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

Introduction:

LEA: Pacific Elementary School District **Contact (Name, Title, Email, Phone Number):** Eric Bitter, Superintendent/Principal, ebitter@santacruz.k12.ca.us, 831.425-7002 **LCAP Year:** 2014-2015

Local Control and Accountability Plan and Annual Update Template

Pacific School District is a small, single school district located in the rural community of Davenport, nine miles north of Santa Cruz, California. The school site is one block away from a bluff that overlooks the Pacific Ocean. Just outside this small community lies sustainable farms, federally protected land, and the now closed CEMEX cement plant.

Pacific Elementary School serves 48% in-district students from the town of Davenport and from the surrounding north coast area, including the rural communities of Swanton, Last Chance, and Waddell Creek. District boundaries extend north along the Pacific coast to the San Mateo County line and south about four miles toward Santa Cruz. Some children walk to school, while others have a commute of an hour to school and back. Many families from Bonny Doon, Pescadero, San Lorenzo Valley and Santa Cruz now participate in Pacific School's programs through interdistrict transfers. Families provide their own transportation.

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
Pacific Elementary School District is a small single-school district with an extensive history of an active community that is involved and engaged in the achievement of its students. This inclusive philosophy values the stakeholders and their input, whereby it is an ideal match for the Local Control and Accountability engagement process. The Board regularly holds open meetings to discuss various topics that include, but are not limited to, student achievement, focused goal setting, and curricular alignment. These topics are converted into spending priorities in an effort to establish meaningful program outcomes. This serves as a foundation to the stakeholders as we have endeavored this past year in the LCAP planning. The following is a chronicle of the efforts and hard work that the various stakeholder groups have put into this document to ensure a broad-based community action and input to the development of the Pacific Elementary School District LCAP.	The opportunity to incorporate stakeholders at all levels of the organization has resulted in an authentic, living document that captures both our current successes and opportunities to target further growth in full implementation of our strategic plan. As a high performing school with outstanding API growth over time, we have been able to plan on sustaining excellent gains in academic achievement while considering how to augment our programs and properly attend to our deferred facility needs. This balanced approach has been supported by an informed and dedicated Board that has participated actively in supporting staff to attain our ambitious LCAP goals.
Board Discussions and Study Sessions – We have highlighted LCAP planning and development at several of the regularly scheduled 2013-14 Board meetings during the latter part of the school year. This has included review of the legislative changes with LCFF, the eight priority areas outlined in the LCAP, integration of current PESD Mission, Vision and LEA plan, and outlining on-going progress toward the district's shared goals of a final LCAP draft ready for Public Hearing and Board review on May 18, 2014. This allowed the Board to consider final LCAP approval prior to the adoption on June 25, 2014	Board-Level discussions have assisted staff in prioritizing local feedback and sorting through stakeholder feedback to align our strategic and spending plan through the LCAP development process. A special Board study session followed by a web-based participant survey provided Trustees and Administration a 'priority road map' from representative staff and parent groups. This has been invaluable to reaching our objective: a meaningful and well-vetted plan linked to existing short and long range planning.

