue to increase	1. Basic 6. School Climate

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environment to promote successful education **Metric:** Facilities Inspection Tool, California School Climate Survey	climate				enjoyable manner by 10%	5% over prior years	student activities by at least 5%	
Need: Add additional student activities **Metric:** Number of students attending new activities, Student surveys, Teacher surveys,	10. Increase district-wide activities for student engagement	All	All		More student participation in extracurricular activities by at least 5% Parents and families encouraged to assist with activities and attending events	Reassess activities offered Add and refine available extracurricular activities offered by 5% over prior years	Continue to assess activities offered Add and refine available extracurricular activities offered by at least 5% over prior years	3. Parent Involvement 5. Pupil Engagement 6. School Climate

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parent surveys, In addition, BVUSD intends to attend to all state metrics for aligned state priorities					With new activities offered for students, higher achievement in and out of the classroom With the incentive of new activities to participate, students are motivated to attend more regularly	Parents and families encouraged to assist with activities and attending events With new activities offered for students, higher achievement in and out of the classroom With the incentive of new activities to participate, students are motivated to attend more	Parents and families encouraged to assist with activities and attending events With new activities offered for students, higher achievement in and out of the classroom With the incentive of new activities to participate, students are motivated to	

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						regularly	attend more regularly	
Need: Implement Common Core State Standards including major instructional shifts in core academic subjects in all grade levels **Metric:** Number of professional development opportunities, Amount of teachers attending trainings,	11. Successful Implementation of State Standards	All	All		Increased participation in level of implementation of State Standards by majority of students Common Core, Next Generation Science, Math attributes emerging in students Parents and families invited to become involved	Continue to demonstrate level of State Standards by majority of students Parents and families invited to become involved regarding State Standards to better assist their students	Increased knowledge in level of State Standards by majority of students Parents and families invited to become involved regarding State Standards to better assist their students	2. Implementation of State Standards 3. Parent Involvement

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Parent attendance rate at workshops to increase (based by a sign in sheet), In addition, BVUSD intends to attend to all state metrics for aligned state priorities					regarding State Standards to better assist their students			

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the

goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

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

Guiding Questions:

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

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
1. Support and Enhance Student Achievement and Educational Opportunities	1. Basic 4. Pupil Achievement	Eliminate combination classes in elementary classrooms, implement single grades by hiring additional teachers and remodeling classrooms	Baker Elementary		Hire additional teachers $100,000-130,000 LCFF As shown by increased budget expenditures in the 1000 and 3000 object codes Remodel classrooms to fit needs $10,000 LCFF As shown by increased budget expenditures in the 5000 and 6000 object	Maintain single grade classes, no immediate additional need for new teachers in years 2 and 3, maintain changes accomplished in Year 1 $10,000 LCFF As shown by increased budget expenditures in the 1000, 3000, 5000, and 6000 object codes	Maintain single grade classes, no immediate additional need for new teachers in years 2 and 3, maintain changes accomplished in Year 1 $10,000 LCFF As shown by increased budget expenditures in the 1000, 3000, 5000, and 6000 object codes

					codes		
1. Support and Enhance Student Achievement and Educational Opportunities	7. Course Access 8. Other Pupil Outcomes	More diverse subject offerings as elective courses in high school by hiring an additional teacher to teach elective courses	Baker High School		Hire one additional teacher in an area that may include visual art, performing art, or career technical courses $60,000 LCFF As shown by increased budget expenditures in the 1000 and 3000 object codes	Maintain and explore additional course offering opportunities, both through the hiring of an additional teacher or through collaboration or partnership with other agencies $50,000-75,000 LCFF As shown by increased budget expenditures in the 1000 and 3000 object codes	Maintain and explore additional course offering opportunities, both through the hiring of an additional teacher or through collaboration or partnership with other agencies $50,000-75,000 LCFF As shown by increased budget expenditures in the 1000 and 3000 object codes
2. Address technology shortfalls and increase availability of technology to support learning through expanded course offerings	1. Basic 2. Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagement 7. Course Access	Increased technology available to students in classrooms	Baker High School		Purchase technological items for classrooms, to include: desktop computers, laptops, tablets $50,000-100,000 LCFF As shown by increased budget	Continue to assess needs and purchase relevant equipment and continue to keep well maintained equipment $25,000-50,000 LCFF As shown by increased	Continue to assess needs and purchase relevant equipment and continue to keep well maintained equipment $25,000-50,000 LCFF As shown by increased

