§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Victor Elementary School District (VESD) has regularly involved stakeholders in our continuous improvement cycle. For over twenty years, VESD has surveyed students, parents, staff, and community members. The results from these surveys have been shared in our annual strategic planning process, now Strategic Study, which has involved staff, parents, community members and students. With the onset of the Local Control Funding Formula, VESD has adapted its planning process so that it is ongoing throughout the school year. VESD currently has multiple committees in which the members encompass all stakeholder groups including representatives for our English language learners, foster children, low income students, Hispanic students, classified employees and certificated employees including their Bargaining Unit Officers, confidential employees, administration, and community members. The total amount of unduplicated participants in our committees is over 100. All committees come together annually at VESD's Strategic Study to review data (survey results, academic results, budget, etc.), discuss results and provide input for ongoing improvement. Each of these groups give input and will continue to give input to VESD's Local Control Accountability Plan throughout the school year. VESD principals come together and meet monthly so that they can bring information back to their school sites to share with their stakeholders through their own Site Councils, English Learner Advisory Committees, PTA/PTO/Booster Clubs, parent newsletter, staff meetings, etc. VESD Cabinet keeps consistent communication with its Certificated and Classified Bargaining Unit leaders, who are also participants on the committees. VESD works with and receives input from outside agencies on a regular basis, such as SELPA, CSEA, VETA, Think Together, Public Works, City of Victorville, BEARS (Benefit Everyone, Assist Recreation and Sports), Victorville Chamber, Rotary, Kiwanis, Assistance League (Operation School Bell), United Way, Horace Mann, High Desert Homeless Shelter, San Bernardino County office of Education, Riverside County Offices of Education and Victor Elementary Education Foundation.	The continuous improvement cycle will be ongoing throughout the school year. As the committees receive information such as survey results, academic results, etc., they will be asked for input on how to improve the results. The outcomes from each groups' meetings are as follows: DELAC: Parents were educated on new state testing, CCSS, Thinking Maps, use of math manipulatives, the new local control funding formula, greater sense of community and developed a mutual understanding of the educational process. They received instructional materials to support learning at home. Parents provided input as stated in the annual update. DAC: Parents and community members were educated in VESD's new local control funding formula, LCAP, LFA, and data from all VESD departments. Members of DAC now have a greater sense of community and developed a mutual understanding of the educational process. DAC provided input as stated in the annual update. BAC: Certificated, classified and management employees were educated on the new local control funding formula, the District's budget, Grade Span Adjustment requirements, and construction funding and facilities. A subgroup of the BAC attended the Governor's budget workshops presented by School Services of California. Members of BAC now have a greater sense of community and developed a mutual understanding of the budget process. BAC provided input as stated in the annual update. QW: Certificated, classified and management employees receives data on all VESD systems and does a self-analysis using the continuous improvement cycle. QW provided input as stated in the annual update. FAC: Local foster youth agencies participated in and provided input to develop five goals. Committee members were educated on District wide foster youth trends, LCAP, and data. Student Focus Groups: Groups of 12-15 students from grades fourth through sixth were interviewed with specific questions related to local control accountability goals. Feedback is reflected in the annual update. The input that is provided by all stakeholders not only guides the LCAP annual update, but it currently influences VESD's Board Goals and Objectives and, consequently, Cabinet and Administrator's action plans which are monitored throughout the school year.

VESD has an LEA plan that delineates what actions and services will be provided to support the students in the district. The LEA plan is aligned to the Board Goals and Objectives as well as the LCAP and Title III plan. It is important to VESD stakeholders that our actions be targeted, focused and aligned. Please see LEA Plan and Title III plan posted on the web site at www.vesd.net.

VESD believes that each school site is the expert for their students. Therefore, VESD practices defined autonomy and with that strives to provide each site with as much site discretionary funding as possible. Spending at the site level is aligned to the LCAP and outlined in their individual SPSA. Input for the SPSA is received from committees (Site Council, ELAC, etc.) surveys (parent, student and staff), and staff.

One tool VESD uses to measure the effectiveness of its actions and services is the Learning for all Plan (LFA). The LFA is a longstanding plan for school sites that aligns with Larry Lezotte's Seven Correlates of Effective Schools; the LFA monitors operational and academic achievement. As VESD sites accomplish goals they receive monetary incentives to spend at the site level (see below.) The LFA Plan is reviewed, updated and Board approved annually.

Other key metrics used to evaluate the effectiveness of our actions and services may include but not be limited to the following: suspension and expulsion data, attendance rates, report card data, SBAC results, redesignation rates, CELDT annual targets, district wide multiple measures, Career Portfolio completion, district wide parent involvement, increased ELAC attendance and survey results.

Victor Elementary School District
Learning for All Plan

Customer Service

Each school will earn $367 with a 95% approval rating for each of the following surveys and statements:

Parent Survey: I would recommend this school to others.
Student Survey: I am proud of my school.
Staff Survey: I am treated respectfully by all staff.

Student Progress

1. Earn $10 for each K-6 student who has completed a career portfolio as prescribed by the Career Curriculum by the end of the year. Teachers may substitute the career portfolio with a comparable research and CCSS standards based project. Simply identify on the checklist what is being substituted.
2. Earn $3 per student in grades 2-6 for administering the Interims for Smarter Balanced (pending release from SBAC.)
3. All students in grades K-6 will complete a pre **and** post writing assessment. This will include new enrollees. Earn $5 per student that have maintained a score of "Thorough" and/or increase proficiency in their writing by 1 level on the district writing rubric.
4. Earn $5 per student in Grades 1-2-3 that have maintained or increased Proficiency on their "Overall" score on the CELDT.
5. Earn $5 per student in Grades 4-5-6 that have increased their "Overall" score on the CELDT.
6. **If the district meets 96% (state average) attendance rate and district enrollment does not decline from CBEDS to CBEDS**, then each school will earn $8 per ADA for increasing student attendance by 0.5% annually at P2 or $20 per ADA for increasing student attendance by 1.0% or greater annually at P2.

Parent Involvement

Each school will earn $250 with a 95% parent participation rate on surveys OR with a 20% growth in parent participation on surveys from the previous school year.

Each school will earn $500 with a 95% approval rating on the *Parent Survey* statement: *I am given the opportunity to be part of my child's education working together to help my child.*

Each school will earn $100 for offering Basic parent involvement, plus an additional $200 for Progressive parent involvement, plus an additional $200 for Innovative parent involvement.

Basic: Required by law and non-negotiable; must have all completed to earn funds.
Progressive: Site above and beyond opportunities for parents; must complete at least one to earn funds.
Innovative: A pilot program and/or involves two or more school sites with

parent involvement; must complete at least one to earn funds.

Basic Examples:
- Back to School Night/ Open House
- Parent-Teacher Conferences
- Monthly School Site Council meetings
- Field Trip Chaperones
- District Committee: DELAC
- ELAC
- Volunteer Training
- Kinder Round Up

Progressive Examples:
- Performances
- Monthly Coffee with the Principal type meetings
- PTA/PTO
- Junior Olympics
- Math Competition
- Basketball Tournament
- Awards Assemblies
- Promotion Ceremony
- Science Fair
- Career Fair
- Parent Training: Books and Breakfast

Innovative Examples:
- Parenting Classes
- Watch Dogs – Dads of Great Students volunteering
- Physical Fitness Events – Block runs, etc.
- Fundraising Events – charity events that involve parents
- Re-enactment
- VEEF Fundraisers

Communication

Each school will earn $300 with a 95% approval rating for each of the following surveys and statements:

Parent Survey: My school has informed me of the goals and progress of my child. I have a clear understanding of my school's vision/goals for my child.
Student Survey: My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned
Staff Survey: # 10 for classified: I have the opportunity to attend monthly classified meetings, # 12 for classified and certificated: There is always an avenue to express my concerns or questions.

Each school will earn $200 for a district-wide approval rating of 95% on the *Quality Check survey* statement: *VESD communication is effective.*

Safety

1. Each school will earn $100 for providing parent volunteer trainings.
2. Each school will earn $100 for completing drills on time (lock down, earthquake, fire drills with after action reviews).
3. Each school will earn $50 for completing all safety checks monthly (playground inspection, extinguisher check.)
4. Each school will earn $50 for holding site safety meetings and attendance at District safety meeting (with one excused absence).
5. Each school will earn $200 for completing 92% online trainings in 2015/16.
6. Each school will earn $200 for holding behavior assemblies, including bullying, two times per year.
7. Each site will earn $200 for achieving a Gold after completing two site reviews each year.
8. Each school will earn $67 with a 95% approval rating for each of the following surveys and statements:

   Parent: I feel my child is safe at school.
   Student: I feel safe at my school.
   Staff: My work environment is safe, clean, and well-maintained; I feel safe in expressing my ideas and concerns.

Revised 5/6/15

Annual Update:	Annual Update:
The annual Strategic Study took place on 9/24/14. This involved the four original committees (DELAC, DAC, BAC, QW). The data reviewed included budget, student results, special education, personnel, facilities, technology, LFA results and all surveys (student, parent, and staff). In addition to the Strategic Study we held our 2nd Annual State of the District Address on April 7th to include a broader community audience. Approximately 130 stakeholders attended. Results were shared again and input was sought. District English Learner Advisory Committee (DELAC) -- met monthly within the school year. DELAC met on 9/22/14, 10/28/14, 12/8/14, 1/26/15, 2/24/15, 3/23/15, 4/28/15, and 5/18/15. District Advisory Committee (DAC) – met trimesterly. DAC met on 1/27/15 and 5/18/15. Budget Advisory Committee (BAC) – met monthly within the school year. BAC met on 10/27/14, 11/10/14, 2/23/15, 3/23/15, 4/27/15, 5/18/15 and 6/1/15 Quality Works (QW) – met monthly within the school year. Quality Works met on 9/2/14, 11/4/14, 12/2/14, 1/6/15, 2/3/15, 3/3/15, 4/7/15, 5/5/15 and 6/9/15. VESD established additional committees to represent our community and student needs. In 14/15 we added the Foster Advisory Committee and Student Focus Groups. Foster Advisory Committee (FAC) – met frequently. FAC met 11/3/14, 12/19/14, 4/22/15 and 5/12/15. The committee included representatives from the following agencies: Children and Family Services, Helping Hands Kinship, Victor Valley College, Desert Mountain Children Center, Crittenon Therapy Services, Victor Community Support Services, San Bernardino Probation Department, and County of San Bernardino Foster Youth Services Manager. We met with over 250 students from all VESD school sites on 8/20/14, 8/27/14, 9/3/14, 9/10/14, 10/1/14, 10/22/14, 11/12/14, 12/3/14, 1/7/15, 1/14/15, 1/21/15, 2/4/15, 2/11/15, 2/25/15, 2/26/15, 2/27/15, 4/8/15, 4/15/15, 4/17/15, 4/22/15, 4/24/15, 4/29/15, 4/30/15, 5/6/15, 5/13/15, 5/14/15 and 5/20/15. VESD Cabinet members visited each of the 17 school sites and Classified Advisory Councils to present the 2014-15 LCAP. Every staff member was provided a copy of the LCAP. After reviewing the LCAP, input was sought and volunteers were invited to participate in existing committees.	Stakeholder input indicated support to continue four original goals from the 2014-15 LCAP. Input also showed the LFA was a useful tool for monitoring metrics. Minor updates were recommended for the 2015-16 LFA plan. 2014-15 LFA results are not available yet. As a result of stakeholder input and student need, VESD has created additional committees for the 2015-16 year. Beginning in 2015-16 VESD will convene an African American Advisory Committee (AAAC), GATE Committee, Special Education Committee and a District Behavior Committee. Input gathered from stakeholders indicated a need for: • building better relationships between schools and parents • parent training for student academics and behavior • English classes for parents • translation for EL parents • tiered interventions of support • continued professional development for VESD staff • continued alignment between State and Federal plans • continued access to technology to ensure 21st Century skills • continue to provide access to schools of choice • real world experiences for students • exposure to career pathways

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil

engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes 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?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) 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?

GOAL:	All students will meet or exceed mastery in State Standards by integrating 21st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.	Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local: Specify _____

Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Learning For All (LFA) will be reviewed and updated on an annual basis with consideration of Federal, State, County, and District expectations such as Smarter Balanced baseline scores to be determined. Students are engaged and supported in their learning as measured by the schools earning an additional 10% over 2014-15 LFA payout. -There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 55% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 50% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 1%. Metric: LFA Student -Will reduce chronic absenteeism by 2%. -Will reduces student suspension rates by 4% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A1. Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration, district office staff).	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,441,754 LCFF Base Grant, Res 0000 1100-cert contract salaries $554,135 1300-cert mgt salaries $13,729 2300-class mgt salaries $6,164 2400-class support salaries $48,605 3000-benefits $1,864,195 LCFF Supp /Conc Grant Res 0090 1200-cert support salaries $0.00 1300-cert mgt salaries $0.00 2100-class instr support salaries $6,630 2300-class mgt salaries $0.00 2400-class support salaries $10,169 3000-benefits $151,047 Res 0230 2300-class mgt salaries $0.00 3000-benefits $1,071 Res 0616 2200-Class support salaries $16,356 3000-benefits $42,045 Res 0620

			2200-Class support salaries $34,092 3000-benefits $160,955 Title 1 1200-cert contract salaries $1,974 1300-cert contract salaries $1,854 2400-class support salaries $2,709 3000-benefits $14,463 Res 3310 IDEA 1100-cert contract salaries $1,974 2100-class instr support salaries $10,375 3000-benefits $23,644 Res 3315 IDEA PreK 1200-cert contract salaries $0.00 3000-benefits $2,053 Res 3320 IDEA PreK 1200-cert contract salaries $1,270 3000-benefits $2,364 Title 2 1300-cert contract salaries $2,950 3000-benefits $11,047 Title 3 1300-cert contract salaries $0.00 3000-benefits $3,841 Res 5640 Medi*cal

			1200-cert contract salaries $0.00 3000-benefits $1,225 Res 6500 Sp Ed 1100-cert contract salaries $57,375 1200-cert contract salaries $16,116 2100-class instr support salaries $70,716 2400-class support salaries $449 3000-benefits $241,799 Res 8150 2200-Class support salaries $16,397 2300-class admin salaries $0.00 2400-class support salaries $3,118 3000-benefits $44,848
A2. Professional development and collaboration provided by support specialists to support CCSS implementation for all students as described in LEA plan, Title III, SPSA, technology plan and LCAP.	District wide and school wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support Spec. Sal & Bens, Subs and Professional Development costs LCFF Base 5200-conferences $13,500 Lottery 5200-conferences 1,062 LCFF Supp/Conc Grant (Res 0090): 1300-specialist salaries $169,441, 1100-sub salaries $328,832

			3000-benefits $108,854 5200-conferences $82,500 Title 1: 1300-specialist salaries $62,587, 1100-sub salaries $91,720 3000-benefits $40,954 5200-conferences $475,205 Title 2: 1300-specialist salaries $194,820, 1100-sub salaries $75,000 3000-benefits $77,533 Title 3: 1300-specialist salaries $96,940, 1100-sub salaries $20,000 3000-benefits $34,502
A3. Maintain and improve facilities to maximize efficiency and effectiveness of resources to include necessary staffing adjustments and deferred maintenance costs; update equipment based on needs analysis.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,052,510 LCFF (Res 8150) 4300-supplies $1,449,434, 4400-equipment $76,000, 5200-conferences $5,000, 5500-utilities $150, 5600-repairs & maintenance $99,050, 5700-transfer of charges $-6250, 5800-contracted

			services $29,130, 5900 $9,070, 6400- equipment $75,000 and new positions LCFF (Res 0616, 0620, 8150) Objects 2200 salaries $195,896 and 3000–benefits $120,030
A4. Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with the Common Core State Standards, Next Generation Science Standards, and 21st Century Skills as described in each SPSA.	School wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal El4 under 4300- Instruction supplies and 4400 instructional equipment.
A5. Support reduced class sizes in Grades TK – 3.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD in Budget year for excess above target LCFF Supp/Conc Grant (Res 0090)
A6. Add supplies, equipment, and vehicles to maintain services and accommodate growth.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,195,000 LCFF Res 0230 Object 6460-Equipment. $600,000 Res 0240 Object 6460-Equipment. $400,000 Res 0000 Object 4400-Equipment $25,000 Res 0616 Object 4400-Equipment $50,000 Res 0620 Object 4400-Equipment $20,000 Res 8150 Objects