Involvement Process	Impact on LCAP
of the 2014-15 district budget.	
Site Council – With a balanced group of staff and parents, this has been our writing team for LCAP goals and related activities. Teachers, classified staff, and parents serving on the Site Council have sought feedback on essential questions provided by our County Office of Education to engage stakeholders in helping set out goals. This discussion and planning time has been central to our progress; administration has relied on this venue to develop and review draft language for the plan.	Certificated and classified staffs, administration and parents working side-by-side within School Site Council is essential at the single-school district level. Just as LEA and SPSA plans are woven together as one in the Single School District LEA, this comprehensive grouping allowing for prioritizing and validating select goals and activities for the district LCAP. Changes were made regularly, based on staff and parent recommendations. The plan would not have been as viable nor completed on schedule without their assistance.
Parents Club – PESD continues to benefit greatly from an active Parents' Club, with a small core of dedicated parents who tirelessly promote successful fundraising events. This venue for subsequent discussion, assisted in aligning our district revenue planning to the local revenue provided by the Parents' Club to support staffing and programs.	The Parents' Club had the opportunity to revisit their spending priorities within the context of LCAP development. Their focus is on course access (through sustaining our Music, Arts and Teacher Aides) and Basic Services (through supporting campus enhancements and teacher supply budgets). They continue to be invaluable partners in implementing LCAP goals through their investment of time and fiscal resource.
Faculty Meetings – This setting has been available to update and consult with certificated staff on LCAP requirements and timelines. The PESD certificated staff serve on multiple committees and have been available to contribute to the process throughout the planning year.	The certificated staff has been regularly updated and consulted through the LCAP development process. Given the demands on their time and the potential for redundancy (given their representative participation in school site council, attendance/data collection, Parents' Club, staff development time, etc.) efforts have been made to streamline communications and receive specific LCAP recommendations in the venues as described. Faculty is to be commended for their engagement in the LCAP planning settings and discussions outlined above.
Small School District Collaboration – In addition to regular staff meetings, the teachers from all four single-school districts in the county had the opportunity to draft goals in the state priority areas at a shared professional development day on February 14, 2014.	Teachers drafted suggested goal language in grade level teams and submitted these recommendations to administration as part of the LCAP planning process embedded into the agendas for two Professional Development Days this year. Their feedback was reviewed and several of their recommendations were included in the LCAP goals for PESD.
Annual Parent Survey and individual parent interviews – In addition to Spring Survey data to consider in developing LCAP priorities, parents were invited to share their priorities with the Superintendent/Principal throughout the planning process.	Two years of parent survey responses provided excellent trend data to capture parent priorities in LCAP development. PESD enjoys an active parent community that routinely dedicates their time on campus to enhance our students' programs and services. This provided both formal and informal opportunities to consult with parents regarding their LCAP input and priorities for expenditures.
Board Budget review – The Board addressed budget considerations in October, January, February, March and April to consider how to align planning priorities with available revenue for LCAP implementation.	Although PESD's 2013 budget saw deficit spending, this was optimal timing to build our first LCAP, providing scenarios for the school board to consider in allocation of resource to achieve academic goals.
Student Leadership – At a small K-6 elementary school, opportunities for student feedback must be appropriately crafted so as to be developmentally appropriate and a positive learning experience for students.	The Superintendent/Principal consulted with 5th/6th grade class regarding their priorities in Basic Services, School Climate, and Pupil Engagement. They were interested in the process and supportive of Board and SSC goal-setting. They expressed special interest in campus enhancements that will be incorporated into the Facilities plan over time.

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	
Conditions of Learning - Pacific Elementary needs teachers who are appropriately assigned pursuant to Ed Code 44258.9; fully credentialed in the subject areas and pupils they are teaching.	1. 100% of teachers are appropriately assigned and credentialed or highly qualified.	School wide groups that include, but are not limited to, students in general education, foster youth, students with disabilities, English Language learners, and socio-economically disadvantaged.	All – Single School District		The Superintendent/ Principal will evaluate the effectiveness of any new hires and work with new staff on ways to improve. Students will benefit from having access to highly qualified staff dedicated to continual improvement. Students will be assured of receiving instruction from highly qualified teachers.	The Superintendent/ Principal will evaluate the effectiveness of all new hires and work with new staff on ways to improve. Students will benefit from having access to highly qualified staff dedicated to continual improvement.	The Superintendent/ Principal will evaluate the effectiveness of any new hires and work with new staff on ways to improve. Students will benefit from having access to highly qualified staff dedicated to continual improvement. Students will have access to highly qualified staff in all aspects of the school day, both within and outside the classroom setting.	State Priority 1
Conditions of Learning - School facilities are maintained in good repair pursuant to Ed Code 17002(d) and the need to improve energy efficiency.	2. 100% of school facilities are maintained in good repair; new Multi-Purpose Room (MPR) and upgrading the lighting, indoor climate, and use of solar panels to reduce the carbon footprint of the	School wide groups that include, but are not limited to, students in general education, foster youth,	All – Single School District		Students, staff, and the community will be assured of working and learning in facilities that are functional for their	Students will benefit from efficiently and well lighted classrooms.	Students will benefit from climate controlled environments and efficiently light classrooms that save money for the school to be	State Priority 1