					expenditures in the 4440 and 4450 object codes	budget expenditures in the 4400 and 4450 object codes	budget expenditures in the 4400 and 4450 object codes
3. Build literacy skills for all students and enhance pupil literacy appreciation	2. Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagement 8. Other Pupil Outcomes	Modernize/remodel existing library into student learning/research and library center to include new reading materials and research resources for students	LEA		Purchase books, magazines, reference materials, updated library materials $20,000-30,000 LCFF As shown by increased budget expenditures in the 4000 object codes	Update materials to better suit needs and Common Core State Standards $10,000-20,0000 LCFF As shown by increased budget expenditures in the 4000 object codes	Update materials to better suit needs and Common Core State Standards $10,000-20,000 LCFF As shown by increased budget expenditures in the 4000 object codes
4. Exposure to broader environments outside of the Baker area	2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement	Increase educational field trips to expose students to learning environments and experiences not available in the Baker area	LEA		Expand amount of field trips students can attend throughout the school year $10,000-20,000 LCFF As shown by increased budget expenditures in the 5885 object code	Continue to assess field trips scheduled and refine types continued or added $10,000-20,000 LCFF As shown by increased budget expenditures in the 5885 object code	Continue to assess field trips scheduled and refine types continued or added $10,000-20,000 LCFF As shown by increased budget expenditures in the 5885 object code
5. Renovate classrooms to facilitate 21st	1. Basic 5. Pupil Engagement	Increase amounts of new furniture and materials	LEA		Purchase new furniture and materials as	Purchase new furniture and materials as	Purchase new furniture and materials as

learning	6. School Climate 8. Other Pupil Outcomes	available to students in the classroom			needed $40,000-50,000 LCFF As shown by increased budget expenditures in the 4300 and 4400 object codes and with function 8580	needed $30,000-40,000 LCFF As shown by increased budget expenditures in the 4300 and 4400 object codes and with function 8580	needed $30,000-40,000 LCFF As shown by increased budget expenditures in the 4300 and 4400 object codes and with function 8580
6. Celebrate student achievement and educational progress	3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement	Establish academic and personal achievement assemblies to recognize student accomplishments	LEA		Provide awards and recognition $2,000-4,000 LCFF As shown by increased budget expenditures in the 5885 object code	Evaluate achievement assemblies and continue to provide awards and recognition $2,000-4,000 LCFF As shown by increased budget expenditures in the 5885 object code	Evaluate achievement assemblies and continue to provide awards and recognition $2,000-4,000 LCFF As shown by increased budget expenditures in the 5885 object code
7. Increase number of students who choose to eat school food and place priority in increasing their knowledge of healthy lifestyles	6. School Climate 8. Other Pupil Outcomes	Update school nutrition menu and offerings with student feedback regarding the food received Increase student knowledge of nutrition	LEA		Explore options provided to students and purchase new items and seek new recipe options $1,000 LCFF	Explore options provided to students and purchase new items and seek new recipe options $500-1,000 LCFF	Explore options provided to students and purchase new items and seek new recipe options $500-1,000 LCFF
8. Enhance student counseling	4. Pupil Achievement 5. Pupil	Add counseling services to include academic and	LEA		Purchase Naviance, an academic	Evaluate (through teacher and	Evaluate (through teacher and