			4400-Equipment and 6400-Equipment expenditures are covered in goal A3
A7. Base on the technology plan, continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$952,200 LCFF Supp/Conc Grant (Res 0090) Object 4300-supplies
A8. Provide parent outreach and education based on interests and needs expressed by stakeholder input.	District wide and school wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$46,558 (fn2495) LCFF Res 0000 5200-conferences $10,000 Title 3 5800-contracted services-$500 All other Expenditures included in goal El4.
A9. Provide 2 School Resource Officers to support needs of the District, school staffs and students.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal EL 4
A10. Provide sites with LFA incentive funds to recognize and reward student progress and achievement to be spent according to the SPSA.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$250,000 Lottery 1100 (Goal 1912) Object 4300-supplies

A11. Research TK program.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research LCFF Supp/Conc Grant
A12. Provide an 8 hour School Safety Coordinator at each schools site.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal EL 4
A13. Research Saturday school to improve attendance and suspensions.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research LCFF Supp/Conc Grant
A14. Technology Instructional Aides.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$104,401 LCFF Supp/Conc Grant (Res 0090 Dept. Site #714) Objects 2100-salaries 65,336, 3000-benefits $39,065.
A15. Continue to provide behavior interventions, trainings and supports to address student discipline.	School wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research

A16. Research and consider funding Teacher in charge stipends.	District wide	_X _ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$TBD pending research
A17. Research and consider additional positions to support LCAP needs.		_X _ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$TBD pending research

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Balanced baseline scores to be determined. Students are engaged and supported in their learning as measured by the schools earning an additional 10% over 2014-15 LFA payout. -There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 60% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 55% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.25%. Metric: LFA Student -Will reduce chronic absenteeism by 3%. -Will reduces student suspension rates by 5% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A1. Continue to recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration, district office staff).	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,505,151 LCFF Base Grant, Res 0000 1100-cert contract salaries $564,088 1300-cert mgt salaries $13,976

			2300-class mgt salaries $6,275 2400-class support salaries $49,478 3000-benefits $1,932,693 LCFF Supp /Conc Grant Res 0090 1200-cert support salaries $0.00 1300-cert mgt salaries $4,232 2100-class instr support salaries $6,741 2300-class mgt salaries $0.00 2400-class support salaries $10,339 2900-other class salaries $1,580 3000-benefits $153,760 Res 0230 2300-class mgt salaries $0.00 3000-benefits $1,089 Res 0616 2200-Class support salaries $16,630 3000-benefits $42,794 Res 0620 2200-Class support salaries $34,663 3000-benefits $163,648 Title 1 1200-cert contract salaries $2,007

			1300-cert contract salaries $1,886 2400-class support salaries $2,754 3000-benefits $14,705 Res 3310 IDEA 1100-cert contract salaries $2,007 2100-class instr support salaries $-27,715 3000-benefits $24,040 Res 3315 IDEA PreK 1200-cert contract salaries $0.00 3000-benefits $2,087 Res 3320 IDEA PreK 1200-cert contract salaries $1,292 3000-benefits $2,404 Title 2 1300-cert contract salaries $3,000 3000-benefits $11,232 Title 3 1300-cert contract salaries $0.00 3000-benefits $3,905 Res 5640 Medi*cal 1200-cert contract salaries $0.00 3000-benefits $1,245 Res 6500 Sp Ed 1100-cert contract salaries $58,335

			1200-cert contract salaries $16,386 2100-class instr support salaries $71,900 2400-class support salaries $456 3000-benefits $245,845 Res 8150 2200-Class support salaries $16,671 2300-class admin salaries $513 2400-class support salaries $2,657 3000-benefits $45,598
A2. Continue to provide professional development and collaboration provided by support specialists to support CCSS implementation for all students as described in LEA plan, Title III, SPSA, technology plan and LCAP.	District wide and school wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support Spec. Sal & Bens, Subs and Professional Development costs LCFF Base 5200-conferences $13,500 Lottery 5200-conferences 1,062 LCFF Supp/Conc Grant (Res 0090): 1300-specialist salaries $174,524, 1100-sub salaries $328,832 3000-benefits $125,693 5200-conferences $82,500 Title 1: 1300-specialist salaries $64,465,

			1100-sub salaries $91,720 3000-benefits $47,512 5200-conferences $475,205 Title 2: 1300-specialist salaries $197,036, 1100-sub salaries $75,000 3000-benefits $89,890 Title 3: 1300-specialist salaries $96,940, 1100-sub salaries $20,000 3000-benefits $39,864
A3. Continue to maintain and improve facilities to maximize efficiency and effectiveness of resources to include necessary staffing adjustments and deferred maintenance costs; update equipment based on needs analysis.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,614,767 LCFF (Res 8150) 4300-supplies $957,976, 4400-equipment $76,000, 5200-conferences $5,000, 5500-utilities $150, 5600-repairs & maintenance $99,050, 5700-transfer of charges $-6250, 5800-contracted services $29,130, 5900 $9,070, 6400- equipment $75,000 and new positions (Res 0616, 0620, 8150) Objects 2200

			salaries $201,970 and 3000–benefits $167,671
A4. Continue to provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with the Common Core State Standards, Next Generation Science Standards, and 21st Century Skills as described in each SPSA.	School wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal El4 under 4300-Instruction supplies and 4400 instructional equipment.
A5. Continue to support reduced class sizes in Grades TK – 3.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD in Budget year for excess above target LCFF Supp/Conc Grant (Res 0090)
A6. Continue to add supplies, equipment, and vehicles to maintain services and accommodate growth.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,195,000 LCFF Res 0230 Object 6460-Equipment. $600,000 Res 0240 Object 6460-Equipment. $400,000 Res 0000 Object 4400-Equipment $25,000 Res 0616 Object 4400-Equipment $50,000 Res 0620 Object 4400-Equipment $20,000 Res 8150 Objects 4400-Equipment and 6400-Equipment expenditures are covered in goal A3

A7. Based on the technology plan, continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$952,200 LCFF Supp/Conc Grant (Res 0090) Object 4300-supplies
A8. Continue to provide parent outreach and education based on interests and needs expressed by stakeholder input.	District wide and school wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$46,558 (fn2495) LCFF Res 0000 5200-conferences $10,000 Title 3 5800-contracted services-$500 All other Expenditures included in goal EI4.
A9. Continue to provide 2 School Resource Officers to support needs of the District, school staffs and students.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal EL 4
A10. Continue to provide sites with LFA incentive funds to recognize and reward student progress and achievement to be spent according to the SPSA.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$498,373 Lottery 1100 (Goal 1912) Object 4300-supplies
A11. Possible implementation of restructuring of TK program.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research and program LCFF Supp/Conc Grant

A12. Continue to provide an 8 hour School Safety Coordinator at each schools site.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal EL 4
A13. Possible implementation of Saturday school to improve attendance and suspensions.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research and program LCFF Supp/Conc Grant
A14. Continue to fund Technology Instructional Aides.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$107,060 LCFF Supp/Conc Grant (Res 0090 Dept. Site #714) Objects 2100-salaries 65,336, 3000-benefits $41,724.
A15. Continue to provide behavior interventions, trainings and supports to address student discipline.	School wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) African American	$TBD pending research
A16. Possible implementation of funding Teacher in charge stipends.	District wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$TBD pending research

A17. Research and consider additional positions to support LCAP needs.		_X _ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$ TBD pending research

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Balanced baseline scores to be determined. Students are engaged and supported in their learning as measured by the schools earning an additional 10% over 2014-15 LFA payout. -There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 65% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 60% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.1%. Metric: LFA Student -Will reduce chronic absenteeism by 4%. -Will reduces student suspension rates by 6% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

A1. Continue to recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration, district office staff).	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,632,726 LCFF Base Grant, Res 0000 1100-cert contract salaries $641,593 1300-cert mgt salaries $18,786 2300-class mgt salaries $3,377 2400-class support salaries $56,466 3000-benefits $1,954,479 LCFF Supp /Conc Grant Res 0090 1200-cert support salaries $3,275 1300-cert mgt salaries $4,368 2100-class instr support salaries $3,770 2300-class mgt salaries $0.00 2400-class support salaries $2,073 2900-other class salaries $1,230 3000-benefits $122,827 Res 0230 2300-class mgt salaries $0.00 3000-benefits $1,945 Res 0616 2200-Class support salaries $4,205 3000-benefits $25,287 Res 0620

			2200-Class support salaries $63,334 3000-benefits $171,295 Title 1 1200-cert contract salaries $2,071 1300-cert contract salaries $1,948 2400-class support salaries $2,891 3000-benefits $17,697 Res 3310 IDEA 1100-cert contract salaries $2,071 2100-class instr support salaries $13,081 3000-benefits $39,432 Res 3315 IDEA PreK 1200-cert contract salaries $0.00 3000-benefits $1,542 Res 3320 IDEA PreK 1200-cert contract salaries $531 3000-benefits $3,128 Title 2 1300-cert contract salaries $0.00 3000-benefits $7,999 Title 3 1300-cert contract salaries $0.00 3000-benefits $3,625 Res 5640 Medi*cal

			1200-cert contract salaries $0.00 3000-benefits $4,610 Res 6500 Sp Ed 1100-cert contract salaries $53,753 1200-cert contract salaries $17,978 2100-class instr support salaries $22,328 2400-class support salaries $3,950 3000-benefits $299,213 Res 8150 2200-Class support salaries $4,875 2300-class admin salaries $0.00 2400-class support salaries $0.00 3000-benefits $51,694
A2. Continue to provide professional development and collaboration provided by support specialists to support CCSS implementation for all students as described in LEA plan, Title III, SPSA, technology plan and LCAP.	District wide and school wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support Spec. Sal & Bens, Subs and Professional Development costs LCFF Base 5200-conferences $13,500 Lottery 5200-conferences 1,062 LCFF Supp/Conc Grant (Res 0090): 1300-specialist salaries $179,760, 1100-sub salaries $328,832

			3000-benefits $140,021 5200-conferences $82,500 Title 1: 1300-specialist salaries $66,399, 1100-sub salaries $91,720 3000-benefits $52,786 5200-conferences $475,205 Title 2: 1300-specialist salaries $199,396, 1100-sub salaries $75,000 3000-benefits $99,545 Title 3: 1300-specialist salaries $96,940, 1100-sub salaries $20,000 3000-benefits $43,944

A3. Continue to maintain and improve facilities to maximize efficiency and effectiveness of resources to include necessary staffing adjustments and deferred maintenance costs; update equipment based on needs analysis.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,179,340 LCFF (Res 8150) 4300-supplies $1,501,041, 4400-equipment $76,000, 5200-conferences $5,000, 5500-utilities $150, 5600-repairs & maintenance $99,050, 5700-transfer of charges $-6250, 5800-contracted services $29,130, 5900 $9,070, 6400- equipment $75,000 and new positions (Res 0616, 0620, 8150) Objects 2200 salaries $207,919 and 3000–benefits $183,230
A4. Continue to provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with the Common Core State Standards, Next Generation Science Standards, and 21st Century Skills as described in each SPSA.	School wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal El4 under 4300-Instruction supplies and 4400 instructional equipment.
A5. Continue to support reduced class sizes in Grades TK – 3.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD in Budget year for excess above target LCFF Supp/Conc Grant (Res 0090)

A6. Continue to add supplies, equipment, and vehicles to maintain services and accommodate growth.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,195,000 LCFF Res 0230 Object 6460-Equipment. $600,000 Res 0240 Object 6460-Equipment. $400,000 Res 0000 Object 4400-Equipment $25,000 Res 0616 Object 4400-Equipment $50,000 Res 0620 Object 4400-Equipment $20,000 Res 8150 Objects 4400-Equipment and 6400-Equipment expenditures are covered in goal A3
A7. Based on the technology plan, continue to investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$952,200 LCFF Supp/Conc Grant (Res 0090) Object 4300-supplies
A8. Continue to provide parent outreach and education based on interests and needs expressed by stakeholder input.	District wide and school wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$46,558 (fn2495) LCFF Res 0000 5200-conferences $10,000 Title 3 5800-contracted services-$500 All other Expenditures included in goal El4.

A9. Continue to provide 2 School Resource Officers to support needs of the District, school staffs and students.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal EL 4
A10. Continue to provide sites with LFA incentive funds to recognize and reward student progress and achievement to be spent according to the SPSA.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$498,373 Lottery 1100 (Goal 1912) Object 4300-supplies
A11. Possible implementation of restructuring of TK program.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research and program LCFF Supp/Conc Grant
A12. Continue to provide an 8 hour School Safety Coordinator at each schools site.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal EL 4
A13. Possible implementation of Saturday school to improve attendance and suspensions.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research and program LCFF Supp/Conc Grant
A14. Continue to fund Technology Instructional Aides.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$110,257 LCFF Supp/Conc Grant (Res 0090 Dept. Site #714) Objects 2100-salaries 65,336,

			3000-benefits $44,921.
A15. Continue to provide behavior interventions, trainings and supports to address student discipline.	School wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
A16. Possible implementation of funding Teacher in charge stipends.	District wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
A17. Research and consider additional positions to support LCAP needs.		_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research

GOAL:	All students in need will meet or exceed mastery in State standards by integrating 21st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.	Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local: Specify _____

Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses	
Goal Applies to:	Schools:	All

Applicable Pupil Subgroups:	English Language Learners

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by .1%. Metric: LFA Student -Will reduce chronic absenteeism by 2%. -Will reduces student suspension rates by 4% and maintain number of expulsions at less than 15 expulsions per year. -Increase student performing at advanced/early advanced levels on the CELDT by 5% annually -Reclassification rates • Reclassification 15% annually -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 50% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -100% of sites will be compliant with ELAC requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EL 1. Professional development and collaboration provided by support specialists to continue providing professional development on integrated and designated instruction aligned to common core standards.	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal A2.
EL 2. Consider moving Bilingual Aides from site directed position to district directed positions.	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4. Object 2100-Class Instructional salaries and 3000-benefits

EL 3. Research and consider 2 classified certified translators.	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$87,132 LCFF Supp/Conc Grant (Res 0090) Object 2900- salaries $38,277, 3000-benefits $48,855.
EL 4. Provide funding to sites for use in supporting their student needs in purchasing English language development materials. (LCFF, Lottery, Title I).	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,742,416 School Site Budgets Lcff Supp/conc Res 0090 1100-certificated extra time and sub salaries $212,500 1300-admin support salaries $196,434 2100-Instr support salaries $330,890 2300-SSC salaries $403,635 2400-class support salaries $378,627 3000-benefits $898,503 4200-books $97,959 4310-instr supplies $363,219 4400-instr equipment $50,550 5200-conferences included in goal A2 5800-contract services $723,549 LCFF Base Res 0100 2100-Instr support salaries $1,000 2200-class support salaries $4,200 2400-class support

			salaries $35,950 3000-benefits $7,384 4200-books $1,430 4310-instr supplies $140,053 4400-instr equipment $23,800 5200-conferences included in goal A2 5600-reapirs and maint. $4,750 5700-transfer of services $14,180 5800-contract services $46,078 5900-services $1,500 Lottery Res 1100 2400-class support salaries $1,000 2900-NDS/class other salaries $416,425 3000-benefits $40,411 4310-instr supplies $68,699 5600-reapirs and maint. (Xerox) $260,885 5700-transfer of services $32,326 5800-contract services $41,098 Title 1 Res 3010 1100-certificated sub salaries $119,220 2100-instructional

			support salaries $16,766 2400-class support salaries $146,242 3000-benefits $125,080 4200-books $31,465 4310-instr supplies $773,699 4400-inst inventory $174,000 5200-conferences included in goal A2 5600-reapirs and maint. (Xerox) $69,000 5700-transfer of services $88,304 5800-contract services $184,000
EL 5. ELD/ELA pilot and purchase.	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Estimated $1,800,000 Other designation in 15/16. In MYP under object 4000-supplies in 16/17
EL 6. Consider EL Coaches. (4)	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$480,810 LCFF Supp/Conc Grant (Res 0090) Objects 1300-salaries $354,357, 3000-benefits $126,453.