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	
	campus.	students with disabilities, English Language learners, and socio-economically disadvantaged.			intended purpose and the MPR will be an expanded venue to all.		allocated elsewhere.	
Conditions of Learning - Pupils need access to standards-aligned materials pursuant to Ed Code 60119.	3. 100% of students have access to standards-aligned materials.	School wide groups that include, but are not limited to, students in general education, foster youth, students with disabilities, English Language learners, and socio-economically disadvantaged.	All – Single School District		Teachers and students will be able to rely on consistency in using core, Board adopted instructional materials from year to year.	Students will continue to benefit from increased teacher knowledge and experience teaching the CCSS as well as from access to quality books and materials.	Teachers and students will be able to rely on consistency in using core, Board adopted instructional materials from year to year.	State Priority 1
Conditions of Learning – Teachers' Aides employed to support the instructional needs of the classroom.	4. Aide time in each K-6 classroom to assist with classroom student achievement and small group intervention instruction.	School wide groups that include, but are not limited to, students in general education, foster youth, students with	All – Single School District		Under the classroom teachers' supervision, aides will assist in various duties to ensure all students gain access to the	Under the classroom teacher's supervision, Aides will assist in various duties to ensure all students gain access to the	Under the classroom teachers' supervision, Aides will assist in various duties to ensure all students gain access to the	State Priority 2

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	
		disabilities, English Language learners, and socio-economically disadvantaged.			curriculum.	curriculum while the Superintendent/Principal performs walk-through reviews and one annual evaluation.	curriculum.	
Implementation of State Standards: Implementation of academic content and performance standards adopted by the state board for all students, including English Learners. Technical adherence to SBAC testing procedures and satisfactory test scores as they become available.	5. Ensure close adherence and compliance to all content performance state standards and adapt and transition into new CCSS and NGSS.	School wide groups that include, but are not limited to, students in general education, foster youth, students with disabilities, English Language learners, and socio-economically disadvantaged.	All – Single School District		Teachers will transition to CCSS in classrooms/lesson plans resulting in a more rigorous and performance based educational experience for all students.	Teachers transitioning to CCSS in classrooms will be assessed by the Superintendent/Principal by walk-through reviews to ensure that lessons are rigorous and performance based educational experience for all students is achieved.	Teachers will transition to CCSS in classrooms/les on plans resulting in a more rigorous and performance based educational experience for all students	State Priority 2
Conditions of Learning - Fine and Applied Visual and Performing Arts (VAPA) to compliment core subject areas K-6 grades.	6a. Engage in the fine and applied visual and performing arts in the regular academic program on instruction to supplement the core standards.	School wide groups that include, but are not limited to, students in general education,	All – Single School District		Art appreciation with be monitored through school survvey.	Efforts to maintain the excellent program will be accessed through the School Survey annually.	Efforts to maintain the excellent program will be accessed through the School Survey annually.	State Priority 3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
The Project-Based Learning model of FoodLab and LifeLab as measured by the parent serveys and formative assessments in math, science, and Language Arts.	6b. Engage in the project-based learning models that integrate curriculum into the regular academic program of instruction to supplement the core standards in the kitchen and garden.	foster youth, students with disabilities, English Language learners, and socio-economically disadvantaged.						
Parent Engagement - A. Efforts to solicit greater parent involvement through input and promotion of parent participation. Increase levels of parent participation in the classroom from one parent three days a week to at least one parent every day. B. Seek greater parent involvement through input on policy, curriculum, and school priorities. Increase parent participation in site council, parent club, and ad hoc committee meetings to	7. A. Develop a communication plan to provide all community stakeholders with regular updates, increase parent volunteer hours in the 5-day program, and to promote parent involvement with Parent Volunteers. B. District administration will actively solicit input from parents and staff with regards to curriculum decisions, school-wide priorities and decisions related to the learning environment established biannually.	School wide groups that include, but are not limited to, students in general education, foster youth, students with disabilities, English Language learners, and socio-economically disadvantaged.	All – Single School District		A. Parents will benefit from clear and constant information coming from school-to-home communication; parent assistance will improve students access to the curriculum, and additional participation will students will gain access to additional materials and activities funded through the parent club. B. Parent/staff	A. Parents will benefit from clear and constant information coming from the school's weekly green memo, classroom communications, and the web; parent assistance will improve students access to the curriculum with more in the classroom, and additional participation will allow students gain access to additional materials and	A. Parents will be updated on events and activities, along with other information coming from school-to-home communications; parent assistance will facilitate study groups, and additional participation will help students gain access to additional materials and activities funded through the parent club.	State Priority 4

