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

Introduction:

LEA: Chino Valley Unified School District Contact: Wayne Joseph, Superintendent, Wayne_Joseph@chino.k12.ca.us (909) 628-1201 ext. 1100: LCAP Year: 2014/2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
District Background Information **Chino Valley Unified School District** offers premiere educational opportunities for over 29,000 students from Transitional Kindergarten through 12th grade. Nestled in the region known as the Four Corners – on the boundaries of Los Angeles, Orange and Riverside Counties and located within San Bernardino County – the District serves the communities of Chino, Chino Hills, and parts of south Ontario. There are 35 schools in the District including 20 elementary (K-6), 2 Kindergarten – 8th grade, 5 junior highs, 5 high schools, and 3 alternative schools including a virtual program. The District consist of over 49% "unduplicated" students (English Learners, Low Income and/or Foster Youth), as reported by CALPADS Fall 1 Reporting. Eighteen schools have enrollments at or above 50% who are English Learners, Low Income and/or Foster Youth students. Based upon this data, resources in the plan are being allocated to support the achievement of all students, with additional actions and services provided to the English Learners, Low Income and Foster Youth students. The District employs about 2,400 people, making it one of the largest employers in San Bernardino County. The District is home to California Distinguished Schools, a National Blue Ribbon school, Title 1 Achieving Schools and a California Department of Education Service-Learning Leaders School. Student test scores traditionally lead the County of San Bernardino and alternative education opportunities are available for students needing a nurturing environment outside the traditional classroom. The District offers a wide variety of elective courses, ROP career pathways courses, small learning academies, and an F1 Visa program for non-immigrant students, and is responsive to the needs of families offering before and after school care. Thriving performing arts and athletic programs, nationally recognized marching bands, and invigorating parent involvement programs distinguish Chino Valley Unified School District as one of the best school districts in California. Humility, Civility and Service are the District's guiding principles and the District motto is: Student Achievement, Safe Schools and Positive School Climate.	
Stakeholder Engagement **Phase 1** On October 15, 2013, Chino Valley Unified School District (CVUSD) held a Board Study Session for the public with keynote speaker Ron Bennett of School Services of California. Effective outreach and stakeholder engagement was multi-faceted and led by a dynamic facilitator to ensure board and representative feedback throughout the LCAP process while utilizing multiple approaches. The stakeholder processes were based on the 2014-2017 Strategic Plan goals. The message to each stakeholder group was that their input is invaluable and the forums offer	**Stakeholder Engagement** **Phase 1** The presentation included an overview of the Local Control Funding Formula (LCFF) with an emphasis on how it will affect CVUSD and the elements that make up the Local Control Accountability Plan (LCAP).

Involvement Process	Impact on LCAP
an unprecedented opportunity for all stakeholders to play a role in developing a plan that will provide optimum educational benefits for all students.	
Town Hall Forums The LCAP stakeholder involvement process began in November and continued into December with Town Hall forums. Forums were held for parents, community members, students, bargaining unit members including CSEA, certificated staff and administrators, administrators of before- and after-school programs, and English learner parents. The largest groups could choose between two dates and times of day to attend forums to ensure the opportunity for the largest number of invitees to attend. The Town Hall meetings were held as follows:	**Town Hall Forums** The town hall forums were structured to enable participants to learn about LCFF, and the LCAP law and its fundamental components. Prior to attending the town halls, stakeholders were encouraged to read the legislative analyst's comprehensive report, *An Overview of the Local Control Funding Formula,* available on the CVUSD website. CVUSD's Strategic Plan's alignment with the eight state priorities that must be included in the LCAP was presented. Attendees were invited to rotate among small group discussions with peers to obtain their advice on the actions to be included in the LCAP in order to advance the District's goals. At the conclusion of each stakeholder meeting, participants were invited to submit their ideas in writing. The most frequently identified actions were then incorporated into a survey. The data was helpful to gain a district wide perspective of LCAP action priorities and identify the points of agreement among various stakeholder groups and unique to a given stakeholder group.
District-Wide Survey was done from February 12 – February 28, 2014 The list of common themes from each stakeholder group was formatted into a survey that was made available for all stakeholders, whether they attended a forum or not, to prioritize the common themes. A survey for each stakeholder group was designed using the most frequently identified actions unique to each stakeholder group. In the survey, the participants were asked to rank order the most frequently identified actions.	**District-Wide Survey was available from February 12 – February 28, 2014** The survey design allowed for an individual who was a member of more than one stakeholder group or who had children in multiple grade levels or schools to complete a survey for each of those roles. The survey results were analyzed for all stakeholder groups.

Date	Time	Location	Stakeholders
November 12, 2013	03:30 p.m.	Woodcrest JHS	Teachers
November 13, 2013	04:00 p.m.	Townsend JHS	Teachers
November 14, 2013	07:00 a.m.	Board Room	Administrators
November 15, 2013	07:00 a.m.	Board Room	Administrators
November 19, 2013	11:45 a.m.	Board Room	Students
November 20, 2013	05:00 p.m.	Magnolia JHS	Classified Staff
December 03, 2013	09:00 a.m.	Chaparral	Parents
December 10, 2013	06:00 p.m.	Adult School	Parents

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Publicity

Methods used to publicize the opportunities to participate in the LCAP town hall forums and surveys included use of direct email to employees; superintendent letter, invitation & flyer on CVUSD website; Twitter and Facebook; School Messenger phone calls to parents; placement of news stories in the local newspapers; announcements at Board of Education meetings; flyers available at school sites and throughout the District Office; school newsletters; and School Fusion. Personal invitations were made to parents at the November PTSA and the January DELAC meetings. Additionally, schools employed a variety of methods to bring parents to the forums including personal invitation.