EL 7. English classes for parents.	District wide and school wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 LCFF Supp/Conc Grant (Res 0090) Object 5800 services and operations
EL 8. Research, revise and train all staff in Response to Intervention programs.	District wide and school wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research (Title III)
EL 9. Ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide and school wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4.
EL 10. Provide real world experiences through field trips aligned to CCSS and 21st Century learning as well as VESD career curriculum.		__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4 object 5800-contracted services.
EL 11. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
EL 12. Research and consider additional positions to support LCAP needs.		__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$ TBD pending research

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by .1%. Metric: LFA Student -Will reduce chronic absenteeism by 3%. -Will reduces student suspension rates by 5% and maintain number of expulsions at less than 15 expulsions per year. -Increase student performing at advanced/early advanced levels on the CELDT by 5% annually -Reclassification rates • Reclassification15% annually -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 55% of all_students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -100% of sites will be compliant with ELAC requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EL 1. Continue to provide professional development and collaboration provided by support specialists to continue providing professional development on integrated and designated instruction aligned to common core standards.	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal A2.
EL 2. Possibly move Bilingual Aides as District directed positions.	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4. Object 2100-Class Instructional salaries and 3000-benefits
EL 3. Possibly fund classified certified translators. (2)	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$87,132 LCFF Supp/Conc Grant (Res 0090) Object 2900-salaries $38,277, 3000-benefits $48,855.

EL 4. Provide funding to sites for use in supporting their student needs in purchasing English language development materials. (LCFF, Lottery, Title I Title III)	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,742,416 School Site Budgets Lcff Supp/conc Res 0090 1100-certificated extra time and sub salaries $212,500 1300-admin support salaries $196,434 2100-Instr support salaries $330,890 2300-SSC salaries $403,635 2400-class support salaries $378,627 3000-benefits $898,503 4200-books $97,959 4310-instr supplies $363,219 4400-instr equipment $50,550 5200-conferences expenditures included in goal A.2 5800-contract services $723,549 LCFF Base Res 0100 2100-Instr support salaries $1,000 2200-class support salaries $4,200 2400-class support salaries $35,950 3000-benefits $7,384 4200-books $1,430 4310-instr supplies $140,053

			4400-instr equipment $23,800 5200-conferences expenditures included in goal A.2 5600-reapirs and maint. $4,750 5700-transfer of services $14,180 5800-contract services $46,078 5900-services $1,500 Lottery Res 1100 2400-class support salaries $1,000 2900-NDS/class other salaries $416,425 3000-benefits $40,411 4310-instr supplies $68,699 5600-reapirs and maint. (Xerox) $260,885 5700-transfer of services $32,326 5800-contract services $41,098 Title 1 Res 3010 1100-certificated sub salaries $119,220 2100-instructional support salaries $16,766 2400-class support salaries $146,242 3000-benefits

			$125,080 4200-books $31,465 4310-instr supplies $773,699 4400-inst inventory $174,000 5200-conferences expenditures included in goal A.2 5600-reapirs and maint. (Xerox) $69,000 5700-transfer of services $88,304 5800-contract services $184,000
EL 5. Implement ELD/ELA curriculum.	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Estimated $1,800,000 Other designation in 15/16. In MYP under object 4000-supplies in 16/17
EL 6. Possibly fund additional EL Coaches. (4)	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$503,161 LCFF Supp/Conc Grant (Res 0090) Objects 1300-salaries $356,242, 3000-benefits $146,919.
EL 7. Continue English classes for parents.	District wide and school wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 LCFF Supp/Conc Grant (Res 0090) Object 5800-services and operations

EL 8. Continue to revise and train all staff in Response to Intervention programs.	District wide and school wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research (Title III)
EL 9. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide and school wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4. Object 2100-Class Instructional salaries and 3000-benefits
EL 10. Provide real world experiences through field trips aligned to CCSS and 21st Century learning as well as VESD career curriculum.		__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4 object 5800-contracted services.
EL 11. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
EL 12. Research and consider additional positions to support LCAP needs.		__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$ TBD pending research

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by .1%. Metric: LFA Student -Will reduce chronic absenteeism by 4%. -Will reduces student suspension rates by 6% and maintain number of expulsions at less than 15 expulsions per year.

	-Increase student performing at advanced/early advanced levels on the CELDT by 5% annually -Reclassification rates • Reclassification 15% annually --District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 60% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -100% of sites will be compliant with ELAC requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EL 1. Continue to provide professional development and collaboration provided by support specialists to continue providing professional development on integrated and designated instruction aligned to common core standards.	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal A2.
EL 2. Possibly move Bilingual Aides as District directed positions.	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4. Object 2100-Class Instructional salaries and 3000-benefits
EL 3. Possibly fund classified certified translators.	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$87,132 LCFF Supp/Conc Grant (Res 0090) Object 2900-salaries $38,277, 3000-benefits $48,855.
EL 4. Provide funding to sites for use in supporting their student needs in purchasing English language development materials. (LCFF, Lottery, Title I Title III)	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,742,416 School Site Budgets Lcff Supp/conc Res 0090 1100-certificated extra time and sub salaries $212,500 1300-admin

			support salaries $196,434 2100-Instr support salaries $330,890 2300-SSC salaries $403,635 2400-class support salaries $378,627 3000-benefits $898,503 4200-books $97,959 4310-instr supplies $363,219 4400-instr equipment $50,550 5200-conferences included in goal A2 5800-contract services $723,549 LCFF Base Res 0100 2100-Instr support salaries $1,000 2200-class support salaries $4,200 2400-class support salaries $35,950 3000-benefits $7,384 4200-books $1,430 4310-instr supplies $140,053 4400-instr equipment $23,800 5200-conferences included in goal A2 5600-reapirs and maint. $4,750 5700-transfer of services $14,180 5800-contract

			services $46,078 5900-services $1,500 Lottery Res 1100 2400-class support salaries $1,000 2900-NDS/class other salaries $416,425 3000-benefits $40,411 4310-instr supplies $68,699 5600-reapirs and maint. (Xerox) $260,885 5700-transfer of services $32,326 5800-contract services $41,098 Title 1 Res 3010 1100-certificated sub salaries $119,220 2100-instructional support salaries $16,766 2400-class support salaries $146,242 3000-benefits $125,080 4200-books $31,465 4310-instr supplies $773,699 4400-inst inventory $174,000 5200-conferences included in goal A2 5600-reapirs and

			maint. (Xerox) $69,000 5700-transfer of services $88,304 5800-contract services $184,000
EL 5. Implement ELD/ELA curriculum.	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost
EL 6. Possibly fund additional EL Coaches.	District wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$520,204 LCFF Supp/Conc Grant (Res 0090) Objects 1300-salaries $358,190, 3000-benefits $162,014.
EL 7. Continue English classes for parents.	District wide and school wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 LCFF Supp/Conc Grant (Res 0090) Object 5800-services and operations
EL 8. Continue to revise and train all staff in Response to Intervention programs.	District wide and school wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research (Title III)
EL 9. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students	District wide and school wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4.

EL 10. Provide real world experiences through field trips aligned to CCSS and 21st Century learning as well as VESD career curriculum.		__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4 object 5800-contracted services.
EL 11. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	__ALL --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
EL 12. Research and consider additional positions to support LCAP needs.		__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$ TBD pending research

GOAL:	All students in need will meet or exceed mastery in State standards by integrating 21st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.	Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local: Specify _____

Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 55% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually.

	-Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 50% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 1%. Metric: LFA Student -Will reduce chronic absenteeism by 2%. -Will reduces student suspension rates by 4% and maintain number of expulsions at less than 15 expulsions per year. -Increased Foster committee attendance by adding two foster parents annually. -100% compliance with counseling on all IEPs, BSPs and behavior goals for all foster students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
FY 1. Provide targeted and responsive counseling and other social and emotional support to Foster Youth.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$130,432 LCFF Supp/Conc (Res 0090) Object 1200-salaries $97,545 and 3000-benefits $32,887.
FY 2. Continue implementing the plan for Foster outreach with a county foster liaison, social workers and foster parents.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost
FY 3. Continue focus on the following goals established by foster youth committee. a. Identify newly enrolled and current foster youth b. Develop a consistent mode of communication for students, teachers, agencies, and former/future districts involved with foster students c. Develop process of consistency with foster student ie. Minimizing in-district transiency, informing sites of previous placement, obtaining school records in a timely manner, and collaborating with neighboring districts d. Increase outreach to foster parents, non-foster siblings, and supporting school site training e. Offer training to staff and community members, expanding	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 LCFF Supp/Conc (Res 0090) Object 5800-services and operations

to neighboring districts			
FY 4. Provide awareness for all staff on the needs of foster youth district wide.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 LCFF Supp/Conc (Res 0090) Object 5800-services and operations
FY 5. Provide surrogate parent training in order to address the need for educational right holders.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500 LCFF Supp/Conc (Res 0090) Object 5800-services and operations
FY 6. Research and provide prof dev regarding foster youth.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,200 LCFF Supp/Conc (Res 0090) Object 5800-services and operations
FY 7. Provide real world experiences through field trips aligned to CCSS and 21st Century learning as well as VESD career curriculum.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4 object 5800-contracted services.
FY 8. Research, revise and train all staff in Response to Intervention programs.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research

FY 9. Ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
FY 10. Support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.		__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,675,408 LCFF Supp/Conc Grant (Res 0230) 2300-salaries $57,859 3000-benefits $22,407, 5100-3rd party contracted services $1,950,073 5450-Insurance $25,000 5500-utilities $73,916 5600-reapirs and maint $54,200 5800-contracted services $86,020 5900-services $5,933 6400- buses included in goal A6.
FY 11. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research

FY 12. Research and consider additional positions to support LCAP needs.		__ALL ---------- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$ TBD pending research
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 60% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 55% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.25%. Metric: LFA Student -Will reduce chronic absenteeism by 3%. -Will reduces student suspension rates by 5% and maintain number of expulsions at less than 15 expulsions per year. -Increased Foster committee attendance by adding two foster parents annually. -100% compliance with counseling on all IEPs, BSPs and behavior goals for all foster students.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
FY 1. Continue to provide targeted and responsive counseling and other social and emotional support to Foster Youth.	District wide	__ALL ---------- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$135,638 LCFF Supp/Conc (Res 0090) Object 1200-salaries $97,545 and 3000-benefits $38,093.
FY 2. Continue implementing the plan for Foster outreach with a county foster liaison, social workers and foster parents.	District wide	__ALL ---------- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost

FY 3. Continue focus on the following goals established by foster youth committee. a. Identify newly enrolled and current foster youth b. Develop a consistent mode of communication for students, teachers, agencies, and former/future districts involved with foster students c. Develop process of consistency with foster student ie. Minimizing in-district transiency, informing sites of previous placement, obtaining school records in a timely manner, and collaborating with neighboring districts d. Increase outreach to foster parents, non-foster siblings, and supporting school site training e. Offer training to staff and community members, expanding to neighboring districts	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 LCFF Supp/Conc (Res 0090) Object 5800- services and operations
FY 4. Continue to provide awareness for all staff on the needs of foster youth district wide.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 LCFF Supp/Conc (Res 0090) Object 5800- services and operations
FY 5. Continue to provide surrogate parent training in order to address the need for educational right holders.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500 LCFF Supp/Conc (Res 0090) Object 5800- services and operations
FY 6. Provide professional development regarding foster youth.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,200 LCFF Supp/Conc (Res 0090) Object 5800- services and operations

FY 7. Provide real world experiences through field trips aligned to CCSS and 21st Century learning as well as VESD career curriculum.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4 object 5800-contracted services.
FY 8. Continue to train all staff in Response to Intervention programs.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
FY 9. Ensure sites have access to research based intervention programs to meet the needs of at risk students.		__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
FY 10. Support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.		__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,907,520 LCFF Supp/Conc Grant (Res 0230) 2300-salaries $58,109 3000-benefits $25,554, 5100-3rd party contracted services $2,178,778 5450-Insurance $25,000 5500-utilities $73,916 5600-reapirs and maint $54,200 5800-contracted services $86,020 5900-services $5,933 6400- buses

			included in goal A6.
FY 11. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
FY 12. Research and consider additional positions to support LCAP needs.		__ALL --- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$ TBD pending research

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 65% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 60% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.1%. Metric: LFA Student -Will reduce chronic absenteeism by 4%. -Will reduces student suspension rates by 6% and maintain number of expulsions at less than 15 expulsions per year. -Increased Foster committee attendance by adding two foster parents annually. -100% compliance with counseling on all IEPs, BSPs and behavior goals for all foster students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

FY 1. Continue to provide targeted and responsive counseling and other social and emotional support to Foster Youth.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$143,342 LCFF Supp/Conc (Res 0090) Object 1200-salaries $100,820 and 3000-benefits $42,522.
FY 2. Continue implementing the plan for Foster outreach with a county foster liaison, social workers and foster parents.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost
FY 3. Continue focus on the following goals established by foster youth committee. a. Identify newly enrolled and current foster youth b. Develop a consistent mode of communication for students, teachers, agencies, and former/future districts involved with foster students c. Develop process of consistency with foster student ie. Minimizing in-district transiency, informing sites of previous placement, obtaining school records in a timely manner, and collaborating with neighboring districts d. Increase outreach to foster parents, non-foster siblings, and supporting school site training e. Offer training to staff and community members, expanding to neighboring districts	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 LCFF Supp/Conc (Res 0090) Object 5800-services and operations
FY 4. Continue to provide awareness for all staff on the needs of foster youth district wide.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 LCFF Supp/Conc (Res 0090) Object 5800-services and operations

FY 5. Continue to provide surrogate parent training in order to address the need for educational right holders.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500 LCFF Supp/Conc (Res 0090) Object 5800-services and operations
FY 6. Provide professional development regarding foster youth.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,200 LCFF Supp/Conc (Res 0090) Object 5800-services and operations
FY 7. Provide real world experiences through field trips aligned to CCSS and 21st Century learning as well as VESD career curriculum.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4 object 5800-contracted services.
FY 8. Continue to train all staff in Response to Intervention programs.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
FY 9. Ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
FY 10. Support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.		__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,138,942 LCFF Supp/Conc Grant (Res 0230) 2300-salaries $58,359 3000-benefits $27,572, 5100-3rd party

			contracted services $2,407,943 5450-Insurance $25,000 5500-utilities $73,916 5600-reapirs and maint $54,200 5800-contracted services $86,020 5900-services $5,933 6400- buses $400,000
FY 11. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	__ALL --- OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
FY 12. Research and consider additional positions to support LCAP needs.		__ALL --- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$ TBD pending research

GOAL:	All students in need will meet or exceed mastery in State standards by integrating 21st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.	Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local: Specify _____

Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low income

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 55% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 50% of all_students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 1%. Metric: LFA Student -Will reduce chronic absenteeism by 2%. -Will reduces student suspension rates by 4% and maintain number of expulsions at less than 15 expulsions per year.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
LI 1. Provide site directed funds to support targeted intervention support as recognized in site plans (SPSA).	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4.
LI 2. Support afterschool programs.	District wide and school wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,265,681 ASES Grant (Res 6010) Object 5110-contracted services Matching funds $417,675 TBD Objects 1000-3000-sal and ben, 4300-supplies and Fund 13 4700-food supplies
LI 3. Support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	District wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	Expenditures included in Goal FY10.