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	
increase 20% more than the baseline.					retreats, surveying the parent community for ideal board meeting times, selecting preferred meeting locations for site council and parent club meetings, delegating parent survey authority site council for significant school climate decisions, and by clearly announcing meeting agendas two weeks prior.	activities funded through the parent club. B. Parent/staff retreats, surveying the parent community for ideal board meeting times, selecting preferred meeting locations for site council and parent club meetings, delegating parent survey authority site council for significant school climate decisions, and by clearly announcing meeting agendas two weeks prior.	B. Parent/staff retreats, surveying the parent community for ideal board meeting times, selecting preferred meeting locations for site council and parent club meetings, delegating parent survey authority site council for significant school climate decisions, and by clearly announcing meeting agendas two weeks prior.	
Pupil Outcomes –Pupil Achievement: Performance on standardized tests, score on Academic Performance Index, share of English	8. Increase English Learner reclassification rate.	School wide groups that include, but are not limited to, students in general education,	All – Single School District		Increased reclassification rates will result in more EL students attaining full academic fluency in English and will	Increased reclassification rates will result in more EL students attaining full academic fluency in English and will	Increased reclassification rates will result in more EL students attaining full academic fluency in English and will	State Priority 4

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	
Learners that become English proficient, and English Learner reclassification rate.		foster youth, students with disabilities, English Language learners, and socio-economically disadvantaged.			result in increased proficiency in English for those EL students still acquiring English.	result in increased proficiency in English for those EL students still acquiring English.	result in increased proficiency in English for those EL students still acquiring English.	
Pupil Outcomes – Ensure Certificated Faculty has ample technology to optimize student learning and assessment. Efficient and effective use of website, hardware, software, data systems, shared docs/server/cloud storage, etc. will be infused into the curriculum.	9. District will develop a comprehensive technology plan to guide district technology decisions and allocation of resources.	School wide groups that include, but are not limited to, students in general education, foster youth, students with disabilities, English Language learners, and socio-economically disadvantaged.	All – Single School District		With the assistance of new student devices, pupils will learn how to creatively generate project based artifacts and communicate progress and their findings. Students at all grade levels will practice keyboarding skills to help increase fluency when creating written materials and increase proficiency in word processing.	Continue to assess student devices as pupils learn how to creatively generate artifacts of learning, communicate progress and report their findings. Students at all grade levels will practice keyboarding skills to help increase fluency when creating written materials and increase proficiency in word processing and monitoring of typing rates will be recorded.	Continue to assess student devices as pupils learn how to creatively generate artifacts of learning, communicate progress and report their findings. Students at all grade levels will practice keyboarding skills to help increase fluency when creating written materials and increase proficiency in word processing and monitoring of typing rates will be recorded.	State Priority 3

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	
Pupil Outcomes – To decrease chronic absenteeism by monitoring the attendance rate and continue positive discipline to address student suspensions.	10. Achieve and maintain school attendance rates that support student learning and maintain a rate of zero suspensions.	School wide groups that include, but are not limited to, students in general education, foster youth, students with disabilities, English Language learners, and socio-economically disadvantaged.	All – Single School District		Increase the annual percentage of attendance as reflected in the CBEDs reports to increase seat time for student achievement from 94% to 95%.	Increase the annual percentage of attendance as reflected in the CBEDs reports to increase seat time for student achievement from 95% to 96%.	Increase the annual percentage of attendance as reflected in the CBEDs reports to increase seat time for student achievement from 96% to 97%.	State Priority 3

