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

Introduction:

LEA: _Victor Elementary School District_ Contact (Name, Title, Email, Phone Number):_Jan Gonzales, Superintendent, jgonzales@vesd.net, (760) 245-1691_ 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
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 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 has four committees of which the members encompass all stakeholder groups including representatives for our English Language Learners, Foster Children, Low Income Students, African American Students, Hispanic Students, Gifted and Talented Students, Special Education Students,	VESD's four committees were in place prior to LCFF and the LCAP. VESD has gathered input regarding its vision, mission, and operations for many years. The input gathered has been used to develop VESD Board Goals and Objectives. Once the Board Goals and Objectives are adopted, then Cabinet action plans are written and implemented. Finally, the Board Goals and Objectives and Cabinet action plans are used to drive Principal action plans for site level work. When VESD began its work on the LCAP, the four committees were involved. All members have had the opportunity to give input on the goal development and their alignment with the state's eight priorities. The members of the committees have also given input to the expected outcomes of the goals and how the outcomes will benefit our students.

Involvement Process	Impact on LCAP
Classified employees and Certificated Employees including their Bargaining Unit Officers, Confidential Employees, Administration, and Community Members. The total amount of unduplicated participants is over 100. VESD's four committees meet regularly: District English Learner Advisory Committee (DELAC)- meets monthly within the school year. DELAC met on 1/16/14, 2/13/14, 3/13/14, 4/16/14 and 5/8/14 District Advisory Committee (DAC) – meets three times a year. DAC met on 3/31/14 and 5/19/14 Budget Advisory Committee – meets monthly within the school year. BAC met on 1/14/14, 2/3/14, 3/3/14, 4/14/14, 5/12/14 and 6/2/14 Quality Works – meets monthly within the school year. Quality Works met on 1/14/14, 2/4/14, 3/4/14, 4/1/14, 5/13/14 and 6/3/14. Each of these groups has given input and will continue to give input to VESD's Local Control Accountability Plan throughout the school year. All four committees come together annually to review data (survey results, academic results, budget, etc.), discuss results and provide input for ongoing improvement. 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 four committees. VESD works with and receives input from outside agencies on a regular basis, such as SELPA, CSEA, VETA, Morning Star, Think Together, Public Works, City of Victorville, BEARS (Benefit Everyone, Assist Recreation and Sports), Victorville Chamber, Assistance League (Operation School Bell), United Way, Horace Mann, High Desert Homeless Shelter, San Bernardino, Monterey, Riverside and San Diego County Offices of Education and Victor Elementary Education Foundation.	The continuous improvement cycle will be ongoing throughout the school year. As the four committees receive information such as survey results, academic results, etc., they will be asked for input on how to improve the results. The input that is provided not only will guide the LCAP annual update, but it currently influences VESD's Board Goals and Objectives and, consequently, Cabinet and Principal action plans which are monitored throughout the school year. Another area of input for VESD's four committees is the VESD Learning for All Plan (LFA). (See below) The LFA is a longstanding incentive plan for school sites. As VESD site accomplish goals they receive monetary incentives to spend at the site level (see attached). VESD's Quality Works committee reviews the Learning for All Plan annually to ensure it is relevant and what is best for students. The LFA Plan is reviewed and updated annually by Quality Works (see involvement process) and beginning in 2014/15 the Budget Committee will also participate in the review process. Once the two committees have drafted a proposal then the Principals review the draft. Upon completion of input, it is placed on the Board agenda for approval. **Victor Elementary School District** **Learning for All Plan** **Customer Service** Each school will earn $1,100 with a 95% approval rating on 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** **VESD Vision:** 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

Involvement Process	Impact on LCAP
	career portfolio with a comparable research and CCSS standards based project. Simply identify on the checklist what is being substituted. **VESD Mission:** 1. Earn $1 per student in grades 2-6 for administering the Interim Assessment 2 times annually with a 95% participation rate in ELA and MATH for each administration. 2. Earn $6 per K-1 student that complete a prewriting assessment in addition to the existing year end assessment (prewriting completed by end of October). Students need to score "developing or consistent" on the year end writing using the VESD CCSS rubric. 3. Earn $500 per grade level for 2-6 students that complete a prewriting assessment in addition to the existing year end assessment (prewriting assessments completed by end of October). 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 $500 with a 95% approval rating on the *Parent Survey* statement: *I am given the opportunity to be part of my child's*

Involvement Process	Impact on LCAP
	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

Involvement Process	Impact on LCAP
	Physical Fitness Events – Block runs, etc. Fundraising Events – charity events that involve parents Re-enactment VEEF Fundraisers **Communication** Each school will earn $900 with a 95% approval rating on 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 $100 for completing all safety checks monthly (playground inspection, extinguisher check, site safety meetings and attendance at District safety meeting). 4. Each school will earn $200 for completing online trainings.