Stakeholder Engagement
Phase 2

The data from the stakeholder town hall forums and surveys was compiled into charts and served as the basis for decision-making among stakeholders in the second phase of the stakeholder engagement process.

Think Tank

A Think Tank comprised of four members from each group including certificated, classified, administrators and the executive cabinet team met to review stakeholder feedback from stakeholder forums and survey results. The Think Tank meetings were held as follows:

Date	Time	Location	Stakeholders
March 20, 2014	08:00 a.m.	Board Room	Teachers, Administrators, Classified, and Cabinet
March 24, 2014	08:00 a.m.	Board Room	Teachers, Administrators, Classified, and Cabinet

DELAC Parent Representatives

DELAC parents met twice to review the results of the first two steps and prepared and formed recommendations for consideration as LCAP action recommendations. The group also reviewed the draft LCAP prior to the public hearing and adoption by the Board of Education.

DELAC parent meetings were held as follows:

Date	Time	Location	Stakeholders
March 25, 2014	09:00 a.m.	Board Room	DELAC Parents
April 22, 2014	09:00 a.m.	Board Room	DELAC Parents

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Publicity

A variety of publicity efforts increased public engagement in the process and allowed for diverging opinions to emerge.

Stakeholder Engagement
Phase 2

Think Tank

The focus of the think tank was to review results of the first two steps (town hall meetings and surveys) and prepare and form recommendations for consideration as LCAP actions and services recommendations. Representatives of the think tank will review the draft LCAP prior to the public hearing and adoption by the Board of Education.

DELAC Parent Representatives

Parents were concerned about staff cuts in school offices and had their concerns addressed with the addition of Spanish speaking clerks at the schools with the greatest need. Parents were able to see that the concerns they raised were addressed such as Class Size Reduction and are an integral part of the LCAP. Parents learned of new programs such as pathways and the process to implement new programs and curriculum. Items that are not included in the LCAP were also addressed and parents were provided with the reasoning behind understand the why or why not something is in the LCAP. Hiring more teachers and staff to provide coaching and interventions for students at-risk was something that parents also indicated they were in favor of and is also an important aspect

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Parent Advisory Committee

The LCAP Parent Advisory Committee, a cross section of the CVUSD community including representatives of several special interest groups including low socioeconomic, GATE, English Language Learns, foster youth, and Special Education, reviewed results of the first two steps and formed recommendations for consideration as LCAP action recommendations. The Committee also reviewed the draft LCAP prior to the public hearing and adoption by the Board of Education.

Parent Advisory Committee meetings were held as follows:

Date	Time	Location	Stakeholders
March 27, 2014	09:00 a.m.	Board Room	Parent Advisory Committee
April 21, 2014	09:00 a.m.	Board Room	Parent Advisory Committee

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of the LCAP. Parents want the District to attract more parents to educational academies and support the creation of a CVUSD academy. A glossary was prepared to help the parents with acronyms contained with the LCAP and received with appreciation.

Parent Advisory Committee

Parents were able to see that the concerns they raised were addressed such as Class Size Reduction and are an integral part of the LCAP. Parents learned of new programs such as pathways and the process to implement new programs and curriculum. Items that are not included in the LCAP were also addressed and parents were provided with the reasoning behind understand the why or why not something is in the LCAP. Hiring more teachers and staff to provide coaching and interventions for students at-risk was something that parents also indicated they were in favor of and is also an important aspect of the LCAP. Parents suggested that we insert the times of the town hall forums into the LCAP plan and that was done. Parents want the District to attract more parents to educational academies and support the creation of a CVUSD academy. A glossary was prepared to help the parents with acronyms contained with the LCAP and received with appreciation.