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. 100% of teachers are appropriately assigned and credentialed or highly qualified.	State Priority 1	Only highly qualified candidates will be considered for employment. 2. Only highly qualified candidates will be considered for employment. 3. Only highly qualified candidates will be considered for employment.	LEA wide		Ed Join Administrative Account Subscription (in a consortium with Bonny Doon Union Elementary School District) 5000-5999: Services And Other Operating Expenditures Base $210 Conferences 5000-5999: Services And Other Operating Expenditures Base $1400 New Teacher Project through the Santa Cruz County Office of Education 5000-5999: Services And Other Operating Expenditures Base $3000	Edjoin Administrative Account Subscription 5000-5999: Services And Other Operating Expenditures Base $150 Conferences 5000-5999: Services And Other Operating Expenditures Base $1400	Edjoin Administrative Account 5000-5999: Services And Other Operating Expenditures Base $150 Conferences 5000-5999: Services And Other Operating Expenditures Base $1400
2. 100% of school facilities are maintained in good repair; new Multi-Purpose Room (MPR) and upgrading the lighting, indoor climate, and use of solar panels to reduce the carbon footprint of the campus.	State Priority 1	The Superintendent/ Principal will conduct an annual audit of the facilities and present a report to the School Board as reflected under the Williams Act. 2. The Superintendent/ Principal will conduct an annual audit of the facilities and present a report to the School Board as reflected under the Williams Act. 3. The Superintendent/ Principal will conduct an annual audit of the facilities and present a report to the School Board as reflected under the Williams Act.	LEA wide		This audit is within the Superintendent/ Principal's regular and customary duties. $0.00	This audit is within the Superintendent/ Principal's regular and customary duties. $0.00	This audit is within the Superintendent/ Principal's regular and customary duties. $0.00

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		The Superintendent/ Principal will consider the report and recommendations by the Association of Monterey Bay Area Governments (AMBAG) and contract with one or more companies to begin energy efficiency upgrades. Pacific will replace existing light bulbs with LED light bulbs, install motion control devices, and address the possibility of solar panels to offset growing electrical costs and improve energy efficiency. 2. Pacific will replace existing light bulbs with LED light bulbs, install motion control devices, and address the possibility of solar panels to offset growing electrical costs and improve energy efficiency 3. Pacific will replace existing light bulbs with LED light bulbs, install motion control devices, and address the possibility of solar panels to offset growing electrical costs and improve energy efficiency.			Labor 5000-5999: Services And Other Operating Expenditures Supplemental $75000 Material Costs 6000-6999: Capital Outlay Supplemental $25000	Labor 5000-5999: Services And Other Operating Expenditures Supplemental $37500 Material Costs 6000-6999: Capital Outlay Supplemental $12500	Labor 5000-5999: Services And Other Operating Expenditures Supplemental $37500 Material Costs 6000-6999: Capital Outlay Supplemental $12500

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
		The Pacific staff will work together to reduce energy usage by prudent actions to conserve, re-use, or recycle; i.e., turn off lights and computer monitors, put computers in sleep mode, close doors, etc. 2. The Pacific staff will work together to reduce energy usage by prudent actions to conserve, re-use, or recycle; i.e., turn off lights and computer monitors, put computers in sleep mode, close doors, etc. 3. The Pacific staff will work together to reduce energy usage by prudent actions to conserve, re-use, or recycle; i.e., turn off lights and computer monitors, put computers in sleep mode, close doors, etc.			N/A $0.00	N/A $0.00	N/A $0.00

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
3. 100% of students have access to standards-aligned materials.	State Priority 1	The instructional program will include flexible grouping and flexible scheduling so that students in designated subgroups have full access to the curriculum. 2. The instructional program will include flexible grouping and flexible scheduling so that students in designated subgroups have full access to the curriculum. 3. The instructional program will include flexible grouping and flexible scheduling so that students in designated subgroups have full access to the curriculum.	LEA wide		Materials and supplies 4000-4999: Books And Supplies Base $3000	Materials and Supplies 4000-4999: Books And Supplies Base $3000	Materials and Supplies 4000-4999: Books And Supplies Base $3000
		2. The instructional program will include flexible grouping and flexible scheduling so that students in designated subgroups have full access to the curriculum. 3. The instructional program will include flexible grouping and flexible scheduling so that students in designated subgroups have full access to the curriculum.					