Involvement Process	Impact on LCAP
	5. Each school will earn $200 for holding behavior assemblies, including bullying, two times per year. 6. Each site will earn $200 for achieving a Gold after completing two site reviews each year. 7. Each school will earn $200 with a 95% approval rating on 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.* End Document In addition, VESD's three year LEA Plan which began in 2013 details the base program and how all student needs will be met across the district. Please see LEA Plan that accompanies LCAP. 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 spending as possible. At the site level, input is received from Site Council, ELAC, and staff on the site plan and budget. VESD has a current and targeted 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 has been important for VESD stakeholders that our actions be targeted, focused and aligned.

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	
As a part of the District's Local Educational Agency Plan, Title III Improvement Plan, and Strategic Planning Process, data related to student outcomes was reviewed. Based on this process, the following significant needs were identified. Need: Students go on to college and/or career path Metric: Career Portfolio, Staff, Parent & Student Surveys	**GOAL 1.** 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. Priorities: 1, 2, 3, 4, 5, 6, & 8	All	All		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. Priorities: 1, 2, 3, 4, 5, 6, & 8. This includes: - At least 95% of parents, student and staff affirming the quality of the school through surveys. Metric: LFA Customer Services	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. Priorities: 1, 2, 3, 4, 5, 6, & 8. Students are engaged and supported in their	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. Priorities: 1, 2, 3, 4, 5, 6, & 8. Students are engaged and supported in their	-Basic (priority 1) - Implementation of State Standards (priority 2) -Parent involvement (priority 3) -Pupil achievement (priority 4) -Pupil engagement (priority 5) -School climate (priority 6) -Other pupil outcomes (priority 8) -Learning for All Plan -Local Educational Agency Plan -Board goals and objective/action

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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Priorities: 5 & 8 Need: Students are engaged and confident learners Metric: SBAC Interims, SBAC, Pre/Post Writing K-6 Priorities: 2 & 4 Need: Students have options to explore new opportunities Metric: Pre/Post Writing, Career Curriculum Priorities: 8 Need: Improve student, parent, and staff surveys results Metric: Student, Parents and Staff Surveys Priorities: 3, 5, & 6 Need: Improved student attendance					-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	learning as measured by the schools earning at -At least 55% of the possible incentive funding under the "Student Progress" Learning for All Objectives (see areas identified in year 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 -Administer to all	learning as measured by the schools earning at -At least 60% of the possible incentive funding under the "Student Progress" Learning for All Objectives (see areas identified in year 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 -Administer to all	plans.

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Metric: School Attendance Rates, Chronic Absenteeism Rates Priorities: 5 Need: Safe and orderly campuses Metric: Willilams, 5 Star Review Process Priorities: 1					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	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.)	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.)	

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						Metric: LFA Student Progress -In order to increase student performance sites will work to improve student attendance. Metric: LFA Student Progress	Metric: LFA Student Progress -In order to increase student performance sites will work to improve student attendance. Metric: LFA Student Progress	

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As a part of the District's Local Educational Agency Plan, Title III Improvement Plan, and Strategic Planning Process, data related to student outcomes was reviewed. Based on this process, the following significant needs were identified: Need: Students go on to college and/or career path Metric: Career Portfolio, Staff, Parent & Student Surveys Priorities: 5 & 8 Need: Students are engaged and confident learners	**GOAL 2.** 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. Priorities: 1, 2, 3, 4, 5, 6, & 8	English Language Learners, Hispanic, foster youth, low income, African American, Gifted and Talented Education, special education and low achieving students	All		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. Priorities: 1, 2, 3, 4, 5, 6, & 8. 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*	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. Priorities: 1, 2, 3, 4, 5, 6, & 8. Students are engaged and supported in their learning as measured by the schools earning at least 55% of the possible incentive	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. Priorities: 1, 2, 3, 4, 5, 6, & 8. Students are engaged and supported in their learning as measured by the schools earning at least 60% of the possible incentive	-Basic (priority 1) -Implementation of State standards (priority 2) -Parent involvement (priority 3) -Pupil achievement (priority 4) -Pupil engagement (priority 5) -School climate (priority 6) -Other pupil outcomes (priority 8) -Learning for All Plan -Local Educational Agency Plan -Board goals and objective/action plans.

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	
Metric: CELDT, SBAC Interims, SBAC, Pre/Post Writing K-6 Priorities: 2 & 4 Need: Students have options to explore new opportunities Metric: Pre/Post Writing, Career Curriculum Priorities: 8 Need: Improve student, parent, and staff surveys results Metric: Student, Parents and Staff Surveys Priorities: 3, 5, & 6 Need: Improved student attendance Metric: School Attendance Rates, Chronic Absenteeism Rates Priorities: 5					*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 Progress -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	funding under the "Student Progress" Learning for All Objectives (see areas identified in year 1.) 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:	funding under the "Student Progress" Learning for All Objectives (see areas identified in year 1.) 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:	

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: Safe and orderly campuses Metric: Williams, 5 Star Review Process Priorities: 1						LFA Student Progress -In order to increase student performance sites will work to improve student attendance Metric: LFA Student Progress -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	LFA Student Progress -In order to increase student performance sites will work to improve student attendance Metric: LFA Student Progress -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	