		Subgroups:(Specify)_____	
LI 4. Six Support Specialist are available to provide support and training for all teachers including new teacher training, both inside and outside of the classroom.	District wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL1.
LI 5. Research, revise and train all staff in Response to Intervention programs.	District wide and school wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
LI 6. Site based parent training and outreach.	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal A8.
LI 7. Ensure sites have access to research based intervention programs to meet the needs of at risk students.	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research

LI 8. VESD provides breakfast and lunch through the National School Lunch program.	District wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,953,912 Fund 13 Res 5310 2200-class support salaries $1,786,374 2300-class mgt salaries $95,775 2400-class cupport salaries $183,100 2900-NDS salaries $122,000 3000-benefits $1,042,218 4300-supplies $309,025 4400-inventory items $36,000 4700-food $1,968,376 5200-conferences $13,000 5400-insurance $25,000 5500-utilities $41,730 5600-repairs and maint $38,850 5800-contracted services $65,900 5900-services $3,828 6400-equipment $50,000 7300-indirect $177,736

LI 9. Provide real world experiences through field trips aligned to CCSS and 21st Century learning as well as VESD career curriculum.	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4 object 5800-contracted services.
LI 10. Continue to provide behavior interventions, trainings and supports to address student discipline.	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
LI 11. Research and consider additional positions to support LCAP needs.		__ALL --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$ TBD pending research

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 60% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 55% of all_students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.25%. Metric: LFA Student -Will reduce chronic absenteeism by 3%. -Will reduces student suspension rates by 5% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LI 1. Continue to provide site directed funds to support targeted intervention support as recognized in site plans (SPSA).	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4.
LI 2. Continue to support afterschool programs.	District wide and school wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,265,681 ASES Grant (Res 6010) Object 5110-contract services Matching funds $417,675 TBD Objects 1000-3000-sal and ben, 4300-supplies and 4700-food supplies
LI 3. Continue to support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	District wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal FY10.
LI 4. Continue to provide six Support Specialists to support and train all teachers including new teacher training, both inside and outside of the classroom.	District wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal A2.
LI 5. Continue to train all staff in Response to Intervention programs.	District wide and school wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research

LI 6. Continue site based parent training and outreach.	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal A8.
LI 7. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
LI 8. Continue to provide breakfast and lunch through the National School Lunch program.	District wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,953,912 Fund 13 Res 5310 2200-class support salaries $1,786,374 2300-class mgt salaries $95,775 2400-class cupport salaries $183,100 2900-NDS salaries $122,000 3000-benefits $1,042,218 4300-supplies $309,025 4400-inventory items $36,000 4700-food $1,968,376 5200-conferences $13,000 5400-insurance $25,000 5500-utilities $41,730 5600-repairs and maint $38,850 5800-contracted

			services $65,900 5900-services $3,828 6400-equipment $50,000 7300-indirect $177,736
LI 9. Continue to provide real world experiences through field trips aligned to CCSS and 21st Century learning as well as VESD career curriculum.	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4 object 5800-contracted services.
LI 10. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
LI 11. Research and consider additional positions to support LCAP needs.		__ALL --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$ TBD pending research

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 65% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. --District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 60% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.1%. Metric: LFA Student

	-Will reduce chronic absenteeism by 4%. -Will reduces student suspension rates by 6% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LI 1. Continue to provide site directed funds to support targeted intervention support as recognized in site plans (SPSA).	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4.
LI 2. Continue to support afterschool programs.	District wide and school wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,265,681 ASES Grant (Res 6010) Object 5110-contract services Matching funds $417,675 TBD Objects 1000-3000-sal and ben, 4300-supplies and 4700-food supplies
LI 3. Continue to support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	District wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal FY10.
LI 4. Continue to provide six Support Specialists to support and train all teachers including new teacher training, both inside and outside of the classroom.	District wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal A2.

LI 5. Continue to train all staff in Response to Intervention programs.	District wide and school wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
LI 6. Continue site based parent training and outreach.	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in goal A8.
LI 7. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
LI 8. Continue to provide breakfast and lunch through the National School Lunch program.	District wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,953,912 Fund 13 Res 5310 2200-class support salaries $1,786,374 2300-class mgt salaries $95,775 2400-class cupport salaries $183,100 2900-NDS salaries $122,000 3000-benefits $1,042,218 4300-supplies $309,025 4400-inventory items $36,000 4700-food $1,968,376

			5200-conferences $13,000 5400-insurance $25,000 5500-utilities $41,730 5600-repairs and maint $38,850 5800-contracted services $65,900 5900-services $3,828 6400-equipment $50,000 7300-indirect $177,736
LI 9. Continue to provide real world experiences through field trips aligned to CCSS and 21st Century learning as well as VESD career curriculum.	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditures included in Goal EL4 object 5800-contracted services.
LI 10. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	__ALL --- OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
LI 11. Research and consider additional positions to support LCAP needs.		__ALL --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$TBD pending research

GOAL:	All students in need will meet or exceed mastery in State standards by integrating 21st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.	Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local: Specify _____

Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses
Goal Applies to:	Schools: All Applicable Pupil Subgroups: African American

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 55% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 50% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 1%. Metric: LFA Student -Will reduce chronic absenteeism by 2%. -Will reduces student suspension rates by 4% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AA 1. Support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	Expenditures included in Goal FY10.

AA 2. Research, revise and train all staff in Response to Intervention programs.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research
AA 3. Site based parent training and outreach.	School wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	Expenditures included in goal A8.
AA 4. Ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research
AA 5. Provide behavior interventions, trainings and supports to address student behavior.	School wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research
AA 6. Provide real world experiences through field trips aligned to CCSS and 21st Century learning as well as VESD career curriculum.	School wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	Expenditures included in Goal EL4 object 5800-contracted services.
AA 7. District wide parent training and outreach to dialogue and establish goals.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$2,500 LCFF and Supp/Conc Grant (res 0090) Object 5800-sevices and operations

AA 8. Research and consider additional positions to support LCAP needs.		__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 60% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 55% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.25%. Metric: LFA Student -Will reduce chronic absenteeism by 3%. -Will reduces student suspension rates by 5% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AA 1. Continue to support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	Expenditures included in Goal FY10.
AA 2. Continue to train all staff in Response to Intervention programs.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research

AA 3. Continue to provide site based parent training and outreach.	School wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	Expenditures included in goal A8.
AA 4. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research
AA 5. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research
AA 6. Continue to provide real world experiences through field trips aligned to CCSS and 21st Century learning as well as VESD career curriculum.	School wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	Expenditures included in Goal EL4 object 5800-contracted services..
AA 7. Continue to provide district wide parent training and outreach to dialogue and establish goals.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$2,500 LCFF and Supp/Conc Grant (res 0090) Object 5800-sevices and operations
AA 8. Research and consider additional positions to support LCAP needs.		__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 65% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 60% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.1%. Metric: LFA Student -Will reduce chronic absenteeism by 4%. -Will reduces student suspension rates by 6% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AA 1. Continue to support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	Expenditures included in Goal FY10.
AA 2. Continue to train all staff in Response to Intervention programs.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research

AA 3. Continue to provide site based parent training and outreach.	School wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	Expenditures included in Goal LI6.
AA 4. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research
AA 5. Continue to provide behavior interventions, trainings and supports to address student behavior.	School wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research
AA 6. Continue to provide real world experiences through field trips aligned to CCSS and 21st Century learning as well as VESD career curriculum.	School wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	Expenditures included in Goal EL4 object 5800-contracted services.
AA 7. Continue to provide district wide parent training and outreach to dialogue and establish goals.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$2,500 LCFF and Supp/Conc Grant (res 0090) Object 5800-sevices and operations

AA 8. Research and consider additional positions to support LCAP needs.		__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) African American	$TBD pending research

GOAL:	All students in need will meet or exceed mastery in State standards by integrating 21st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.	Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local: Specify _____

Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Special Education

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 55% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 50% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 1%. Metric: LFA Student -Will reduce chronic absenteeism by 2%. -Will reduces student suspension rates by 4% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SE 1. Develop a needs assessment based on feedback from SP Ed Staff.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$37,691 LCFF Base Grant (contribution to Sp. Ed Res 6500) Objects 1100-subs $33,000, 3000-benefits $4,691
SE 2. Monitor manifestation determination outcome for special needs students.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$10,000 LCFF Base Grant (contribution to Sp. Ed Res 6500) Object 5800-sevices and operations
SE 3. Train and increase the average amount of time disabled students spend with non-disabled peers in least restrictive environment.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$2,500 LCFF Base Grant (contribution to Sp. Ed Res 6500) Object 5800-sevices and operations
SE 4. Analyze current preschool special education population and determine next steps.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
SE 5. Research possibility of Special Ed preschool on the west side.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research

SE 6. Research, revise and train all staff in Response to Intervention programs.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
SE 7. Provide professional development for special education teachers and special education instructional aides.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$61,116 LCFF Base Grant (contribution to Sp. Ed Res 6500) Objects 1100-subs $36,000 3000-benefits $5,116 5800-contracted services $20,000
SE 8. Ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
SE 9. Provide behavior interventions, trainings and supports to address student behavior.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
SE 10. Research and consider additional positions to support LCAP needs.		__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 60% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.)		

	-Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 55% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by .25%. Metric: LFA Student -Will reduce chronic absenteeism by 3%. -Will reduces student suspension rates by 5% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SE 1. Utilize needs assessment based on feedback from SP Ed Staff.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$38,302 LCFF Base Grant (contribution to Sp. Ed Res 6500) Objects 1100-subs $33,000, 3000-benefits $5,302
SE 2. Continue to monitor manifestation determination outcome for special needs students.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$10,000 LCFF Base Grant (contribution to Sp. Ed Res 6500)Object 5800-sevices and operations
SE 3. Continue to train and increase the average amount of time disabled students spend with non-disabled peers in least restrictive environment.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$2,500 LCFF Base Grant (contribution to Sp. Ed Res 6500) Object 5800-sevices and operations

SE 4. Utilize data on preschool special education population to develop a support plan.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
SE 5. Possibly provide Special Ed preschool on the west side.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
SE 6. Continue to train all staff in Response to Intervention programs.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
SE 7. Continue to provide professional development for special education teachers and special education instructional aides.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$61,782 LCFF Base Grant (contribution to Sp. Ed Res 6500) Objects 1100-subs $36,000 3000-benefits $5,782 5800-contracted services $20,000
SE 8. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research

SE 9. Continue to provide behavior interventions, trainings and supports to address student discipline.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
SE 10. Research and consider additional positions to support LCAP needs.		__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 65% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 60% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by .1%. Metric: LFA Student -Will reduce chronic absenteeism by 4%. -Will reduces student suspension rates by 6% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

SE 1. Utilize needs assessment based on feedback from SP Ed Staff.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$38,912 LCFF Base Grant (contribution to Sp. Ed Res 6500) Objects 1100-subs $33,000, 3000-benefits $5,912.
SE 2. Continue to monitor manifestation determination outcome for special needs students.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$10,000 LCFF Base Grant (contribution to Sp. Ed Res 6500) Object 5800-sevices and operations
SE 3. Continue to train and increase the average amount of time disabled students spend with non-disabled peers in least restrictive environment.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$2,500 LCFF Base Grant (contribution to Sp. Ed Res 6500) Object 5800-sevices and operations
SE 4. Utilize data on preschool special education population to develop a support plan.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
SE 5. Possibly provide Special Ed preschool on the west side.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research

SE 6. Continue to train all staff in Response to Intervention programs.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
SE 7. Continue to provide professional development for special education teachers and special education instructional aides.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$62,448 LCFF Base Grant (contribution to Sp. Ed Res 6500) Objects 1100-subs $36,000 3000-benefits $6,448 5800-contracted services $20,000
SE 8. Continue to ensure sites have access to research based intervention programs to meet the needs of at risk students.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
SE 9. Continue to provide behavior interventions, trainings and supports to address student behavior.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research
SE 10. Research and consider additional positions to support LCAP needs.		__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) Special Education	$TBD pending research

GOAL:	All students in need will meet or exceed mastery in State standards by integrating 21st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.	Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7_X 8_X

		COE only: 9__ 10__ Local: Specify _____
Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	GATE

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 55% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 50% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 1%. Metric: LFA Student -Will reduce chronic absenteeism by 2%. -Will reduces student suspension rates by 3% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
GT 1. Provide training for GATE Certification.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	$14,500 LCFF Supp/Conc Grant (Res 0090) Object 5800-sevices and operations

GT 2. Analyze and revise GATE identification process.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	Expenditures included in Goal AA7.
GT 3. Establish a GATE committee.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	Expenditures included in Goal AA7.
GT 4. Develop and pilot a GATE individualized education plan.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	$15,000 LCFF Supp/conc Grant (Res 0090) Objects 1100-subs $13,132 3000-benefits $1,868.
GT 5. Continue to provide behavior interventions, trainings and supports to address student behavior.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	$TBD pending research
GT 6. Research and consider additional positions to support LCAP needs.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	$TBD pending research

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 60% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion

	• Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 55% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.25%. Metric: LFA Student -Will reduce chronic absenteeism by 3%. -Will reduces student suspension rates by 3% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
GT 1. Continue to provide training for GATE Certification.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	$14,500 LCFF Supp/Conc Grant (Res 0090) Objects 5800-sevices and operations
GT 2. Implement GATE identification process.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	Expenditures included in Goal AA7.
GT 3. Continue work with GATE committee.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	Expenditures included in Goal AA7.
GT 4. Monitor GATE individualized education plan.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	$15,000 LCFF Supp/conc Grant (Res 0090) Objects 1100-subs $12,923 3000-benefits $2,077.

GT 5. Continue to provide behavior interventions, trainings and supports to address student behavior.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	$TBD pending research
GT 6. Research and consider additional positions to support LCAP needs.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	$TBD pending research

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 65% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 60% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.1%. Metric: LFA Student -Will reduce chronic absenteeism by 4%. -Will reduces student suspension rates by 3% and maintain number of expulsions at less than 15 expulsions per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
GT 1. Continue to provide training for GATE Certification.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	$14,500 LCFF Supp/Conc Grant (Res 0090) Objects 5800-sevices and operations

GT 2. Implement GATE identification process.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	Expenditures included in Goal AA7.
GT 3. Continue work with GATE committee.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	Expenditures included in Goal AA7.
GT 4. Monitor GATE individualized education plan.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	$15,000 LCFF Supp/conc Grant (Res 0090) Objects 1100-subs $12,720 3000-benefits $2,280.
GT 5. Continue to provide behavior interventions, trainings and supports to address student behavior.	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	$TBD pending research
GT 6. Research and consider additional positions to support LCAP needs	District wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) GATE	$TBD pending research

GOAL:	All Students will receive instruction and support by highly qualified staff who have received professional development as defined in Local Educational Agency Plan, school site plans, Title III, Technology Plan and LCAP.	Related State and/or Local Priorities: 1_X 2__ 3__ 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 55% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 50% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 1%. Metric: LFA Student -Will reduce chronic absenteeism by 2%. -Will reduces student suspension rates by 4% and maintain number of expulsions at less than 15 expulsions per year. -Quality Check Survey: • I have the training to do my job. Maintain a 95% approval rating or higher. • I have the tools to do my job. Increase by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD 1. Increase Support Specialists from 4 to 6.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support Spec Salaries and Benefits included in goal A2.