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
4. Aide time in each K-6 classroom to assist with classroom student achievement and small group intervention instruction.	State Priority 2	Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom. 2. Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom. 3. Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom.	LEA wide		Academic Support/Teacher's Aide Salary 2000-2999: Classified Personnel Salaries Supplemental $39885 Personnel Benefits 3000-3999: Employee Benefits Supplemental $12000	Academic Support/Teacher's Aide Salary 2000-2999: Classified Personnel Salaries Supplemental $39885 Benefits 3000-3999: Employee Benefits Supplemental $12000	Academic Support/Teacher's Aide Salary 2000-2999: Classified Personnel Salaries Supplemental $39885 Benefits 3000-3999: Employee Benefits Supplemental $12000
5. Ensure close adherence and compliance to all content performance state standards and adapt and transition into new CCSS and NGSS.	State Priority 2	All teachers will transition into CCSS aligned materials and strategies as adopted by the district. The instructional program will include flexible grouping and flexible scheduling to allow for specialized learning for different groups. Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom. An academic support teacher will provide extra help to students in their area/s of need.	LEA wide		CCSS Pilot Program and Math Curriculum Adoption 4000-4999: Books And Supplies Base $10400	CCSS Pilot Program and the next Curriculum Adoption 4000-4999: Books And Supplies Base $10400	CCSS Pilot Program and next State Curriculum Adoption 4000-4999: Books And Supplies Base $10400

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
		Teachers will expand use of technology in the classroom to provide differentiation for increased student learning. 2. Teachers will continue to increase use of technology into the classroom. All teachers will include keyboarding as a part of the regular classroom program.					
6a. Engage in the fine and applied visual and performing arts in the regular academic program on instruction to supplement the core standards. 6b. Engage in the project-based learning models that integrate curriculum into the regular academic program of instruction to supplement the core standards in the kitchen and garden.	State Priority 3	Music teachers will instruct students one session per week to broaden their experience of performing arts and expose them to the joy of playing a musical instrument. LifeLab and FoodLab instructor will focus on project-based learning strategies. 2. Music teachers will instruct students one session per week to broaden their experience of performing arts and expose them to the joy of playing a musical instrument. LifeLab and FoodLab instructor will focus on project-based learning strategies.	LEA wide		Music Staff Salaries 2000-2999: Classified Personnel Salaries Other $16350 Drama Instructor 5800: Professional/Consulting Services And Operating Expenditures Other $4000 FoodLab Staff Salaries 2000-2999: Classified Personnel Salaries Base $7800 LifeLab Contractor 5800: Professional/Consulting Services And Operating Expenditures Other $1400	Music Staff Salaries 2000-2999: Classified Personnel Salaries Other $16350 FoodLab Salaries 2000-2999: Classified Personnel Salaries Base $7800 LifeLab Contractor 5800: Professional/Consulting Services And Operating Expenditures Other $1400	Music Staff Salaries 2000-2999: Classified Personnel Salaries Other $16350 Drama Instructor 5800: Professional/Consulting Services And Operating Expenditures Other $4000 FoodLab Salaries 2000-2999: Classified Personnel Salaries Base $7800 LifeLab Contractor 5800: Professional/Consulting Services And Operating Expenditures Other $1400

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Music teachers will instruct students one session per week to broaden their experience of performing arts and expose them to the joy of playing a musical instrument. LifeLab and FoodLab instructor will focus on project-based learning strategies.					
		Visual arts instruction for students will be incorporated throughout the year along with an art docent bringing the art experience to students in the spring to expose them to a deep and rich curriculum of the arts. 2. Visual arts instruction for students will be incorporated throughout the year along with an art docent bringing the art experience to students in the spring to expose them to a deep and rich curriculum of the arts. 3. Visual arts instruction for students will be incorporated throughout the year along with an art docent bringing the art experience to students in the spring to expose them to a deep and rich curriculum of the arts.			Art Instructor 5000-5999: Services And Other Operating Expenditures Other $600	Art Instructor 5000-5999: Services And Other Operating Expenditures Other $600	Art Instructor 5000-5999: Services And Other Operating Expenditures Other $600