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Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17	
Need: Increase percentage of teachers who are appropriately assigned and credentialed. **Metric:** Misassignment report **Need:** Students have standards aligned curriculum and facilities in good repair. **Metric:** Williams/FIT reports	**Goal 1:** All students are provided basic services, including, teachers appropriately assigned and credentialed, access to standards aligned materials and facilities in good repair.	All	All		97% of teachers are appropriately assigned and credentialed based on district misassignment report. 100% of students have access to standards aligned curriculum /materials based on the Williams Report. 70% of facilities will have a good or higher rating with minimal deficiencies based on the Williams and FIT reports.	98% of teachers are appropriately assigned and credentialed based on district misassignment report. 100% of students have access to standards aligned curriculum /materials based on the Williams Report. 80% of facilities will have a good or higher rating with minimal deficiencies based on the Williams and FIT reports.	99% of teachers are appropriately assigned and credentialed based on district misassignment report. 100% of students have access to standards aligned curriculum /materials based on the Williams Report. 90% of facilities will have a good or higher rating with minimal deficiencies based on the Williams and FIT reports.	**A: Conditions of Learning** (1) Basic services; (2) Implementation of state standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: Increase utilization of instructional practices and materials aligned to CCSS in ELA/ELD, Math, and NGSS. **Metric:** Classroom observations and walk through surveys. **Need:** Literacy standards will be incorporated into all subject areas. **Metric:** Classroom observations and walk through surveys	**Goal 2:** Staff will utilize instructional practices and materials aligned to CCSS. NGSS will be implemented in 2016/2017.	All	All		Establish a district wide baseline for utilization of instructional practices and materials aligned to CCSS based on classroom observations and walk through surveys.	Increase instructional practices and materials use aligned to CCSS.	Increase instructional practices and materials use aligned to CCSS. NGSS implementation.	**A: Conditions of Learning** (1) Basic services; (2) Implementation of state standards
Need: Increase percentage of students having access and are enrolled in a broad course of subject areas. **Metric:** Master schedules/A-G completion report/Senior survey. Utilize any and all metrics applicable to state priorities.	**Goal 3:** Students will have access to a broad course of subject areas which leads to graduation and success in college and career.	High School	High School		All students will increase enrollment by 0.25% in the A-G course offering as compared to the 2013-2014 data. Establish a baseline as measured by the District Senior	All students will increase enrollment by 0.25% in the A-G course offering as compared to the 2014-2015 data. Based on the data obtained from the District Senior Survey, course	All students will increase enrollment by 0.25% in the A-G course offering as compared to the 2015-2016 data. Based on the data obtained from the District Senior Survey, course	**A: Conditions of Learning** (7) Course access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17	
					Survey indicating student access to courses which prepared them for college and career.	offerings will be adjusted as necessary.	offerings will be adjusted as necessary.	
Need: Increase student achievement. **Metric:** Common assessments, District benchmarks, end-of-course assessments. Utilize any and all metrics applicable to state priorities.	**Goal 4:** Students will be prepared to succeed in college and career.	All	All		Establish baseline data of district benchmarks aligned to CCSS.	Increase by 5% on the baseline data from the prior year for all subgroups.	Increase by 5% on the data from the prior year for all subgroups.	**B: Pupil Outcomes** (4) Student achievement: (8) Other pupil outcomes
Need: Increase percentage of students who are college and career ready. **Metric:** A-G course completion, ELA RCD Unit Culminating Activities- K-12, AP exam. Utilize any and all metrics applicable to state priorities.	**Goal 5:** Students will possess 21st century skills which lead to graduation and success in college and career.	All; English learners; Foster Youth; LI	All; English learners; Foster Youth; LI		Students will increase enrollment by 0.25% in the A-G course offering as compared to the 2013-2014 data. Increase enrollment in the high school pathways.	Students will increase enrollment by 0.25% in the A-G course offering as compared to the 2014-2015 data. Increase enrollment in the high school pathways.	Students will increase enrollment by 0.25% in the A-G course offering as compared to the 2015 -2016 data. Increase enrollment in the high school pathways.	**B: Pupil Outcomes** (4) Student achievement: (8) Other pupil outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17	
					Create and develop rubrics for End of Unit Culminating Activities which demonstrates 21st Century Education Skills taught within ~~RCD~~ ELA Units of Study. Teachers will be encouraged to collaborate during their PLC time to ensure they have a solid understanding of their ELA units of study.	Establish a baseline for percentage of students proficient as measured by the ~~RCD~~ ELA End of Unit Culminating Activity Rubrics. Teachers will be encouraged to collaborate during their PLC time to ensure they have a solid understanding of their ELA units of study.	Increase by 5% students proficient as measured by the ~~RCD~~ ELA End of Unit Culminating Activity Rubrics. Teachers will be encouraged to collaborate during their PLC time to ensure they have a solid understanding of their ELA units of study.	