PD 2. Provide up to 5 days of training for all Certificated staff in 2015-16.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,253,835 LCFF Supp/Conc Grant (Res 0090) Objects 1100-extra time $1,096,262 3000-benefits $157,025
PD 3. Various training for Classified staff including additional 6 hours paid for online training.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,430 LCFF Supp/Conc Grant (Res 0090) Objects 2420 class extra time $13,450, 3000-benefits $2,980.
PD 4. Provide all training as stated in LEA plan, Title III, SPSA, technology plan and LCAP to include Write from the Beginning, Thinking Maps, Singapore Math, Kagen, AVID, GATE, integrated and designated instruction, technology in the classroom training, PBIS, and any training specific to SPSA.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Sub and conference expenditures included in goal A2.
PD 5. Provide weekly collaboration time for certificated staff with one Friday a month dedicated to district provided professional development.	District wide and school wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,761,505 LCFF Supp/Conc Grant (Res 0090) Objects 1100-contract time $3,293,497 3000-benefits $468,008
PD 6. BTSA	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$114,210 LCFF Supp/Conc Grant (Res 0280) Objects 1100-sub salaries and stipends $100,000, 3000 benefits $14,210

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 60% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.)

	-Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 55% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by .25%. Metric: LFA Student -Will reduce chronic absenteeism by 3%. -Will reduces student suspension rates by 5% and maintain number of expulsions at less than 15 expulsions per year. -Quality Check Survey: • I have the training to do my job. Maintain a 95% approval rating or higher. • I have the tools to do my job. Increase by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD 1. Continue to fund 6 Support Specialists.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support Spec Salaries and Benefits included in goal A2.
PD 2. Continue to provide up to 5 days of training for all Certificated staff in 2015-16.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,294,617 LCFF Supp/Conc Grant (Res 0090) Objects 1100-extra time $1,115,468 3000-benefits $179,146

PD 3. Continue to offer various training for Classified staff including additional 6 hours paid for online training.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,999 LCFF Supp/Conc Grant (Res 0090) Objects 2420 class extra time $14,346, 3000-benefits $2,653.
PD 4. Continue to provide all training as stated in LEA plan, Title III, SPSA, technology plan and LCAP .	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Sub and conference expenditures included in goal A2.
PD5. Continue to provide weekly collaboration time for certificated staff with one Friday a month dedicated to district provided professional development.	District wide and school wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,883,849 LCFF Supp/Conc Grant (Res 0090) Objects 1100-contract time $3,346,414 3000-benefits $537,436
PD 6. Continue to fund BTSA.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$116,060 LCFF Supp/Conc Grant (Res 0280) Objects 1100-sub salaries and stipends $100,000, 3000 benefits $16,060

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 65% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 60% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress.

	-Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.1%. Metric: LFA Student -Will reduce chronic absenteeism by 4%. -Will reduces student suspension rates by 6% and maintain number of expulsions at less than 15 expulsions per year. -Quality Check Survey: • I have the training to do my job. Maintain a 95% approval rating or higher. • I have the tools to do my job. Maintain 95%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD 1. Continue to fund 6 Support Specialists.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support Spec Salaries and Benefits included in goal A2.
PD 2. Continue to provide up to 5 days of training for all Certificated staff in 2015-16.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,332,419 LCFF Supp/Conc Grant (Res 0090) Objects 1100-extra time $1,130,028 3000-benefits $202,391
PD 3. Continue to offer various training for Classified staff including additional 6 hours paid for online training.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$17,454 LCFF Supp/Conc Grant (Res 0090) Objects 2100, 2200, 2400 and 3000-sal and ben.
PD 4. Continue to provide all training as stated in LEA plan, Title III, SPSA, technology plan and LCAP.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Sub and conference expenditures included in goal A2.

PD 5. Continue to provide weekly collaboration time for certificated staff with one Friday a month dedicated to district provided professional development.	District wide and school wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,997,257 LCFF Supp/Conc Grant (Res 0090) Objects 1100-contract time $3,390,090 3000-benefits $607,167
PD 6. Continue to fund BTSA	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$117,910 LCFF Supp/Conc Grant (Res 0280) Objects 1100-sub salaries and stipends $100,000, 3000 benefits $17,910

GOAL:	VESD will provide opportunities and possibilities that support the success of all students and the adults that support them through communication outreach and training and relationship building.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7_X 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	-Students are engaged and confident learners -Students have options to explore new opportunities -Improve student, parent, and staff surveys results -Students go on to college and/or career path -Improved student attendance -Safe and orderly campuses
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 55% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 50% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress.

	-Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 1%. Metric: LFA Student -Will reduce chronic absenteeism by 2%. -Will reduces student suspension rates by 4% and maintain number of expulsions at less than 15 expulsions per year. -100% of the sites will provide Basic and Progressive Parent Involvement Opportunities and at least one Innovative Parent Involvement Opportunity annually as defined on the LFA. See page 5-7 of LCAP. -Maintain a 95% approval or higher on parent survey: I have the opportunity to be part of my child's educations working together to help my child.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SS 1. Community outreach (Public health, mental health, etc.)	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$45,200 LCFF Supp/Conc Grant (Res 0090) Objects 1100-sub salaries $34,321 3000-benefits $4,879 5800-contracted services $6000
SS 2. Public information officer.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$52,237 LCFF Supp/Conc Grant (Res 0090) Objects 2300-salaries $43,500 3000-benefits $8,737
SS 3. Continue to build and convene DAC, QW & BAC.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21.287 LCFF Supp/Conc Grant (Res 0090 Dept. Site #717) $12,287 Objects 1100-subs $5,400 2100- inste aid extra time $2,500 2400 claa extra time $2500 3000-benefits $1,887 5800-contract services $9,000

SS 4. Principal training (Enneagram) To include parent outreach and parent needs analysis in SPSA.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,200 LCFF Supp/Conc Grant (Res 0090) Object 5800- services and operations
SS 5. CAPE application process.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 LCFF Supp/Conc Grant (Res 0090) Object 5800- services and operations
SS 6. Develop above and beyond list stipends for work done to benefit unduplicated students as supported by supplemental and concentration grants.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
SS 7. Provide a TOA/Leadership Development position for all high needs schools with over 1000 students.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$262,400 LCFF Supp/Conc Grant (Res 0090) Objects 1300- salaries $196,436 3000- benefits $65,964
SS 8. Parent Project and Love and Logic.	District wide and school wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,610 LCFF Supp/Conc Grant (Res 0090) Objects 5800- services and operations

SS 9. Consider 4 certificated schools administrative positions to assist principals, students and staff.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500,131 LCFF Supp/Conc Grant (Res 0090) Objects 1300- salaries $371,276 3000- benefits $128,855.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 60% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 55% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress. -Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.25%. Metric: LFA Student -Will reduce chronic absenteeism by 3%. -Will reduces student suspension rates by 5% and maintain number of expulsions at less than 15 expulsions per year. -100% of the sites will provide Basic and Progressive Parent Involvement Opportunities and at least one Innovative Parent Involvement Opportunity annually as defined on the LFA. See page 5-7 of LCAP. -Maintain a 95% approval or higher on parent survey: I have the opportunity to be part of my child's educations working together to help my child.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SS 1. Continue to grow community outreach (Public health, mental health, etc.)	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$45,200 LCFF Supp/Conc Grant (Res 0090) Objects 1100-sub salaries $33,775 3000-benefits $5,425 5800-contracted services $6000

SS 2. Continue to fund Public information officer.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$52,237 LCFF Supp/Conc Grant (Res 0090) Objects 2300-salaries $43,500 3000-benefits $8,737
SS 3. Continue to build and convene DAC, QW & BAC.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21.287 LCFF Supp/Conc Grant (Res 0090 Dept. Site #717) $12,287 Objects 1100-subs $5,400 2100- inste aid extra time $2,500 2400 claa extra time $2500 3000-benefits $1,887 5800-contract services $9,000
SS 4. Continue to provide Principal training (Enneagram.) To support parent outreach and parent needs analysis in SPSA.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,200 LCFF Supp/Conc Grant (Res 0090) Object 5800-services and operations
SS 5. Use feedback from CAPE process to improve systems.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost

SS 6. Continue to review and fund above and beyond list stipends for work done to benefit unduplicated students as supported by supplemental and concentration grants.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
SS 7. Continue to provide a TOA/Leadership Development position for all high needs schools with over 1000 students.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$272,834 LCFF Supp/Conc Grant (Res 0090) Objects 1300- salaries $196,434 3000-benefits $76,400.
SS 8. Parent Project and Love and Logic.	District wide and school wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,610 LCFF Supp/Conc Grant (Res 0090) Objects 5800- services and operations
SS 9. Consider 4 certificated schools administrative positions to assist principals, students and staff.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$542,153 LCFF Supp/Conc Grant (Res 0090) Objects 1300- salaries $389,840 3000-benefits $152,313.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	-There will be no William's complaints filed for teacher mis-assignment, lack of instructional materials, or facility deficiencies district wide. -At least 65% of the possible incentive funding is earned under the "Student Progress" Learning for All Objectives (see areas identified in section 1.) -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress. Growth measure to be determined after first administration of interim assessment. -Career Portfolio completion • Increase students career portfolio participation by 500 students annually. -Maintain a 95% approval or higher on parent survey I am given the opportunity to be part of my child's education working together to help my child. -District wide multiple measures • Report cards: 5% will increase proficiency in reading writing and math by significant subgroups in K-6 (see page 77-86.) • 60% of all students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress.

	-Administer Smarter Balanced assessment annually in grades 3 through 6. Growth measure to be determined after 2014-15 scores are received from State. -In order to increase student performance sites will work to improve student attendance by 0.1%. Metric: LFA Student -Will reduce chronic absenteeism by 4%. -Will reduces student suspension rates by 6% and maintain number of expulsions at less than 15 expulsions per year. -100% of the sites will provide Basic and Progressive Parent Involvement Opportunities and at least one Innovative Parent Involvement Opportunity annually as defined on the LFA. See page 5-7 of LCAP. -Maintain a 95% approval or higher on parent survey: I have the opportunity to be part of my child's educations working together to help my child.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SS 1. Continue to grow community outreach (Public health, mental health, etc.)	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$45,200 LCFF Supp/Conc Grant (Res 0090) Objects 1100-sub salaries $33,243 3000-benefits $5,956 5800-contracted services $6000
SS 2. Continue to fund Public information officer.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$52,237 LCFF Supp/Conc Grant (Res 0090) Objects 2300-salaries $43,500 3000-benefits $8,737
SS 3. Continue to build and convene DAC, QW & BAC.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21.287 LCFF Supp/Conc Grant (Res 0090 Dept. Site #717) $12,287 Objects 1100-subs $5,400 2100- inste aid extra time $2,500 2400 claa extra time $2500 3000-benefits $1,887 5800-contract services $9,000

SS 4. Continue to provide Principal training (Enneagram.) To support parent outreach and parent needs analysis in SPSA.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,200 LCFF Supp/Conc Grant (Res 0090) Object 5800-services and operations
SS 5. Use feedback from CAPE process to improve systems.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost
SS 6. Continue to review and fund above and beyond list stipends for work done to benefit unduplicated students as supported by supplemental and concentration grants.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$TBD pending research
SS 7. Continue to provide a TOA/Leadership Development position for all high needs schools with over 1000 students.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$280,546 LCFF Supp/Conc Grant (Res 0090) Objects 1300- salaries $196,434 3000-benefits $84,112.
SS 8. Parent Project and Love and Logic.	District wide and school wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,610 LCFF Supp/Conc Grant (Res 0090) Objects 5800-services and operations

SS 9. Consider 4 certificated schools administrative positions to assist principals, students and staff.	District wide	X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$557,520 LCFF Supp/Conc Grant (Res 0090) Objects 1300- salaries $389,840 3000-benefits $167,680.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

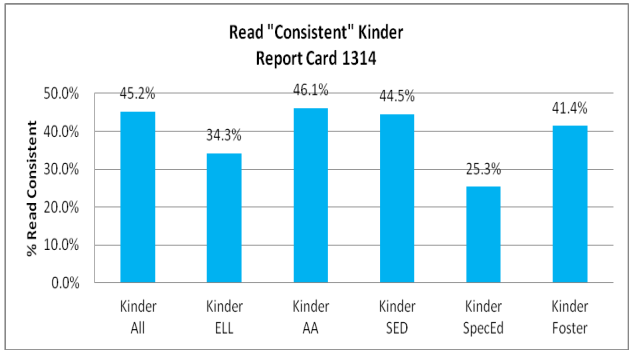
Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) 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?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	All students will meet or exceed mastery in State Standards by integrating 21st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.	Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify LEA, LFA & Board goals & objectives
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students are engaged and supported in their learning as measured by schools earning at least 50% of the possible incentive funding under the "Student Progress" Learning for All (LFA) Objectives. This includes: - At least 95% of parents, student and staff affirming the quality of the school through surveys. Metric: LFA Customer Service -K-6 students who have completed a career portfolio as prescribed by the Career Curriculum by the end of the year. Metric: LFA Plan Student Progress -Administer the Interim Assessment 2 times annually with a 95% participation rate in ELA and Math for each administration to students in grades 2-6 Metric: LFA Student Progress -Administer to all K-1 students a prewriting assessment in addition to the existing year end assessment (prewriting completed by end of October.) Students need to score proficient or above on the year end writing using the VESD CCSS rubric. Metric: LFA Student Progress -Students in grades 2-6 complete a prewriting assessment in addition to the existing year end assessment (prewriting assessments completed by end of October.) Metric: LFA Student Progress -In order to increase student performance sites will work to improve student attendance. Metric: LFA Student Progress	Actual Annual Measurable Outcomes:	Max LFA Value $629,279. Actual LFA value $119,553. Schools earned 19% of available funds. Parent Survey: I would recommend this school to others = 96.22% Student Survey: I am proud of my school = 93.64% Staff Survey: I am treated respectfully by all staff = 92.07% 1,851 portfolios completed/11,000 students = 16% SBAC Interim not available until the spring of 2015. No measure taken. New baseline in 15-16. K= 52.1% proficient or higher on post writing as compared to prewriting 1= 44.4% proficient or higher on post writing as compared to prewriting 2= 35% proficient or higher on post writing as compared to prewriting 3= 23.5% proficient or higher on post writing as compared to prewriting 4= 24.5% proficient or higher on post writing as compared to prewriting 5= 26.8% proficient or higher on post writing as compared to prewriting 6=17.1% proficient or higher on post writing as compared to prewriting 14/15 P-2 ADA 11,170.87 94.5%