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
7. A. Develop a communication plan to provide all community stakeholders with regular updates, increase parent volunteer hours in the 5-day program, and to promote parent involvement with Parent Volunteers.	State Priority 4	The Administrative office staff will produce a comprehensive newsletter to be emailed, posted on the website and printed for those without access to the Internet (English and Spanish) each week that highlights opportunities for parents to get involved in school activities and the classrooms.	LEA wide		Santa Cruz County Office of Education annual contract for web services. 5800: Professional/Consulting Services And Operating Expenditures Base $2000	Santa Cruz County Office of Education annual contract for web services. 5800: Professional/Consulting Services And Operating Expenditures Base $2100	Santa Cruz County Office of Education annual contract for web services. 5800: Professional/Consulting Services And Operating Expenditures Base $2150
B. District administration will actively solicit input from parents and staff with regards to curriculum decisions, school-wide priorities and decisions related to the learning environment established biannually.		Each Classroom at Pacific School will continue the Room Ambassador program, where new parents will be paired up with current parents who will serve as a resource for them at the beginning of the year and guide them to the different opportunities available to them through the entire school year. 2. Each Classroom at Pacific School will continue the Room Ambassador program, where new parents will be paired up with current parents who will serve as a resource for them at the beginning of the year and guide them to the different opportunities available to them through the entire school year.	LEA wide		N/A $0.00	N/A $0.00	N/A $0.00

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Each Classroom at Pacific School will continue the Room Ambassador program, where new parents will be paired up with current parents who will serve as a resource for them at the beginning of the year and guide them to the different opportunities available to them through the entire school year.					
					Community Input Retreat 0000: Unrestricted Base $200	Community Input Retreat 0000: Unrestricted Base $200	Community Input Retreat 0000: Unrestricted Base $200
8. Increase English Learner reclassification rate.	State Priority 4	Provide training and support to implement Common Core State Standards English Language Arts/English Language Development standards. 2. Provide training and support to implement Common Core State Standards English Language Arts/English Language Development standards. 3. Provide training and support to implement Common Core State Standards English Language Arts/English Language Development standards.	LEA wide		Purchase aligned supplementary instructional resource materials. 0000: Unrestricted Base $200 Training and support to implement CCSS & ELD, professional growth hours. 0000: Unrestricted Base $300 CELDT assessment to monitor growth. 1000-1999: Certificated Personnel Salaries Base $600	Purchase aligned supplementary instructional resource materials. 0000: Unrestricted Base $200 Training and support to implement CCSS & ELD, professional growth hours. 0000: Unrestricted Base $300 CELDT assessment services to monitor growth. 1000-1999: Certificated Personnel Salaries Base $600	Purchase aligned supplementary instructional resource materials. 0000: Unrestricted Base Training and support to implement CCSS & ELD, professional growth hours. 0000: Unrestricted Base $300 CELDT assessment to monitor growth. 1000-1999: Certificated Personnel Salaries Base $600

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
		In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive priority access to programs and services. 2. In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive priority access to programs and services. 3. In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive priority access to programs and services.	LEA wide		See Section 8.1	See Section 8.1	See Section 8.1

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
9. District will develop a comprehensive technology plan to guide district technology decisions and allocation of resources.	State Priority 3	Teachers will continue to expand their knowledge and increase their competencies in using technology in the classroom including video, keyboarding, Power Point, Google Docs, and communications tools. 2. Teachers will receive training in Google Docs and Google Apps for Education. 3. Teachers will integrate use of Google Docs into the classroom.	LEA wide		School Site Council meetings to determine appropriate strategies. $0.00 Professional Development Day for Staff 1000-1999: Certificated Personnel Salaries Base $1750	School Site Council meetings to determine appropriate strategies. $0.00 Professional Development Day for Staff 1000-1999: Certificated Personnel Salaries Base $1750	School Site Council meetings to determine appropriate strategies. $0.00 Professional Development Day for Staff 1000-1999: Certificated Personnel Salaries Base $1750
		Teachers will expand use of technology in the classroom to provide differentiation for increased student learning. 2. Teachers will continue to increase use of technology into the classroom. All teachers will include keyboarding as a part of the regular classroom program.	LEA wide		No cost to the budget		No cost to the 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
10. Achieve and maintain school attendance rates that support student learning and maintain a rate of zero suspensions.	State Priority 3	The Superintendent/ Principal will send a letter home at the beginning of the school year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents will also be informed that reducing absenteeism is one of the state's priorities. 2. The Superintendent/ Principal will send a letter home at the beginning of the school year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents will also be informed that reducing absenteeism is one of the state's priorities. 3. The Superintendent/ Principal will send a letter home at the beginning of the school year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents will also be informed that reducing absenteeism is one of the state's priorities.	LEA wide		Printing 0000: Unrestricted Base $50	Printing 0000: Unrestricted Base $50	Printing 0000: Unrestricted Base $50