Need: Increase percentage of students who pass the AP exam with a score of 3 or higher **Metric:** AP exam results	**Goal 5:** Students will possess 21st century skills which will lead to graduation and success in college and career.	All; English learners; Foster Youth; LI	All; English learners; Foster Youth; LI		Increase by 1% the number of students passing the AP exam with a score of 3 or higher.	Increase by 1% the number of students passing the AP exam with a score of 3 or higher.	Increase by 1% the number of students passing the AP exam with a score of 3 or higher.	**B: Pupil Outcomes** (4) Student achievement: (8) Other pupil outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17	
Need: Increase reclassification rates so that students have increased opportunity to take advanced courses. **Metric:** Reclassification data	**Goal 6:** English learners receive increased opportunities to enroll in more advanced courses, leading to college and career readiness.	English learners	English learners		65% of English Learners will progress at least one ELD level annually as measured by the CELDT. 16% of ELs will be reclassified.	66% All English Learners will progress at least one ELD level annually as measured by the CELDT. 16.5% ELs will be reclassified.	67% All English Learners will progress at least one ELD level annually as measured by the CELDT. 17% ELs will be reclassified.	**B: Pupil Outcomes** (4) Student achievement
Need: Increase percentage of students scoring "Ready for College" on the EAP **Metric:** EAP data	**Goal 7:** Students will be ready for college without remediation.	High school	High school		Establish a baseline of students scoring "Ready for College" in ELA and math on the EAP using the SBAC 11th grade assessment.	Increase by 0.25% of students scoring "Ready for College" in ELA and math on the EAP using the SBAC 11th grade assessment.	Increase by 0.25% of students scoring "Ready for College" in ELA and math on the EAP using the SBAC 11th grade assessment.	**B: Pupil Outcomes** (4) Student achievement
Need: Increase participation of EL, Foster, and LI parents and family input into the student learning related process. **Metric:** Surveys, WASC	**Goal 8:** Students, parents, staff and community receive ongoing and timely communication.	English learners; Foster Youth; LI	All		Establish a baseline of parents who indicated they had an opportunity to provide input into the student learning related	Increase by 1% the total number of parents who indicated they had an opportunity to provide input into the student	Increase by 1% the total number of parents who indicated they had an opportunity to provide input into the student	**C:Engagement** (3) Parental Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17	
reports					process as measured through the end of the year "parent survey."	learning related process as measured through the end of the year "parent survey."	learning related process as measured through the end of the year "parent survey."	
Need: Increase EL, Foster, and LI parent and family participation in parent programs **Metric:** PIQE, PFL, SMARTS	**Goal 8:** Students, parents, staff and community receive ongoing and timely communication.	English learners; Foster Youth; LI	All		Establish a baseline of parents participating in parents programs, trainings and/or workshops as measured by sign-in sheets and surveys.	Increase by 1% the total number of parents participating in parents programs, trainings and/or workshops as measured by sign-in sheets and surveys.	Increase by 1% the total number of parents participating in parents programs, trainings and/or workshops as measured by sign-in sheets and surveys.	**C:Engagement** (3) Parental Involvement
Need: Increase student attendance **Metric:** attendance reports	**Goal 9:** Increase student attendance rates and graduation rates to reduce the number of student drop outs.	All	All		District will attain a 97.5% student attendance rate as measured by P2 report.	District will maintain a 97.5% student attendance rate as measured by P2 report.	District will maintain a 97.5% student attendance rate as measured by P2 report.	**C:Engagement** (5) Student engagement
Need: Decrease percentage of students who drop-out. **Metric:** CALPADS/ Dataquest	**Goal 9:** Increase student attendance rates and graduation rates to reduce the number of student drop outs.	All	All		Reduce by 0.5% the number of students who drop-out of school as measured by CALPADS.	Reduce by 0.5% the number of students who drop-out of school as measured by CALPADS.	Reduce by 0.5% the number of students who drop-out of school as measured by CALPADS.	**C:Engagement** (5) Student engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17	
Need: Increase percentage of students who graduate high school **Metric:** Dataquest	**Goal 9:** Increase student attendance rates and graduation rates to reduce the number of student drop outs.	All	All		Increase graduation rate by 0.5% as measured by CALPADS.	Increase graduation rate by 0.5% as measured by CALPADS.	Increase graduation rate by 0.5% as measured by CALPADS.	**C:Engagement** (5) Student engagement
Need: Decrease percentage of students who are suspended **Metric:** Suspension report	**Goal 10:** Provide safe and secure school environments.	All	All		Decrease the number of students suspended by 0.2% as measured by AERIES report.	Decrease the number of students suspended by 0.2% as measured by AERIES report	Decrease the number of students suspended by -0.2% as measured by AERIES report	**C:Engagement** (6) School climate
Need: Decrease percentage of students who are expelled. **Metric:** Expulsion report	**Goal 10:** Provide safe and secure school environments.	All	All		Decrease the number of students expelled by 0.1% as measured by AERIES report.	Decrease the number of students expelled by 0.1% as measured by AERIES report.	Decrease the number of students expelled by 0.1% as measured by AERIES report.	**C:Engagement** (6) School climate
Need: Increase percentage of students who feel safe and connected to their school. **Metric:** Healthy Kid Surveys, School Surveys	**Goal 10:** Provide safe and secure school environments.	All	All		Increase the number of students who feel safe and connected to their school based on the Healthy Kids Survey and District Senior Survey.	Increase the number of students who feel safe and connected to their school based on the Healthy Kids Survey and District Senior Survey.	Increase the number of students who feel safe and connected to their school based on the Healthy Kids Survey and District Senior Survey.	**C:Engagement** (6) School climate