Read "Consistent" Kinder
Report Card 1314
% Read Consistent
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
45.2%
34.3%
46.1%
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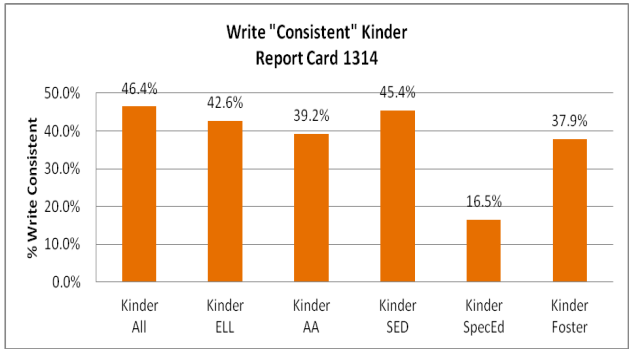
Kinder All
Kinder ELL
Kinder AA
Kinder SED
Kinder SpecEd
Kinder Foster


Write "Consistent" Kinder
Report Card 1314
% Write Consistent
50.0%
40.0%
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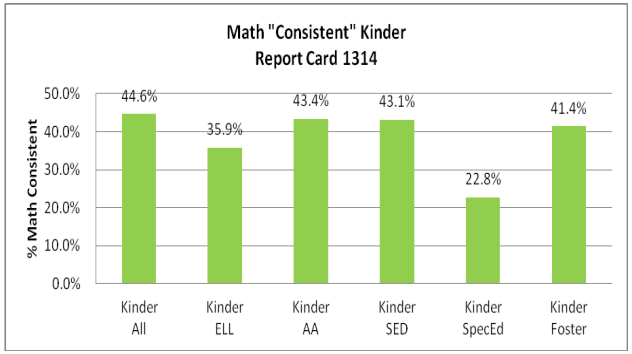
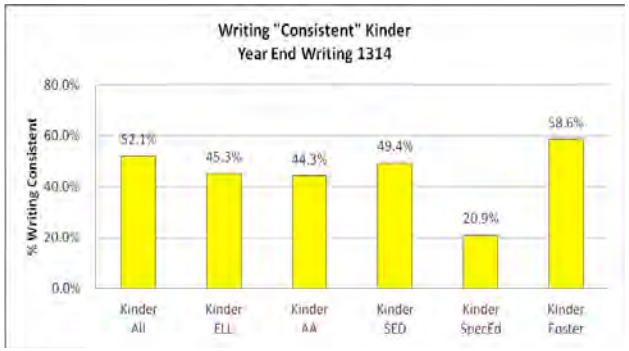
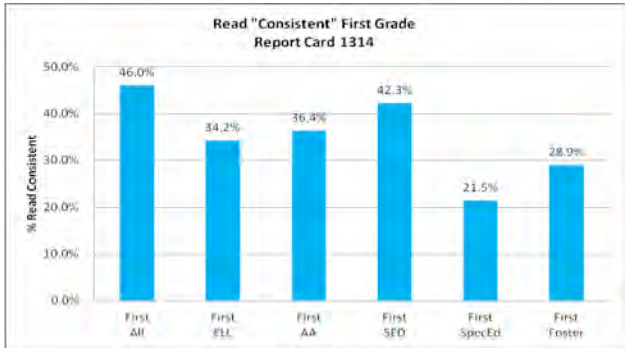
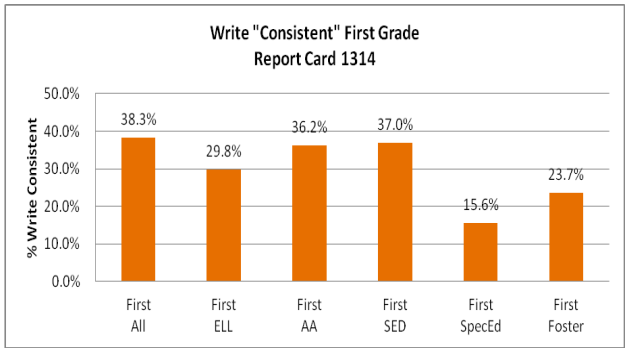
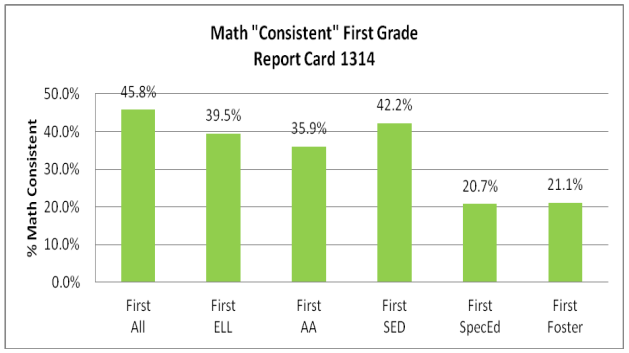
42.6%
39.2%
45.4%
16.5%
37.9%
Kinder All
Kinder ELL
Kinder AA
Kinder SED
Kinder SpecEd
Kinder Foster

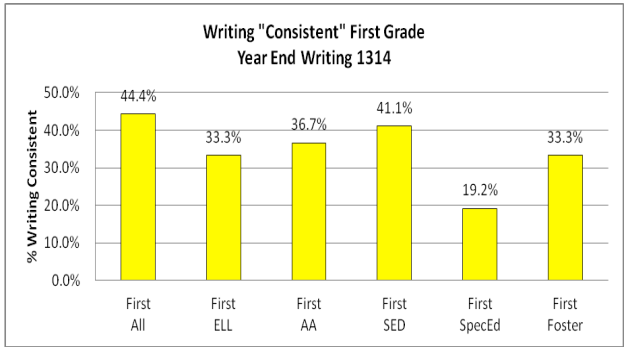

Math "Consistent" Kinder
Report Card 1314
% Math Consistent
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
44.6%
35.9%
43.4%
43.1%
22.8%
41.4%
Kinder All
Kinder ELL
Kinder AA
Kinder SED
Kinder SpecEd
Kinder Foster

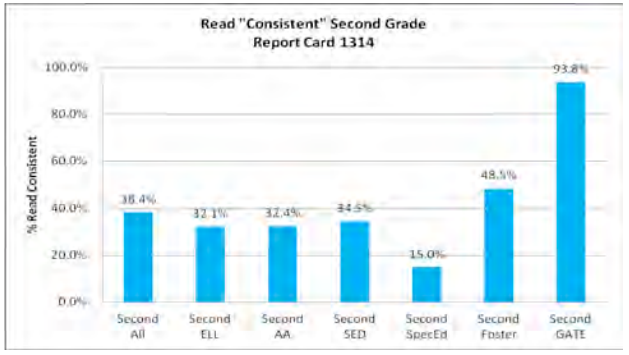

Writing "Consistent" Kinder
Year End Writing 1314
% Writing Consistent
80.0%
60.0%
40.0%
20.0%
0.0%
52.1%
45.3%
44.3%
49.4%
20.9%
58.6%
Kinder All
Kinder ELL
Kinder AA
Kinder SED
Kinder SpecEd
Kinder Foster

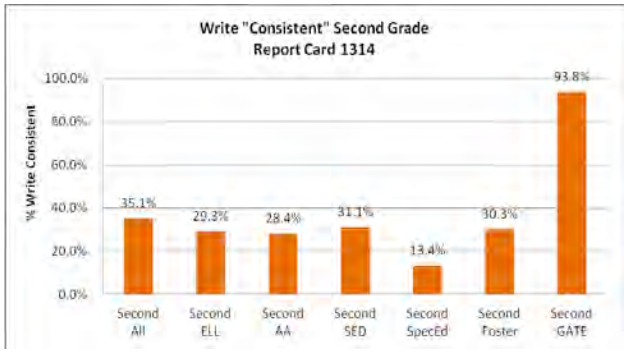

Read "Consistent" First Grade
Report Card 1314
% Read Consistent
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
46.0%
34.2%
36.4%
42.3%
21.5%
28.9%
First All
First ELL
First AA
First SED
First SpecEd
First Foster

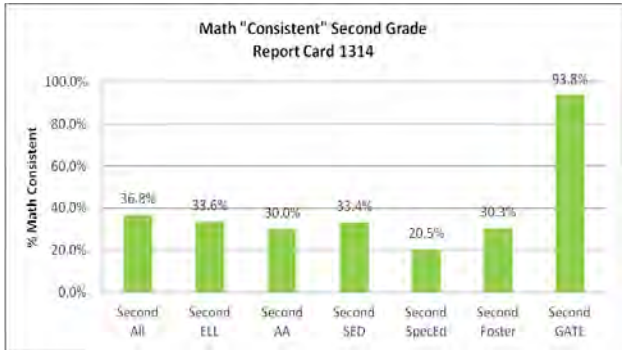

Write "Consistent" First Grade
Report Card 1314
% Write Consistent
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
38.3%
29.8%
36.2%
37.0%
15.6%
23.7%
First All
First ELL
First AA
First SED
First SpecEd
First Foster

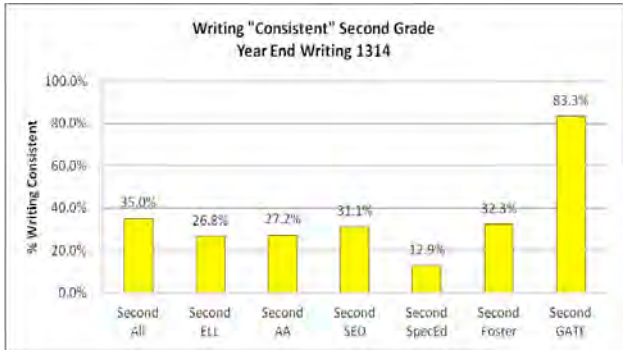

Math "Consistent" First Grade
Report Card 1314
% Math Consistent
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
45.8%
39.5%
35.9%
42.2%
20.7%
21.1%
First All
First ELL
First AA
First SED
First SpecEd
First Foster

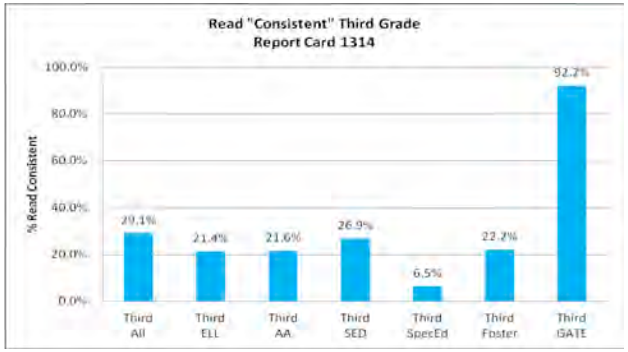

Writing "Consistent" First Grade
Year End Writing 1314
% Writing Consistent
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
44.4%
33.3%
36.7%
41.1%
19.2%
33.3%
First All
First ELL
First AA
First SED
First SpecEd
First Foster

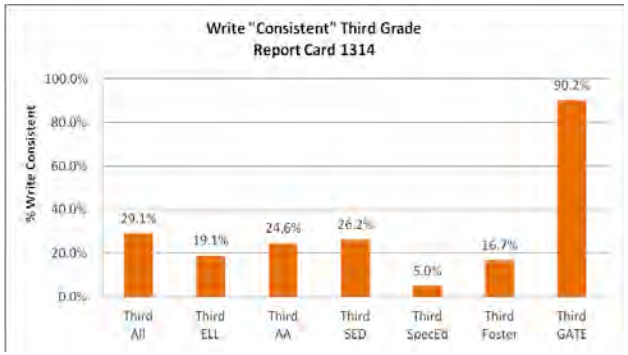

Read "Consistent" Second Grade
Report Card 1314
% Read Consistent
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
38.4%
32.1%
32.4%
34.5%
15.0%
48.5%
93.8%
Second All
Second ELL
Second AA
Second SED
Second SpecEd
Second Foster
Second GATE

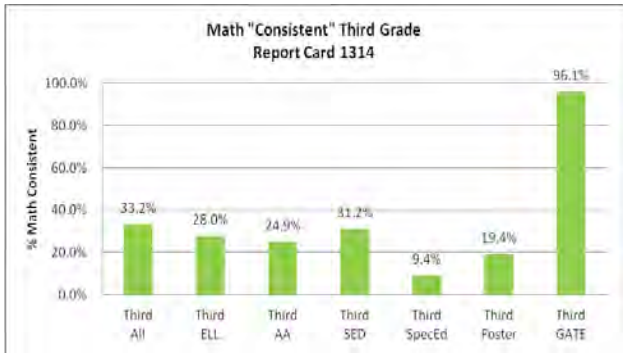

Write "Consistent" Second Grade
Report Card 1314
% Write Consistent
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
35.1%
29.3%
28.4%
31.1%
13.4%
30.3%
93.8%
Second All
Second ELL
Second AA
Second SED
Second SpecEd
Second Foster
Second GATE

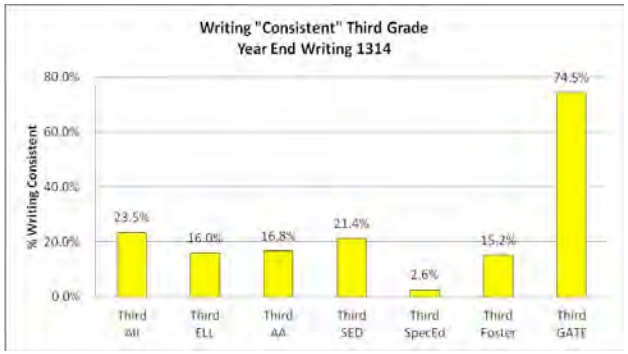

Math "Consistent" Second Grade
Report Card 1314
% Math Consistent
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
36.8%
33.6%
30.0%
33.4%
20.5%
30.3%
93.8%
Second All
Second ELL
Second AA
Second SED
Second SpecEd
Second Foster
Second GATE

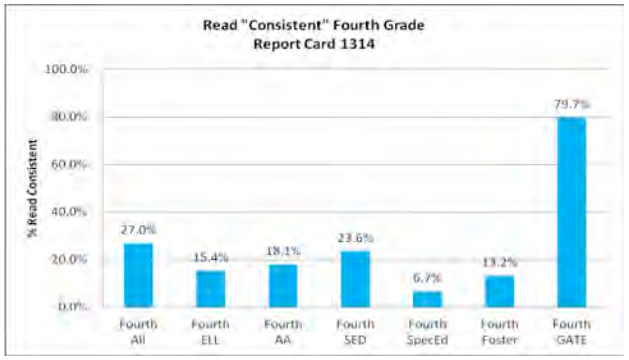

Writing "Consistent" Second Grade
Year End Writing 1314
% Writing Consistent
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
35.0%
26.8%
27.2%
31.1%
12.9%
32.3%
83.3%
Second All
Second ELL
Second AA
Second SED
Second SpecEd
Second Foster
Second GATE

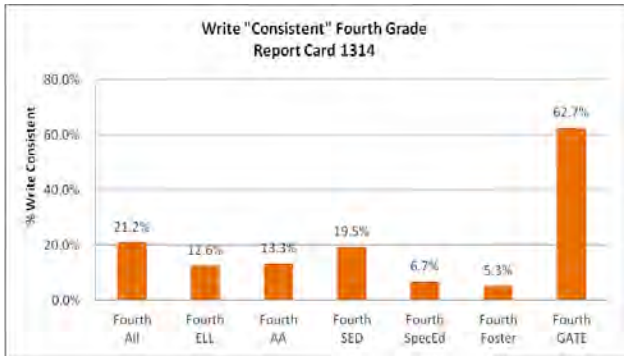

Read "Consistent" Third Grade
Report Card 1314
% Read Consistent
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
29.1%
21.4%
21.6%
26.9%
6.5%
22.2%
92.2%
Third All
Third ELL
Third AA
Third SED
Third SpecEd
Third Foster
Third GATE