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
		The Superintendent/ Principal will meet with parents, when necessary to help them develop strategies to improve their child's attendance. 2. The Superintendent/ Principal will meet with parents, when necessary to help them develop strategies to improve their child's attendance. 3. The Superintendent/ Principal will meet with parents, when necessary to help them develop strategies to improve their child's attendance.	Lea Wide		N/A $0.00	N/A $0.00	N/A $0.00

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

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
1. 100% of teachers are appropriately assigned and credentialed or highly qualified.	State Priority 1	In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive priority access to programs and services.	LEA wide			See Section 3A	See Section 3A
2. 100% of school facilities are maintained in good repair; new Multi-Purpose Room (MPR) and upgrading the lighting, indoor climate, and use of solar panels to reduce the carbon footprint of the campus.	State Priority 1		LEA wide		N/A	See Section 3A	See Section 3A

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
3. 100% of students have access to standards-aligned materials.	State Priority 1	In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive priority access to programs and services.	LEA wide		See Section 3A	See Section 3A	See Section 3A
4. Aide time in each K-6 classroom to assist with classroom student achievement and small group intervention instruction.	State Priority 2	In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive priority access to programs and services.	LEA wide		See Section 3A	See Section 3A	See Section 3A
5. Ensure close adherence and compliance to all content performance state standards and adapt and transition into new CCSS and NGSS.	State Priority 2	In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive priority access to programs and services.	LEA wide		See Section 3A	See Section 3A	See Section 3A

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
6a. Engage in the fine and applied visual and performing arts in the regular academic program on instruction to supplement the core standards. 6b. Engage in the project-based learning models that integrate curriculum into the regular academic program of instruction to supplement the core standards in the kitchen and garden.	State Priority 3	In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive priority access to programs and services.	LEA wide		See Section 3A	See Section 3A	See Section 3A
7. A. Develop a communication plan to provide all community stakeholders with regular updates, increase parent volunteer hours in the 5-day program, and to promote parent involvement with Parent Volunteers. B. District administration will actively solicit input from parents and staff with regards to curriculum	State Priority 4	In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive materials in English and Spanish to insure clear communications to all stakeholders of Pacific Elementary.	LEA wide		See Section 3A	See Section 3A	See Section 3A

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
decisions, school-wide priorities and decisions related to the learning environment established biannually.							
8. Increase English Learner reclassification rate.	State Priority 4	In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive priority access to programs and services. 2. Provide training and support to implement Common Core State Standards English Language Arts/English Language Development standards. 3. Provide training and support to implement Common Core State Standards English Language Arts/English Language Development standards.	LEA wide 2. LEA wide 3. LEA wide		See Section 3A	See Section 3A	See Section 3A

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
9. District will develop a comprehensive technology plan to guide district technology decisions and allocation of resources.	State Priority 3	In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive priority access to programs and services.	LEA wide		See Section 3A	See Section 3A	See Section 3A
10. Achieve and maintain school attendance rates that support student learning and maintain a rate of zero suspensions.	State Priority 3	In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive communications in English and Spanish to insure that information is being received by all stakeholders.	LEA wide		See Section 3A	See Section 3A	See Section 3A

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.)

Pacific Elementary School is projected to received $25,238 in supplemental funding for unduplicated pupils. In addition to the revenue from the base funding, this supplemental amount has been dedicated to increase instructional support for these students through increased access to individual supplemental academic support form the academic support teacher and increased access to the curriculum through the use of classroom aides which allows teachers to work with students individually and in small groups.

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.

In 2014-15, Pacific Elementary will increase services well over the proportion requirement of 3.25% to enhance the learning in designated subgroups. Pacific is committed to ensuring that unduplicated students have full access to a rigorous, engaging, and high quality curriculum by: providing meaningful professional development for staff, providing certificated release time, creating a schedule that includes specialists and allows classroom teachers to offer additional individual and small group support, and provide access to an academic support teacher. ELD support materials, RSP teacher instruction, and other consumable materials will be afforded to these students with the additional funding.

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.