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014/15	**Year 2: 2015/16**	**Year 3: 2016/17**
Goal 1: All students are provided basic services, including, teachers appropriately assigned and credentialed, access to standards aligned materials and facilities in good repair.	**A: Conditions of Learning** (1) Basic services; (2) Implementation of state standards	**1.** Recruit and retain highly qualified staff	LEA-wide		1.1. Attend recruitment fairs ($15,000 – LCFF-base) (Object range 5000) 1.2. Additional certificated FTEs to lower K-3 class size district-wide ($2.0M – LCFF base) (Object range 1000/3000)	1.1. Attend recruitment fairs ($15,000 – LCFF base) (Object range 5000) 1.2. Additional certificated FTEs to lower K-3 class size district-wide ($1.0M – LCFF base) (Object range 1000/3000)	1.1. Attend recruitment fairs ($15,000 – LCFF base) (Object range 5000) 1.2. Additional certificated FTEs to lower K-3 class size district-wide ($1.0M – LCFF base) (Object range 1000/3000)
		2. Provide CCSS aligned instructional materials	LEA-wide		2.1. CCSS aligned instructional materials/ textbook adoptions ($2.5M – Common Core funds) (Object range 4000) 2.2. CCSS aligned supplemental materials ($130K – Common Core funds) (Object range 4000) 2.3. Duplication of CCSS materials ($210K – Common Core funds) (Object range 5000)	2.1. CCSS aligned instructional materials/ textbook adoptions ($2.0M – LCFF base) (Object range 4000) 2.2. CCSS aligned supplemental materials ($130K – LCFF base) (Object range 4000) 2.3. Duplication of CCSS materials ($210K – LCFF base) (Object range 5000)	2.1. CCSS aligned instructional materials/ textbook adoptions ($4.0M – LCFF base) (Object range 4000) 2.2. CCSS aligned supplemental materials ($130K – LCFF base) (Object range 4000) 2.3. Duplication of CCSS materials ($210K – LCFF base) (Object range 5000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
		3. Provide adequate technology infrastructure and equipment	LEA-wide		3.1. Upgrade of technology infrastructure and acquisition of computers and equipment ($7M – Common Core funds/LCFF base) (Object range 5000/6000)	3.1. Upgrade of technology infrastructure and acquisition of computers and equipment ($2M – LCFF base) (Object range 5000/6000)	3.1. Upgrade of technology infrastructure and acquisition of computers and equipment ($1M – LCFF base) (Object range 5000/6000)
		4. Provide 21st Century technology	LEA-wide		4.1. Pilot 21st century technology ($100K – LCFF base) (Object range 5000)	4.1. Continue to Pilot 21st century technology ($100K – LCFF base) (Object range 5000)	4.1 Implementation of 21st century technology ($2M – LCFF base) (Object range 5000)
		5. Maintain facilities in good repair	LEA-wide		5.1. Continuance of Deferred Maintenance Program ($2.5M – LCFF base) (Object range 7000)	5.1. Continuance of Deferred Maintenance Program ($3.0M – LCFF base) (Object range 7000)	5.1. Continuance of Deferred Maintenance Program ($3.0M – LCFF base) (Object range 7000)
Goal 2: Staff will utilize instructional practices and materials aligned to CCSS. NGSS will be implemented in 2016/2017	**A: Conditions of Learning** (1) Basic services; (2) Implementation of state standards	**1.** Provide professional development in CCSS and 21st Century skills.	LEA-wide		1.1. Development of CCSS units of study ($500K – Common Core funds) (Object range 5000) 1.2. In-house/Contracted professional development trainings ($800K –Title II; $200K LCFF-base) (Object range 1000/3000/5000)	1.1. Development of CCSS units of study ($400K – LCFF base) (Object range 5000) 1.2. In-house/Contracted professional development trainings ($800K –Title II; $200K LCFF base) (Object range 1000/3000/5000)	1.1. Development of CCSS units of study ($100K – LCFF base) (Object range 5000) 1.2. In-house/Contracted professional development trainings ($800K – Title II ; $200K LCFF base) (Object range 1000/3000/5000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
Goal 3: Students will have access to a broad course of subject areas which leads to graduation and success in college and career.	**A: Conditions of Learning** (7) Course access	**1.** Increase and improve elective course offerings	School-wide		1.1. Additional certificated FTEs for elective course offerings. ($160K – LCFF base) (Object range 1000/3000) 1.2. Explore signature practices for our schools. ($5,000 – LCFF base) (Object range 4000)	1.1. Maintain certificated FTEs for elective course offerings. ($160K – LCFF supp) (Object range 1000/3000) 1.2. Continue exploring signature practices for our schools. ($5,000 – LCFF base) (Object range 4000)	1.1. Maintain certificated FTEs for elective course offerings. ($160K – LCFF supp) (Object range 1000/3000) 1.2. Continue exploring signature practices for our schools. ($5,000 – LCFF base) (Object range 4000)
Goal 4: Students will be prepared to succeed in college and career. **Goal 5:** Students will possess 21st century skills which lead to graduation and success in college and career.	**B: Pupil Outcomes** (4) Student achievement; (8) Other pupil outcomes **B: Pupil Outcomes** (4) Student achievement; (8) Other pupil outcomes	**1.** Expand the Multi-Tiered System of Support (MTSS) model to provide intervention services to all students needing additional support (academic and behavioral) **2.** Expand career pathways through Linked Learning (CTE) including hands-on experiences from HS to JHS and Elementary	LEA-wide LEA-wide		1.1. Pilot behavioral intervention materials/Measurement tools ($100K – Mental Health) (Object range 4000) 2.1. Linked Learning (CTE) Coordinator ($130K – Pending award of CCPT Grant) (Object range 1000/3000) 2.2. Additional Certificated FTE's for pathway courses ($320K – Pending award of CCPT Grant) (Object range 1000/3000)	1.1. Behavioral intervention materials/Measurement tools ($500K – Mental Health) (Object range 4000) 2.1. Maintain Linked Learning (CTE) Coordinator ($130K – Pending award of CCPT Grant) (Object range 1000/3000) 2.2. Maintain Certificated FTE's for pathway courses ($320K – Pending award of CCPT Grant) (Object range 1000/3000)	1.1. Behavioral intervention materials/Measurement tools ($100K – Mental Health (Object range 4000) 2.1. Maintain Linked Learning (CTE) Coordinator ($130K – Pending award of CCPT Grant) (Object range 1000/3000) 2.2. Maintain Certificated FTE's for pathway courses ($320K – Pending award of CCPT Grant) (Object range 1000/3000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
Goal 6: English learners receive increased opportunities to enroll in more advanced courses leading to college and career readiness. **Goal 7:** Students will be ready for college without remediation	**B: Pupil Outcomes** (4) Student achievement; **B: Pupil Outcomes** (4) Student achievement;				2.3. Professional Development for Linked Learning (CTE) ($25,000 – Pending award of CCPT Grant) (Object range 1000/3000/5000) 2.4. Extend career technician hours ($55,000 – Pending award of CCPT Grant) (Object range 2000/3000) 2.5. Classified Community/Business Liaison ($65,000 – Pending award of CCPT Grant) (Object range 2000/3000) 2.6. Externships for Teachers/Internships for Students ($10,000 – Pending award of CCPT Grant) (Object range 5000)	2.3. Professional Development for Linked Learning (CTE) ($25,000 – Pending award of CCPT Grant) (Object range 1000/3000/5000) 2.4. Maintain career technician hours ($55,000 – Pending award of CCPT Grant) (Object range 2000/3000) 2.5. Maintain Classified Community/Business Liaison ($65,000 – Pending award of CCPT Grant) (Object range 2000/3000) 2.6. Externships for Teachers/Internships for Students ($10,000 – Pending award of CCPT Grant) (Object range 5000)	2.3. Professional Development for Linked Learning (CTE) ($25,000 – Pending award of CCPT Grant) (Object range 1000/3000/5000) 2.4. Maintain career technician hours ($55,000 – Pending award of CCPT Grant) (Object range 2000/3000) 2.5. Maintain Classified Community/Business Liaison ($65,000 – Pending award of CCPT Grant) (Object range 2000/3000) 2.6. Externships for Teachers/Internships for Students ($10,000 – Pending award of CCPT Grant) (Object range 5000)
Goal 8: Students, parents, staff and community receive ongoing and timely communication.	**C:Engagement** (3) Parental Involvement	**1.** Improve parent engagement through the use of community outreach **2.** Promote and expand parent and	LEA-wide LEA-wide School-wide		1.1. Enhance CVUSD's web hosting service ($40,000 – E-rate, LCFF base) (Object range 5000) 2.1. 21st Century Education/SBAC Information	1.1. Enhance CVUSD's web hosting service ($25,000 – E-rate, LCFF base) (Object range 5000) 2.1. 21st Century Education/NGSS	1.1. Enhance CVUSD's web hosting service ($25,000 – E-rate, LCFF base) (Object range 5000) 2.1. 21st Century Education Information Nights