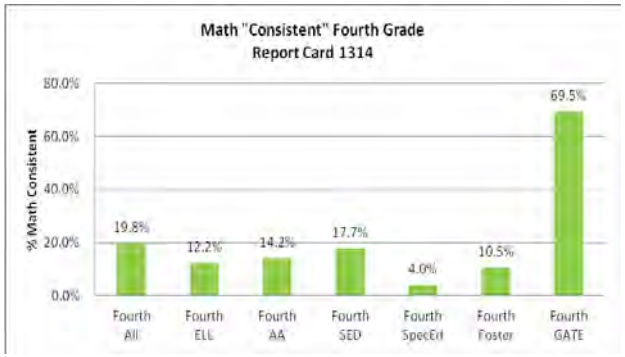

Write "Consistent" Third Grade
Report Card 1314
% Write Consistent
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
29.1%
19.1%
24.6%
26.2%
5.0%
16.7%
90.2%
Third All
Third ELL
Third AA
Third SED
Third SpecEd
Third Foster
Third GATE

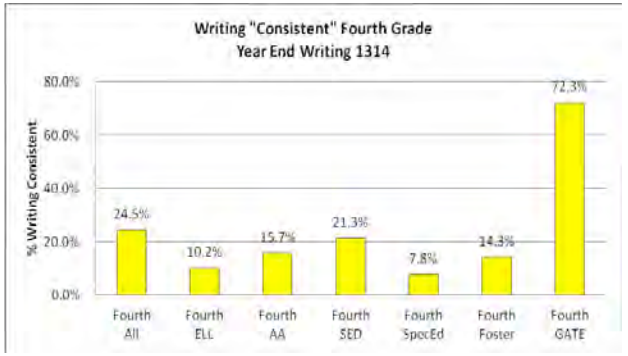

Math "Consistent" Third Grade
Report Card 1314
% Math Consistent
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
33.2%
28.0%
24.9%
31.2%
9.4%
19.4%
96.1%
Third All
Third ELL
Third AA
Third SED
Third SpecEd
Third Foster
Third GATE

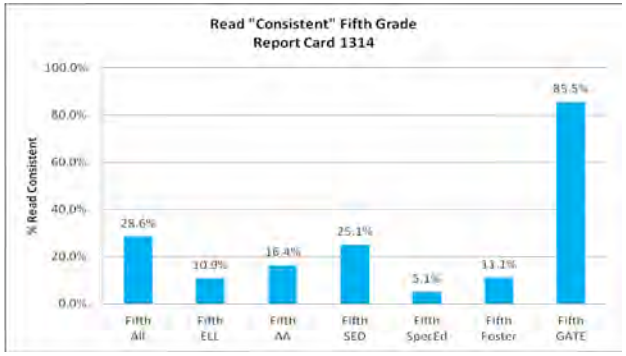

Writing "Consistent" Third Grade
Year End Writing 1314
% Writing Consistent
80.0%
60.0%
40.0%
20.0%
0.0%
23.5%
16.0%
16.8%
21.4%
2.6%
15.2%
74.5%
Third All
Third ELL
Third AA
Third SED
Third SpecEd
Third Foster
Third GATE

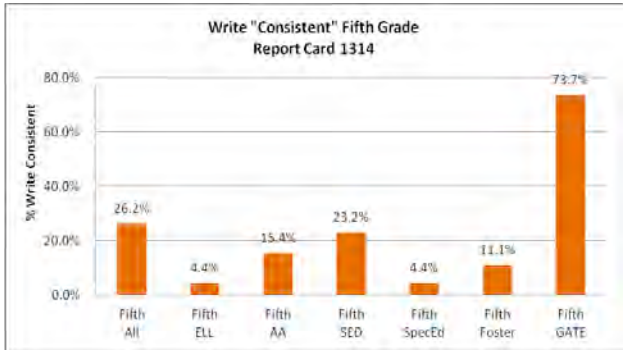

Read "Consistent" Fourth Grade
Report Card 1314
% Read Consistent
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
27.0%
15.4%
18.1%
23.6%
6.7%
13.2%
79.7%
Fourth All
Fourth ELL
Fourth AA
Fourth SED
Fourth SpecEd
Fourth Foster
Fourth GATE

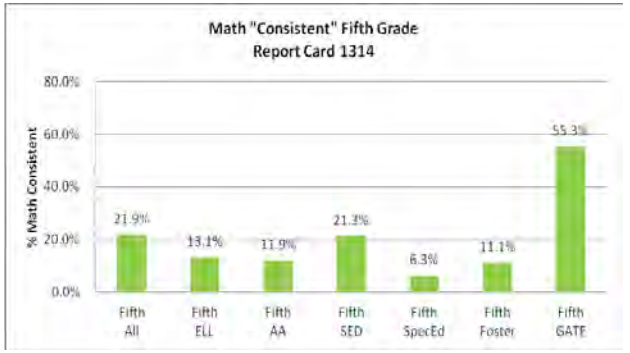

Write "Consistent" Fourth Grade
Report Card 1314
% Write Consistent
80.0%
60.0%
40.0%
20.0%
0.0%
21.2%
12.6%
13.3%
19.5%
6.7%
5.3%
62.7%
Fourth All
Fourth ELL
Fourth AA
Fourth SED
Fourth SpecEd
Fourth Foster
Fourth GATE

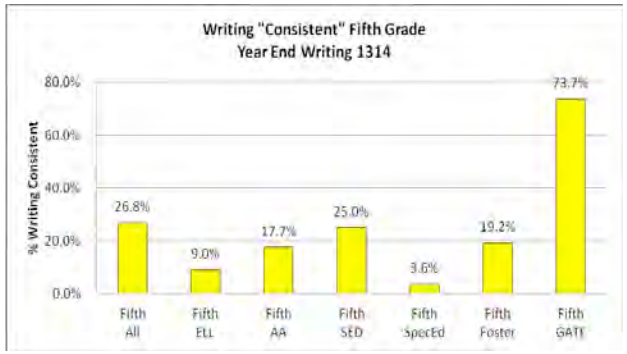

Math "Consistent" Fourth Grade
Report Card 1314
% Math Consistent
80.0%
60.0%
40.0%
20.0%
0.0%
19.8%
12.2%
14.2%
17.7%
4.0%
10.5%
69.5%
Fourth All
Fourth ELL
Fourth AA
Fourth SED
Fourth SpecEd
Fourth Foster
Fourth GATE

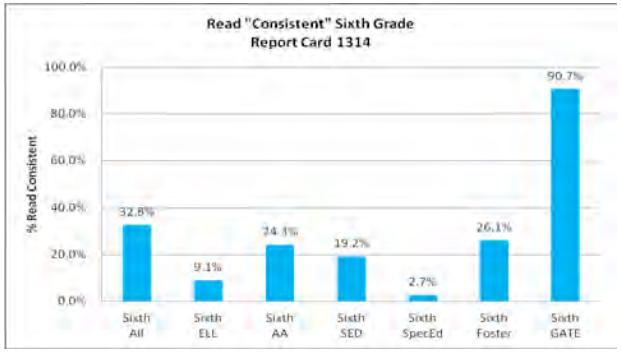

Writing "Consistent" Fourth Grade
Year End Writing 1314
% Writing Consistent
80.0%
60.0%
40.0%
20.0%
0.0%
24.5%
10.2%
15.7%
21.3%
7.8%
14.3%
72.3%
Fourth All
Fourth ELL
Fourth AA
Fourth SED
Fourth SpecEd
Fourth Foster
Fourth GATE

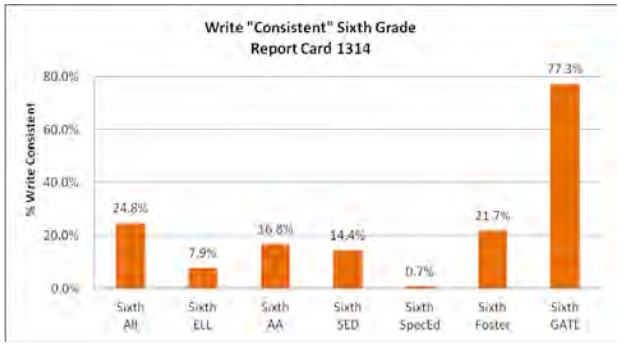

Read "Consistent" Fifth Grade
Report Card 1314
% Read Consistent
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
28.6%
10.9%
16.4%
25.1%
5.1%
11.1%
85.5%
Fifth All
Fifth ELL
Fifth AA
Fifth SED
Fifth SpecEd
Fifth Foster
Fifth GATE

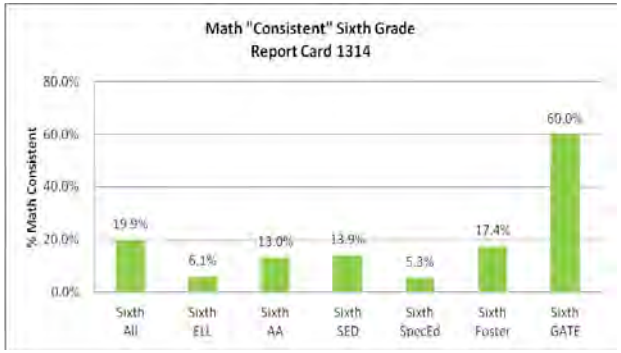

Write "Consistent" Fifth Grade
Report Card 1314
% Write Consistent
80.0%
60.0%
40.0%
20.0%
0.0%
26.2%
4.4%
15.4%
23.2%
4.4%
11.1%
73.7%
Fifth All
Fifth ELL
Fifth AA
Fifth SED
Fifth SpecEd
Fifth Foster
Fifth GATE

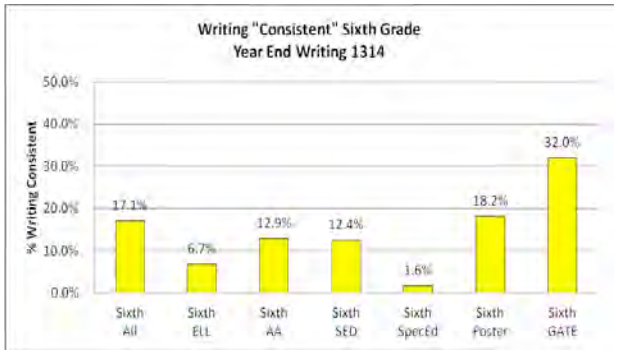

Math "Consistent" Fifth Grade
Report Card 1314
% Math Consistent
80.0%
60.0%
40.0%
20.0%
0.0%
21.9%
13.1%
11.9%
21.3%
6.3%
11.1%
55.3%
Fifth All
Fifth ELL
Fifth AA
Fifth SED
Fifth SpecEd
Fifth Foster
Fifth GATE


Writing "Consistent" Fifth Grade
Year End Writing 1314
% Writing Consistent
80.0%
60.0%
40.0%
20.0%
0.0%
26.8%
9.0%
17.7%
25.0%
3.6%
19.2%
73.7%
Fifth All
Fifth ELL
Fifth AA
Fifth SED
Fifth SpecEd
Fifth Foster
Fifth GATE


Read "Consistent" Sixth Grade
Report Card 1314
% Read Consistent
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
32.8%
9.1%
24.3%
19.2%
2.7%
26.1%
90.7%
Sixth All
Sixth ELL
Sixth AA
Sixth SED
Sixth SpecEd
Sixth Foster
Sixth GATE


Write "Consistent" Sixth Grade
Report Card 1314
% Write Consistent
80.0%
60.0%
40.0%
20.0%
0.0%
24.8%
7.9%
16.8%
14.4%
0.7%
21.7%
77.3%
Sixth All
Sixth ELL
Sixth AA
Sixth SED
Sixth SpecEd
Sixth Foster
Sixth GATE


Math "Consistent" Sixth Grade
Report Card 1314
% Math Consistent
80.0%
60.0%
40.0%
20.0%
0.0%
19.9%
6.1%
13.0%
13.9%
5.3%
17.4%
60.0%
Sixth All
Sixth ELL
Sixth AA
Sixth SED
Sixth SpecEd
Sixth Foster
Sixth GATE



LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A1. Recruit, hire, assign, and retain highly qualified staff to support teaching and learning for all students that reflects instructional practices associated with the 21st century learning skills (e.g., instructional staff, paraprofessionals, site administration, district office staff).	A1. $1,883,555 Funding: LCFF funding, Title I Title II and Title III Objects: 1, 2 & 3XXX	A1. Cost of Step, Column, increases pension contributions, statutory benefits and Health & Welfare packages. Includes the cost to make partial salaries from prior year-whole)	A1. $2,644,261.65 Objects 1xxx-3xxx Sal and ben.
A3. Maintain facilities to maximize efficiency and effectiveness of resources; update equipment based on needs analysis. (LCFF Funding)	A3. $484,007 Funding: LCFF Objects:4,5,6, & 7XXX	A3. All cost associated to RRMA, includes supplies needed for crew to complete repairs and all contract associated with facilities maintenance.	A3. $395,477.49 LCFF (Res 8150 Obj 4xxx-5xxx supplies, services and operartions)
A4. Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with the Common Core State Standards, Next Generation Science Standards, and 21st Century Skills	A4. Provide instructional resources $117,000 Funding: LCFF, Lottery, CCSS, Title I Object: 4XXX	A4. Site purchased instructional resources.	A4. $1,724,874 (Res 0090, 1100, 3010 and 0100 Instructional materials, obj. 4XXX)
A5. Support reduced class sizes in GradesTK-3	A5. $676,319 Funding: LCFF Objects: 1, 2 & 3XXX	A5. 249 teachers needed to support Tk-3rd grade.	A5. $606,074.14 Objects 1, 2, 3xxx Sal and ben.