services to promote educational achievement	Engagement	college preparedness with the Naviance academic software solution			software solution $25,000 LCFF As shown by increased budget expenditures in the 5241 and 5810 object codes	student survey) productivity of software and continue or select an alternative or supplemental program $25,000 LCFF As shown by increased budget expenditures in the 5241 and 5810 object codes	student survey) productivity of software and continue or select an alternative or supplemental program $25,000 LCFF As shown by increased budget expenditures in the 5241 and 5810 object codes
9. Provide a clean, secure and safe school environment/ climate	1. Basic 6. School Climate	Provide a safer school environment, to include routine maintenance performed and general school appearance to be updated and well maintained by purchasing updated equipment	LEA		Purchase updated equipment for school maintenance, safety and landscaping purposes $20,000-30,000 LCFF As shown by increased budget expenditures in the 4300 object codes	Assess needs and maintain equipment owned for maintenance, safety and landscaping purposes $10,000 LCFF As shown by increased budget expenditures in the 4300 object codes	Assess needs and maintain equipment owned for maintenance, safety and landscaping purposes $10,000 LCFF As shown by increased budget expenditures in the 4300 object codes
10. Increase district-wide activities for student engagement	3. Parent Involvement 5. Pupil Engagement 6. School Climate	Increase extracurricular activities such as clubs, athletic programs, and special interest	LEA		Evaluate interest in specific activities and availability of programs to be	Evaluate interest in specific activities and availability of programs to be	Evaluate interest in specific activities and availability of programs to be

	8. Other Pupil Outcomes	activities			offered to students and cost of implementation $1,000 LCFF	offered to students and cost of implementation $1,000 LCFF	offered to students and cost of implementation $1,000 LCFF
11. Successful Implementation of State Standards	2. Implementation of State Standards 3. Parent Involvement	Provide training and workshops to better prepare teachers, staff, students, and parents for State Standards	LEA		Provide teachers with opportunities to attend trainings through the County Office of Education and other sources to increase their effectiveness in implementing State Standards (including Common Core) in the classroom and to share information with the community $10,000-15,000 LCFF As shown by increased budget expenditures in the 5241 object code	Provide teachers with opportunities to attend trainings through the County Office of Education and other sources to increase their effectiveness in implementing State Standards (including Common Core) in the classroom and to share information with the community $10,000-15,000 LCFF As shown by increased budget expenditures in the 5241 object code	Provide teachers with opportunities to attend trainings through the County Office of Education and other sources to increase their effectiveness in implementing State Standards (including Common Core) in the classroom and to share information with the community $10,000-15,000 LCFF As shown by increased budget expenditures in the 5241 object code

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

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
1. Support and Enhance Student Achievement and Educational Opportunities	1. Basic 4. Pupil Achievement 7. Course Access 8. Other Pupil Outcomes	For low income pupils: Provide after school tutoring/support and assistance by highly trained (certificated) individuals or subject matter experts	LEA		Establish after school program to provide tutoring and support Pay teachers and aides salaries for administration of after school program $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes	Refine after school program to include additional costs or growth according to student needs Pay teachers and aides salaries for administration of after school program $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes	Refine after school program to include additional costs or growth according to student needs Pay teachers and aides salaries for administration of after school program $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Support and Enhance Student Achievement and Educational Opportunities	1. Basic 4. Pupil Achievement 7. Course Access 8. Other Pupil Outcomes	For English learners: Provide after school tutoring/support and assistance by highly trained (certificated) individuals or subject matter experts for target students based upon CELDT levels	LEA		Establish after school program with focus to provide tutoring and language support Pay teachers and aides salaries for administration of after school program $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes	Refine after school program to include additional costs or growth according to student needs Pay teachers and aides salaries for administration of after school program $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes	Refine after school program to include additional costs or growth according to student needs Pay teachers and aides salaries for administration of after school program $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes
N/A	N/A	For foster youth:	N/A	N/A	N/A	N/A	N/A
1. Support and Enhance Student Achievement and Educational	1. Basic 4. Pupil Achievement 7. Course Access 8. Other Pupil Outcomes	For redesignated fluent English proficient pupils: Provide after school tutoring/support	LEA		Establish after school program to provide tutoring and support Pay teachers	Refine after school program to include additional costs or growth according to	Refine after school program to include additional costs or growth according to