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
		family participation in parent programs			Nights ($4,000 – LCFF base) (Object range 4000/5000)	Information Nights ($4,000 – LCFF base) (Object range 4000/5000)	($4,000 – LCFF base) (Object range 4000/5000)
					2.2. Parent Academies development	2.2. Parent Academies ($15,000 – LCFF base) (Object range 4000/5000)	2.2. Parent Academies ($15,000 – LCFF base) (Object range 4000/5000)
					2.3. Facilitator Services ($7,500 – LCFF base) (Object range 5000)	2.3. Facilitator Services ($7,500 – LCFF base) (Object range 5000)	2.3. Facilitator Services ($7,500 – LCFF base) (Object range 5000)
		3. Encourage parent, family and community input in their students' learning	LEA-wide School-wide		3.1. Develop and distribute district wide and site based surveys ($1,000 – LCFF base) (Object range 4000)	3.1. District wide and site based surveys ($1,000 – LCFF base) (Object range 4000)	3.1. District wide and site based surveys ($1,000 – LCFF base) (Object range 4000)
					3.2. District-wide and site-based community forums related to LCAP ($1,000 – LCFF base) (Object range 4000/5000)	3.2. District-wide and site-based community forums ($1,000 – LCFF base) (Object range 4000/5000)	3.2. District-wide and site-based community forums ($1,000 – LCFF base) (Object range 4000/5000)
Goal 9: Increase student attendance rates and graduation rates to reduce the number of student drop outs.	**C:Engagement** (5) Student engagement	**1.** Promote "Attendance Counts"	LEA-wide		1.1. Saturday School ($20,000 – LCFF base) (Object range 1000/3000)	1.1. Saturday School ($20,000 – LCFF base) (Object range 1000/3000)	1.1. Saturday School ($20,000 – LCFF base) (Object range 1000/3000)
					1.2. Attendance incentives back to school site budgets ($20,000 – LCFF base) (Object range 4000)	1.2. Attendance incentives back to school site budgets ($20,000 – LCFF base) (Object range 4000)	1.2. Attendance incentives back to school site budgets ($20,000 – LCFF base) (Object range 4000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
					1.3. Banners and flyers for "Attendance Counts" ($15,000 – LCFF base) (Object range 4000)	1.3. Banners and flyers for "Attendance Counts" ($15,000 – LCFF base) (Object range 4000)	1.3. Banners and flyers for "Attendance Counts" ($15,000 – LCFF base) (Object range 4000)
		2. Provide support to families of at-risk students.	LEA-wide		2.1. Child and welfare attendance coordinator – Existing ($123K – LCFF base) (Object range 1000/3000) 2.2. Community Outreach Advisor – Existing ($55,000 – LCFF base) (Object range 2000/3000) 2.3 Probation officers – Existing ($165K – LCFF base) (Object range 5000)	2.1. Child and welfare attendance coordinator – Existing ($123K – LCFF base) (Object range 1000/3000) 2.2. Community Outreach Advisor – Existing ($55,000 – LCFF base) (Object range 2000/3000) 2.3. Probation officers – Existing ($165K – LCFF base) (Object range 5000)	2.1. Child and welfare attendance coordinator – Existing ($123K – LCFF base) (Object range 1000/3000) 2.2. Community Outreach Advisor – Existing ($55,000 – LCFF base) (Object range 2000/3000) 2.3. Probation officers – Existing ($165K – LCFF base) (Object range 5000)
Goal 10: Provide safe and secure school environments.	**C:Engagement** (6) School climate	**1.** Promote and expand community forums to increase parent awareness of teen issues.	LEA-wide		1.1. Parent Information Nights ($4,000 – LCFF base) (Object range 4000/5000) 1.2. SRO presence at selected junior high schools ($70,000 – LCFF base) (Object range 5000)	1.1. Parent Information Nights ($4,000 – LCFF base) (Object range 4000/5000) 1.2. SRO presence at selected junior high schools ($70,000 – LCFF base) (Object range 5000)	1.1. Parent Information Nights ($4,000 – LCFF base) (Object range 4000/5000) 1.2. SRO presence at selected junior high schools ($70,000 – LCFF base) (Object range 5000)