A6. Add supplies, equipment, and vehicles to maintain services and accommodate growth. A7. Based on the technology plan, continue investment and support for classroom technology (e.g., computers for teachers, students, and administrators; and software)	A6. $1,195,000 Funding: LCFF Objects: 4, 5 & 6XXX A7. $190,000 Funding: LCFF, Objects: 4, 5 & 6XXX	A6. After years of cuts, the need for replacement equipment has increased. A new delivery truck was purchased for the warehouse. A new dump truck was purchased for grounds. New buses were purchased. Maintenance, grounds, technology and custodial departments made purchases to replace aging equipment. A7.383 New Chromebooks were purchased this year. 100 were charged to LCFF funding.	A6. $1,582,259.63 LCFF (Res 0230, 0240, 0616 0620, 8150 and one-time funding from mandate reimbursement funds. (objects; 44xx, 6xxx supplies, services and operations and equipment.) A7. $30,643.68 LCFF (Site 714) Objects 43xx-supplies
Scope of service: District wide and school wide X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: District wide and school wide X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with actions and services as listed in Goal 1. Based on interest and needs expressed by stakeholder and supported by research done by Larry Lezottes in Effective School's Correlates, Baldrige Quality Criteria, and Marzano's research on highly reliability schools, the following actions and services were added in the 2015-16 LCAP: • Provides parent outreach and educations • Utilize SROs to promote and build community relations • Provide sites with LFA incentive funds to recognize and reward student progress and achievement to be spent according to the SPSA • Research TK program • Provide 8 hour school safety coordinator at each site • Research Saturday school to improve attendance and suspensions • Technology and instructional aides to support 1:1 devices for students grades 2-6		

	• Continue to provide behavior interventions, training and supports to address student discipline

Original GOAL from prior year LCAP:	All students in need will meet or exceed mastery in State standards by integrating 21st Century Skills with Math, English Language Art, Science, Social Studies, and Physical Education.	Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify LEA, LFA & Board goals & objectives

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Students are engaged and supported in their learning as measured by schools earning at least 50% of the possible incentive funding under the "Student Progress" Learning for All (LFA) Objectives. This includes: *Students will increase their language proficiency as measured by CELDT specifically for LFA:* *-Grades 1-2-3 that have maintained or increased proficiency on their "overall" score on the CELDT* Metric: LFA Student Progress *-Grades 4-5-6- that have increase their "overall" score on the CELDT* Metric: LFA Student Progress -In order to increase student performance sites will work to improve student attendance Metric: LFA Student Progess -K-6 students who have completed a career portfolio as prescribed by the Career Curriculum by the end of the year. Metric: LFA Student Progress	Actual Annual Measurable Outcomes:	Max LFA Value $629,279. Actual LFA value $119,553. Schools earned 19% of available funds. Grades 1-3 maintained or increased proficiency: $3,495 = 699 students Grades 4-6 increased overall scores: $1,250 = 250 students 7.6% of EL's were redesignated 1,851 portfolios completed/11,00 students = 16% (data not separable by subgroups, new model to extract data to be used in 15-16)

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
B-LI 1. Provide site directed funds to support targeted intervention support as recognized in site plans (SPSA) such as afterschool intervention/ tutoring, etc.	B-LI 1. $5,257,752 Funding: LCFF, Lottery, Title I Objects: 1, 2, 3, 4, 5 & 6XXX	B-Li 1. Sites used portions of their site funding to support targeted interventions.	B-Li 1. $5,980,800.85 All School site funding including

			carryover funds. Objects 1xxx-6xxx sal and ben, supplies, services and operations and equipment.
B-LI 2 .Provide sites with LFA incentive funds to recognize and reward student progress and achievement	B-LI 2. $250,950 Funding: Lottery Objects: 4 & 5XXX	B-Li 2. Sites spent $15,951.55 on student incentives.	B-Li 2. $15,951.55 (Lottery and LCFF Res 0100) Objects 4xxx-5xxx- supplies, services and operations
B-LI 3. Extended learning time/afterschool programs	B-LI 3. $1,795,500 Funding: ASES Grants, LCFF, National School Lunch Program Objects:	B-Li3. 12 Sites host an afterschool program through Think Together supported by the ASES Grant. The District must contribute matching funds equal to 33% of the grant.	B-Li 3. $1,202,397 object 5100 contracted services ASES Grant (Res 6010) Matching funds $396,791 LCFF, Nutrition Services and Think together Salaries and benefits, supplies and food supplies
B-LI 4. Support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.	B-LI 4. $860,000 Funding: LCFF Objects: 5XXX	B-Li 4. District offered quadrant busing beginning in 14/15.	B-Li 4. $2,967,689.76 LCFF Supp/Conc Grant (Res 0230) Objects 2xxx-6xxx sal and ben, supplies, services and operations and equipment.
B-LI 5. Four Support Specialist are available to provide support and training for all teachers including new teacher training, both inside and outside of the classroom.	B-LI 5. $464,267 Funding: Title I, Title II, Title III Objects: 1, 2, & 3XXX	B-Li 5. Only 3 support specialists for most of the year.	B-Li 5. $417,006.51 object 1xxx-3xxx sal and ben.

					Title I Title II and Title III Objects 1300 and 3000
B-LI 6. Five Common Core Coaches for school year 14/15 to ensure successful implementation of Common Core State Standards, through trainings both inside and outside the classroom.		B-LI 6. $517,605 Funding: Title I, Title II Objects: 1, 2, & 3XXX	B-Li 6. Only 4 CCSS coaches for most of the year.		B-Li 6. $494,987.17 Title I and Title II Objects 1300 and 3000 sal and ben.
B-LI 7. Site based parent training and outreach.		B-LI 7. $31,575 Funding: Title I Objects: 4 & 5XXX	B-Li 7. Sites offered a variety of parent outreach.		B-Li 7 $18,518.42 Title I Objected 2100-5800 Sal and ben, supplies, services and operations.
B-LI 8. VESD provides breakfast and lunch through the National School Lunch program.		B-LI 8. $5,511,340 Funding: National School Lunch Program Objects: 1-7's	B-Li 8. VESD provides breakfast at # school and lunch at 17 schools through the National School Lunch program.		B-Li 8. $5,835,299.51 Fund 13 Objects 2xxx-7xxx, All national school lunch program
Scope of service:	District wide and school wide		Scope of service:	District wide and school wide	
__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify) Hispanic, African American, Gifted and Talented Education, special education and low achieving students			__ALL OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify) Hispanic, African American, Gifted and Talented Education, special education and low achieving students		

B-EL 1. Provide professional development to begin shifting practice to address new CCSS aligned English language development standards.		B-EL 1. $37,000 Funding: Title II, Title III Objects: 1, 2, 3, & 5XXX	B-El 1. $20,337 (Silvia) $44,044.21 (subs for staff to attend training).		B-El 1. $64,381.21 Title III Objects 1100, 2100 3000- sal and ben and 5800-operations and services
B-EL 2. Bilingual Aides are provided at various sites to support VESD English language learners.		B-EL 2. $334,364 Funding: LCFF, Title I Objects: 1-3's	B-El 2. School site support 13 site paid bilingual instructional aide positions to support students and teachers in the classroom.		B-El 2. $379,168.10 LCFF Supp/Conc Grant (Res 0090) and Title I Objects 2100 and 3000-sal and ben
B-EL 3. VESD will provide professional development for principals, staff and parents in English language development strategies.		B-EL 3. $46,750 Funding: LCFF, Title II, Title III Objects: 1, 2, 3, & 5XXX	B-El 3. $20,337 (Silvia) $44,044.21 (subs for staff to attend training).		B-El 3. $64,381.21 Title III Objects 1100, 2100 3000-sal and ben and 5800-operations and services
B-EL 4. Provide funding to sites for use in supporting their student needs in purchasing English language development materials. (LCFF, Lottery, Title I Title III		B-EL 4. $5,257,752 Funding: LCFF, Lottery, Title I Objects: 1, 2, 3, 4, 5 & 6XXX	B-El 4. Strategies differ by school site. Examples are professional development for integrated and designated instruction and purchases of exemplars and instructional material.		B-El 4. $5,980,800.85 All School site funding including carryover funds Objects 1100-6400
Scope of service:	District wide and school wide		Scope of service:	District wide and school wide	
__ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

B-FY 1. Provide targeted and responsive counseling and other social and emotional support to Foster Youth	B-FY 1. $TBD Funding: LCFF, SELPA Objects:	B-FY 1. Services are provided through Desert Mountain SELPA at no cost to the District.	B-FY1. No Cost
B-FY 2. Develop and implement a plan for Foster outreach with a county foster liaison, social workers and foster parents.	B-FY 2. $961 Funding: LCFF Objects: 1, 2, 3, 5XXX	B-FY 2. Developed a plan to begin a Foster Youth Committee. Committee began meeting monthly in 14/15.	B-FY 2. $1,024 LCFF Supp/Conc Grant (Dept. Site #707) Object 5800-services and operations
B-FY 3. Monitor foster student progress and provide intervention when needed.	B-FY 3. $4,718 Funding: LCFF Objects: 1, 2, 3XXX	B-FY3. Foster youth is now being tracked in CALPADS and Illuminate. Committee work, planning and providing intervention strategies are continuing in 15/16.	B-FY 3. No Cost
B-FY 4. Develop and implement a plan for identification of foster student and coordinate with school information system.	B-FY 4. $975 Funding: LCFF Objects: 5XXX	B-FY4. Foster Youth is now being tracked in CALPADS and Illuminate.	B-FY 4. No Cost
Scope of service: District wide and school wide		Scope of service: District wide and school wide	
__ALL OR: __Low Income pupils X English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with actions and services as listed in Goal 2. Based on interest and needs expressed by stakeholder and supported by research done by Larry Lezottes in Effective School's Correlates, Baldrige Quality Criteria, and Marzano's research on highly reliability schools, the following actions and services were added in the 2015-16 LCAP: • Consider moving bilingual aides from site directed positions to district directed position • Consider adding 2 certified translators • Purchase ELA/ELD CCSS adoption • Consider EL coaches (4) • Provide English classes for parents • Research and revise and train staff in RTI • Provide research based intervention programs for at risk students • Provide real world experiences • Continue to provide behavior interventions • Continue to focus on goals established by foster advisory committee • Provides awareness for all staff on the needs of foster youth district wide • Provide surrogate parent training to address the need for educational right holders

	• Research and provide professional development regarding foster youth • Add 2 additional support specialist • Site based parent training and outreach • District wide parent training and outreach to dialogue and establish goals • Develop a needs assessment based on feedback from sped staff • Monitor manifestation determination • Increase mainstreaming • Analyze and research Sp Ed preschool population • Provide GATE certification training • Revise GATE ID process • Develop GATE committee • Create GATE IEP

Original GOAL from prior year LCAP:	All Students will receive instruction and support by highly qualified staff who have received professional development as defined in Local Educational Agency Plan and school site plans.	Related State and/or Local Priorities: 1_X 2__ 3__ 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify LEA, LFA, Title III & Board goals & objectives

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	VESD's employees will feel competent in their positions as evidenced in stakeholder surveys. Each survey question will reflect a 1% growth or higher annually: Quality check Survey : "I have the tools (equipment, materials, supplies) that are required to do my job" (baseline 88.85%) and "I have the training that is required to do my job"(baseline 94.83%); Parent Survey: "My school is meeting my child's academic needs" (baseline 91.45%); Staff Survey "My principal visits my class regularly" (baseline 59.16%); Student Survey: "My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned" (baseline 83.65%)	Actual Annual Measurable Outcomes:	I have the tools (equipment, materials, supplies) that are required to do my job = 88.79% I have the training that is required to do my job = 95.24% My school is meeting my child's academic needs = 96.06% My principal visits my class regularly = 83.14% My teacher(s) and I communicate about how I am doing in class and I understand the grades I have earned = 87.23%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A2. Professional development and collaboration to support CCSS implementation for all students	A2. $350,832 Funding: LCFF, Title I, Title II, Title III Objects: 1, 2, 3, & 5XXX	A2 $378,113 (staff development) $14,028 (Support Specialist development)	$392,141 5xxx-services and operations. Title I, II, and III
Scope of service: District wide and school wide X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: District wide and school wide X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with actions and services as listed in Goal 3. Based on interest and needs expressed by stakeholder and supported by research done by Larry Lezottes in Effective School's Correlates, Baldrige Quality Criteria, and Marzano's research on highly reliability schools, the following actions and services were added in the 2015-16 LCAP: • Provide 2 additional support specialist • Provide 5 additional days of training for all certificated staff • Provide 6 hour training for classified staff • Provide educational support training as stated in LEA plan title 3 plan, technology plan, LCAP and SPSA • Provide weekly collaboration for certificated staff • Provide BTSA support for new teachers
Original GOAL from prior year LCAP:	VESD will provide opportunities and possibilities that support the success of all students and the adults that support them.
Related State and/or Local Priorities:	1__ 2__ 3_X 4__ 5_X 6_X 7_X 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Maintain an average attendance rate of 35 parents for the monthly DELAC meetings.
Actual Annual Measurable Outcomes:	Maintained an average attendance rate of 35 parents for the monthly DELAC meetings.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
A8. Provide parent education based on interests and needs expressed by parents		A8. $31,575 Funding: Title I Objects: 4-5XXX	A8 $20,337.40 (Silvia, food, etc.)		$20,337.40 Title III Objects 1100, 2100 3000 sal and ben and 5800-services and operations
Scope of service:	District wide and school wide		Scope of service:	District wide and school wide	
X_ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with actions and services as listed in Goal 4. Based on interest and needs expressed by stakeholder and supported by research done by Larry Lezottes in Effective School's Correlates, Baldrige Quality Criteria, and Marzano's research on highly reliability schools, the following actions and services were added in the 2015-16 LCAP: • Community outreach • Public information officer • Continue to build and convene DAC and QW • Principal training • CAPE application process • Develop above and beyond list stipends • Provide TOA for all high need school with over 1000 students • Provide Parent Project and Love and Logic training

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$_____19,362,192_____

Based on 86% unduplicated pupil count, VESD is estimated to receive LCFF Supplemental and Concentration grant funds in the amount of $19,362,192 for the 15/16 school year to support low income, EL and foster youth students. Because the unduplicated percentage is above 55% in the district and above 40% at each of our school, funds are being used on a district and school wide basis.

In line with Victor Elementary School District's visionary mission statement and based on stakeholder input, these actions and services are designed specifically to increase achievement for English Learners, Low Income Students and Foster Youth. The District will focus energy and resources in three key areas that collectively address the 8 LCFF priorities. Supplemental and Concentration grant funds will be spent on the actions and services outlined in section 3 goal 2 for unduplicated students as driven by the following goals:

1. All students, including students in need will meet or exceed mastery in state standards
2. Provide instruction and support to all students by highly qualified staff
3. Providing opportunities and possibilities to support the success of all students

Use of VESD supplemental and concentration grant funds are based on stakeholder input and research based strategies; they are designated to be used for the actions and services outlined in the LCAP. Specific actions to support these key areas include, but are not limited to, increased targeted literacy interventions, social emotional support services, home to school transportation, professional development related to ELA instructional strategies, equitable distribution of instructional technology, support to increase a broader course of study and support for safe and orderly campuses, parental involvement and community outreach.

B. In the box below, 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).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). 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.

24.01	%

Victor Elementary School District's proportionality for English Learners, Low Income Students and Foster Youth is 24.01% in the LCAP year as calculated by the BASC calculator. With our unduplicated pupil count at 85%, we recognize the need to improve and expand services for our most at risk students and to ensure equity for all. The actions included within the LCAP go above and beyond the proportionality requirement for the District.

In line with Victor Elementary School District's visionary mission statement and based on stakeholder input, actions and services are designed specifically to increase achievement for English Learners, Low Income Students and Foster Youth. In addition to continuing with the actions and services included in the 14/15 LCAP, the following increased actions and services have been included in the 15/16 LCAP:

- Provides parent outreach and educations
- Utilize SROs to promote and build community relations
- Provide sites with LFA incentive funds to recognize and reward student progress and achievement to be spent according to the SPSA
- Research TK program
- Provide 8 hour school safety coordinator at each site
- Research Saturday school to improve attendance and suspensions
- Technology and instructional aides to support 1:1 devices for students grades 2-6
- Consider moving bilingual aides from site directed positions to district directed position
- Consider adding 2 certified translators
- Purchase ELA/ELD CCSS adoption
- Consider EL coaches (4)
- Provide English classes for parents
- Research and revise and train staff in RTI
- Provide research based intervention programs for at risk students
- Provide real world experiences
- Focus on goals established by foster advisory committee
- Provides awareness for all staff on the needs of foster youth district wide
- Provide surrogate parent training to address the need for educational right holders
- Research and provide professional development regarding foster youth
- Add 2 additional support specialist
- Site based parent training and outreach
- Provide 2 additional support specialist
- Provide 5 additional days of training for all certificated staff
- Provide 6 hour training for classified staff
- Provide educational support training as stated in LEA plan title 3 plan, technology plan, LCAP and SPSA
- Provide weekly collaboration for certificated staff
- Provide BTSA support for new teachers
- Community outreach
- Public information officer
- Build and convene DAC and QW
- Principal training
- CAPE application process
- Develop above and beyond list stipends
- Provide TOA for all high need school with over 1000 students
- Provide Parent Project and Love and Logic training
- District wide parent training and outreach to dialogue and establish goals
- Develop a needs assessment based on feedback from sped staff
- Monitor manifestation determination
- Increase mainstreaming
- Analyze and research Sp. Ed preschool population
- Provide GATE certification training
- Revise GATE ID process
- Develop GATE committee
- Create GATE IEP

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]