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Opportunities		and assistance by highly trained (certificated) individuals or subject matter experts			and aides salaries for administration of after school program $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes	student needs Pay teachers and aides salaries for administration of after school program $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes	student needs Pay teachers and aides salaries for administration of after school program $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes
1. Support and Enhance Student Achievement and Educational Opportunities	1. Basic 4. Pupil Achievement 7. Course Access 8. Other Pupil Outcomes	For low income pupils: Facilitate more educational opportunities for low performing students by providing a comprehensive summer session	LEA		Provide a summer learning session for lower performing students with certificated teachers $15,000 LCFF ($14,200 for salary and benefits $800 supplies and materials) As shown by	Reassess needs for summer session at end of school year and prior year results. Refine services of summer session provided. $15,000 LCFF As shown by increased budget expenditures in	Reassess needs for summer session at end of school year and prior year results. Refine services of summer session provided. $15,000 LCFF As shown by increased budget expenditures in

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					increased budget expenditures in the 1000, 3000, and 4000 object codes	the 1000, 3000, and 4000 object codes	the 1000, 3000, and 4000 object codes
1. Support and Enhance Student Achievement and Educational Opportunities	1. Basic 4. Pupil Achievement 7. Course Access 8. Other Pupil Outcomes	For English learners: Facilitate more educational opportunities for low performing students by providing a comprehensive summer session	LEA		Provide a summer learning session for lower performing students with certificated teachers $15,000 LCFF ($14,200 for salary and benefits $800 supplies and materials) As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes	Reassess needs for summer session at end of school year and prior year results. Refine services of summer session provided. $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes	Reassess needs for summer session at end of school year and prior year results. Refine services of summer session provided. $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes
N/A	N/A	For foster youth:	N/A	N/A	N/A	N/A	N/A
1. Support and Enhance	1. Basic 4. Pupil	For redesignated fluent English	LEA		Provide a summer	Reassess needs for summer	Reassess needs for summer

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Student Achievement and Educational Opportunities	Achievement 7. Course Access 8. Other Pupil Outcomes	proficient pupils: Facilitate more educational opportunities for low performing students by providing a comprehensive summer session			learning session for lower performing students with certificated teachers $15,000 LCFF ($14,200 for salary and benefits $800 supplies and materials) As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes	session at end of school year and prior year results. Refine services of summer session provided. $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes	session at end of school year and prior year results. Refine services of summer session provided. $15,000 LCFF As shown by increased budget expenditures in the 1000, 3000, and 4000 object codes
2. Address technology shortfalls and increase availability of technology to support learning through expanded course	1. Basic 2. Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagement 7. Course Access	For low income pupils: Increased technology available to students in classrooms	LEA		Purchase technological items for classrooms, to include: desktop computers, laptops, tablets $50,000-100,000 LCFF	Continue to assess needs and purchase relevant equipment and continue to keep well maintained equipment $25,000-50,000 LCFF	Continue to assess needs and purchase relevant equipment and continue to keep well maintained equipment $25,000-50,000 LCFF