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

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014/15	**Year 2: 2015/16**	**Year 3: 2016/17**
Goal 4: Students will be prepared to succeed in college and career. **Goal 5:** Students will possess 21st century skills which lead to graduation and success in college and career. **Goal 6:** English learners receive increased opportunities to enroll in more advanced courses leading to college and career readiness.	**B: Pupil Outcomes** (4) Student achievement; (8) Other pupil outcomes **B: Pupil Outcomes** (4) Student achievement; (8) Other pupil outcomes **B: Pupil Outcomes** (4) Student achievement	**For low income pupils:** **For English learners:** **For redesignated fluent English proficient pupils:** **For foster youth:** **1.** Expand the Multi-Tiered System of Support (MTSS) to provide intervention services (academic and behavioral)	LEA-wide		1.1. Instructional intervention materials [Intensive] ($500K – LCFF supp) (Object range 4000) 1.2 Instructional intervention materials [Strategic] ($500K – LCFF supp) (Object range 4000) 1.3. Intervention teachers ($2.6M – LCFF supp) (Object range 1000/3000) 1.4. Add one Counselor to Alternative Ed ($118K - LCFF supp) (Object range 1000/3000)	1.1. Instructional intervention materials [Intensive] ($100K – LCFF supp) (Object range 4000) 1.2 Instructional intervention materials [Strategic] ($100K – LCFF supp) (Object range 4000) 1.3. Additional intervention teachers ($1.0M – LCFF supp) (Object range 1000/3000) 1.4. Maintain one Counselor at Alternative Ed ($118K - LCFF supp) (Object range 1000/3000)	1.1. Instructional intervention materials [Intensive] ($100K – LCFF supp) (Object range 4000) 1.2 Instructional intervention materials [Strategic] ($100K – LCFF supp) (Object range 4000) 1.3. Additional intervention teachers ($500K – LCFF supp) (Object range 1000/3000) 1.4. Maintain one Counselor at Alternative Ed ($118K - LCFF supp) (Object range 1000/3000)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
Goal 7: Students will be ready for college without remediation **Goal 8:** Students, Parents, staff and community receive ongoing and timely communication.	**B: Pupil Outcomes** (4) Student achievement **C:Engagement** (3) Parental Involvement	**2.** Utilize instructional coaches to increase effective instruction which will increase student achievement **3.** Improve parent engagement through the use of community outreach **4.** Promote and expand parent and family participation in parent programs **5.** Provide additional resources for at-risk families **6.** Summer school jumpstart	LEA-wide School-wide LEA-wide LEA-wide School-wide		2.1. Additional intervention specialists ($3.8M – LCFF supp) (Object range 1000/3000) 3.1. Classified Bilingual Clerks ($306K – LCFF supp) (Object range 2000/3000) 3.2. Bilingual Translation ($200K – LCFF supp) (Object range 5000) 4.1. Parent Training/Parent Trainer ($200K – LCFF supp) (Object range 2000/3000) 5.1. Expand Parent Resource Centers contracted services with our cities ($250K – LCFF supp) (Object range 1000/3000) 6.1. Intervention support to staff summer jumpstart program ($100K – LCFF supp) (Object range 1000/3000)	2.1. Additional intervention specialists ($1.1M – LCFF supp) (Object range 1000/3000) 3.1. Classified Bilingual Clerks ($306K – LCFF supp) (Object range 2000/3000) 3.2. Bilingual Translation ($200K – LCFF supp) (Object range 5000) 4.1. Parent Training/Parent Trainer ($65,000 – LCFF supp) (Object range 2000/3000) 5.1. Maintain Parent Resource Centers contracted services with our cities ($250K – LCFF supp) (Object range 1000/3000) 6.1. Intervention support to staff summer jumpstart program ($180K – LCFF supp) (Object range 1000/3000)	2.1. Additional intervention specialists ($3.3M – LCFF supp) (Object range 1000/3000) 3.1. Classified Bilingual Clerks ($306K – LCFF supp) (Object range 2000/3000) 3.2. Bilingual Translation ($200K – LCFF supp) (Object range 5000) 4.1. Parent Training/Parent Trainer ($65,000 – LCFF supp) (Object range 2000/3000) 5.1. Maintain Parent Resource Centers contracted services with our cities ($250K – LCFF supp) (Object range 1000/3000) 6.1. Intervention support to staff summer jumpstart program ($180K – LCFF supp) (Object range 1000/3000)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17
		7. Provide after school tutoring services	LEA-wide		7.1. Provide SES services to foster youth K-8 ($100K – LCFF supp) (Object range 5000)	7.1. Provide SES services to foster youth K-8 ($100K – LCFF supp) (Object range 5000)	7.1. Provide SES services to foster youth K-8 ($100K – LCFF supp) (Object range 5000)
		8. Improve school site operational processes and enrollment procedures	LEA-wide		8.1. Ongoing training to office staff regarding operational processes and enrollment procedures for foster youth	8.1. Ongoing training to office staff regarding operational processes and enrollment procedures for foster youth	8.1. Ongoing training to office staff regarding operational processes and enrollment procedures for foster youth