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
offerings							
2. Address technology shortfalls and increase availability of technology to support learning through expanded course offerings learning	1. Basic 2. Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagement 7. Course Access	For English learners: Increased technology available to students in classrooms	LEA		Purchase technological items for classrooms, to include: desktop computers, laptops, tablets $50,000-100,000 LCFF As shown by increased budget expenditures in the 4440 and 4450 object codes	Continue to assess needs and purchase relevant equipment and continue to keep well maintained equipment $25,000-50,000 LCFF As shown by increased budget expenditures in the 4440 and 4450 object codes	Continue to assess needs and purchase relevant equipment and continue to keep well maintained equipment $25,000-50,000 LCFF As shown by increased budget expenditures in the 4440 and 4450 object codes
N/A	N/A	For foster youth:	N/A	N/A	N/A	N/A	N/A
2. Address technology shortfalls and increase availability of technology to support learning through expanded	1. Basic 2. Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagement 7. Course Access	For redesignated fluent English proficient pupils: Increased technology available to students in classrooms	LEA		Purchase technological items for classrooms, to include: desktop computers, laptops, tablets $50,000-100,000 LCFF	Continue to assess needs and purchase relevant equipment and continue to keep well maintained equipment $25,000-50,000	Continue to assess needs and purchase relevant equipment and continue to keep well maintained equipment $25,000-50,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
course offerings					As shown by increased budget expenditures in the 4440 and 4450 object codes	LCFF As shown by increased budget expenditures in the 4440 and 4450 object codes	LCFF As shown by increased budget expenditures in the 4440 and 4450 object codes
4. Exposure to broader environments outside of the Baker area	2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement	For low income pupils: Increase educational field trips to expose students to learning environments and experiences not available in the Baker area	LEA		Expand amount of field trips students can attend throughout the school year $10,000-20,000 LCFF As shown by increased budget expenditures in the 5885 object code	Continue to assess field trips scheduled and refine types continued or added $10,000-20,000 LCFF As shown by increased budget expenditures in the 5885 object code	Continue to assess field trips scheduled and refine types continued or added $10,000-20,000 LCFF As shown by increased budget expenditures in the 5885 object code
4. Exposure to broader environments outside of the Baker area	2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement	For English learners: Increase educational field trips to expose students to learning environments and	LEA		Expand amount of field trips students can attend throughout the school year $10,000-20,000 LCFF	Continue to assess field trips scheduled and refine types continued or added $10,000-20,000 LCFF	Continue to assess field trips scheduled and refine types continued or added $10,000-20,000 LCFF

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	5. Pupil Engagement	experiences not available in the Baker area			As shown by increased budget expenditures in the 5885 object code	As shown by increased budget expenditures in the 5885 object code	As shown by increased budget expenditures in the 5885 object code
N/A	N/A	For foster youth:	N/A	N/A	N/A	N/A	N/A
4. Exposure to broader environments outside of the Baker area	2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement	For redesignated fluent English proficient pupils: Increase educational field trips to expose students to learning environments and experiences not available in the Baker area	LEA		Expand amount of field trips students can attend throughout the school year $10,000-20,000 LCFF As shown by increased budget expenditures in the 5885 object code	Continue to assess field trips scheduled and refine types continued or added $10,000-20,000 LCFF As shown by increased budget expenditures in the 5885 object code	Continue to assess field trips scheduled and refine types continued or added $10,000-20,000 LCFF As shown by increased budget expenditures in the 5885 object code

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.)

Our estimated supplemental and concentration grant funding is $160,063 for the 2014-15 school year. As a district with more than 90% of enrollment of low income and English learner pupils, with similar percentages at all school sites, Baker Valley Unified School District has used these funds in a district-wide manner. These and other sources from the district's general fund will be expended to increase or improve services to all students by doing the following:
1. The district plans to establish an after school program to provide tutoring and support for all underperforming students at all school sites which will cost approximately $15,000.
2. Approximately $20,000 will be expended to expand the amount of field trips all students can attend throughout the school year to expand global exposure that is not available in the Baker area.
3. Approximately $15,000 will be used to implement a comprehensive summer learning session, which will target primarily EL and LI students that are underperforming.
4. Approximately $100,000 will be expended to purchase technological items for classrooms, to include desktop computers, laptops, and tablets in order to improve the student to technology ratio.

Additionally, all actions and services to be performed listed in Section 3A for the entire student population will also be specifically targeted towards EL and LI students. By increasing much of the district's current services provided to the entire student population, the actions described in the LCAP would be meeting the goals for low income and English learner pupils as outlined by the state priorities.

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

The unduplicated student count in BVUSD is expected to remain at 90.6% in the 2014-15 school year. The minimum proportionality percentage is 11.07%. The district will implement a comprehensive summer learning session designed primarily for target students. Offering this summer program will increase

services to the target students by approximately 35%, more than meeting the district's minimum proportionality requirement.

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.