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The district's LCFF supplemental grant target amount at full implementation is estimated at $21.8 million. 2012/13 expenditures to support unduplicated pupils were $2.5 million. The gap between full implementation and 2012/13 expenditures is $19.3 million. Using the estimated gap funding percentage for 2014/15 of 28.05%, the increase in estimated supplemental grant funding is $5.4 million. The total estimated LCFF supplemental minimum expenditures for 2014/15 is $8.1 million.

For the 2014/15 school year, the district is expecting to allocate approximately $8.7 million to actions and services that directly support low income, foster youth, and English learner pupils. Specifically, the actions and services include:

1. Expand the Multi-Tiered System of Support (MTSS) model to provide intervention services (academic and behavioral)
2. Utilize intervention specialists to increase effective instruction which will increase student achievement
3. Improve parent engagement through the use of community outreach
4. Promote and expand parent and family participation in parent programs
5. Provide additional resources for at-risk families
6. Summer school jumpstart
7. Provide after school tutoring services
8. Improve school site operational processes and enrollment procedures

By allocating resources in a districtwide or schoolwide manner, the district is able to provide services to all unduplicated pupils, including those pupils at schools with less than 40% of enrollment of unduplicated pupils.

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

The 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 is calculated as 4.29%. Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils as described below:

1. Expand the Multi-Tiered System of Support (MTSS) model to provide intervention services (academic and behavioral)
- In the 2013/14 school year, the district employed six part time intervention teachers at various sites.
- In the LCAP year, the district plans to increase the number of intervention teachers to approximately 33 to service all sites. In addition, all school sites will be equipped with appropriate intervention materials.

2. Utilize intervention specialists to increase effective instruction which will increase student achievement
- In the 2013/14 school year, the district funded one intervention specialist serving only a small percentage of the enrollment.
- In the LCAP year, the district plans to increase the intervention specialist to 38 to service students at each of the district schools.

3. Improve parent engagement through the use of community outreach
- In the 2013/14 school year, various school sites employed part time bilingual staff dedicated to community outreach.
- In the LCAP year, the district plans to staff part time bilingual clerks at all sites with more than 15% of their student population speaking a language other than English. In addition, the district plans to improve translation services by employing an in-house translator to service needs throughout the district.

4. Promote and expand parent and family participation in parent programs
- In the 2013/14 school year, several school sites offered parent training academies through limited categorical and parent funds.
- In the LCAP year, the district plans to improve parent participation/engagement through development of a customized curriculum to CVUSD and expanded opportunities for parents to participate.

5. Provide additional resources for at-risk families
- In the 2013/14 school year, the district partners with the cities to offer parent resource centers to at-risk families with children ages 0–5 through First 5 funds.
- In the LCAP year, the district will increase services by expanding the parent resource centers to provide additional services to at-risk families with students in grades TK–12.

6. Summer school jumpstart
- In the 2013/14 school year, school sites have limited opportunities to offer a summer intervention program for EL students.
- In the LCAP year, the district will increase opportunities for school sites to offer summer invention programs for EL students.

7. Provide after school tutoring services
- In the 2013/14 school year, limited after school tutoring opportunities existed for foster youth.
- In the LCAP year, the district will increase the after school tutoring opportunities for foster youth.

8. Improve school site operational processes and enrollment procedures
- In the 2013/14 school year, school site operational processes and enrollment procedures are in place for foster youth.
- In the LCAP year, the district will provide ongoing training to school staff to ensure the streamline of operational processes and enrollment procedures for foster youth.

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.