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	
As a part of the District's Local Educational Agency Plan, Title III Improvement Plan, and Strategic Planning Process, data related to student outcomes was reviewed. Based on this process, the following significant needs were identified: Need: Students are engaged and confident learners Metric: SBAC, CELDT, Quality check Survey, Student Survey, Parent Survey Priorities: 4 & 5 Need: Students have options to explore new opportunities Metric: Pre/Post Writing, Career	**GOAL 3.** 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. Priorities: 3, 4, 5, 6 & 8	All	All		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: Priorities: : 3, 4, 5, 6 & 8 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%);	PDSA (Plan, Do, Study, Act) stakeholder survey results with a goal to increase 1% annually until a minimum of 95% is reached. 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: Priorities: : 3, 4, 5, 6 & 8 Quality check Survey : "I have the tools (equipment, materials,	PDSA (Plan, Do, Study, Act) stakeholder survey results with a goal to increase 1% annually until a minimum of 95% is reached. 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: Priorities: : 3, 4, 5, 6 & 8 Quality check Survey : "I have the tools (equipment, materials,	- Parent Involvement (priority 3) -Pupil achievement (priority 4) -Pupil engagement (priority 5) -School climate (priority 6) - Other Pupil Outcomes (priority 8) -Learning for all plan - Local Educational Agency Plan -Title III plan -Board goals and objective/action plans.

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	
Curriculum Priorities: 8 Need: Improve student, parent, and staff surveys results Metric: Student, Staff & Parent Survey, Quality check Survey Priorities: 3, 5 & 6					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%)	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%)	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%)	

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	
As a part of the District's Local Educational Agency Plan, Title III Improvement Plan, and Strategic Planning Process, data related to student outcomes was reviewed. Based on this process, the following significant needs were identified: Need: Students go on to college and/or career path Metric: Career Portfolio Priorities: 8 Students have options to explore new opportunities Metric: Pre/Post Writing, Career Curriculum Priorities: 8	**GOAL 4.** VESD will provide opportunities and possibilities that support the success of all students and the adults that support them. Priorities: 8	All	All		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 Priorities: 8 This includes: -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 -VESD's stakeholders will feel supported as evidenced in stakeholder surveys. Each survey question will reflect a 1% growth or higher annually: Student Survey:	PDSA (Plan, Do, Study, Act) stakeholder survey results with a goal to increase 1% annually until a minimum of 95% is reached. Students are engaged and supported in their learning as measured by schools earning at least 55% of the possible incentive funding under the "Student Progress" Learning for All (LFA) Objectives Priorities: 8 This includes:	PDSA (Plan, Do, Study, Act) stakeholder survey results with a goal to increase 1% annually until a minimum of 95% is reached. Students are engaged and supported in their learning as measured by schools earning at least 60% of the possible incentive funding under the "Student Progress" Learning for All (LFA) Objectives Priorities: 8 This includes:	- Other Pupil Outcomes (priority 8)

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	
					"I give my best effort to be at or above my grade level in all subjects." (baseline 96.66%) "I am expected to learn, improve, and do my best every day" (baseline 98.5%) and "My parent/ guardian and I talk about how I am doing in school." (baseline 91.40%) Staff Survey: "There is always an avenue to express my concerns or questions" (baseline 91.44%) and "I am able to participate in the decision making process in my department/school (site planning, budget, etc.)." (baseline 91.94%) Quality check Survey: "I have the tools (equipment, materials, supplies) that are required	-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 -VESD's stakeholders will feel supported as evidenced in stakeholder surveys. Each survey question will reflect a 1% growth or higher annually: Student Survey: "I give my best effort to be at or above my grade level in all subjects." (baseline 96.66%) "I am expected to	-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 -VESD's stakeholders will feel supported as evidenced in stakeholder surveys. Each survey question will reflect a 1% growth or higher annually: Student Survey: "I give my best effort to be at or above my grade level in all subjects." (baseline 96.66%) "I am expected to	

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	
					to do my job" (baseline 88.85%) and "I have the training that is required to do my job"(baseline 94.83%);	learn, improve, and do my best every day" (baseline 98.5%) and "My parent/ guardian and I talk about how I am doing in school." (baseline 91.40%) Staff Survey: "There is always an avenue to express my concerns or questions" (baseline 91.44%) and "I am able to participate in the decision making process in my department/school (site planning, budget, etc.)." (baseline 91.94%) Quality check Survey: "I have the tools	learn, improve, and do my best every day" (baseline 98.5%) and "My parent/ guardian and I talk about how I am doing in school." (baseline 91.40%) Staff Survey: "There is always an avenue to express my concerns or questions" (baseline 91.44%) and "I am able to participate in the decision making process in my department/school (site planning, budget, etc.)." (baseline 91.94%) Quality check Survey: "I have the tools	

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	
						(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%);	(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%);	

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
GOAL 1. 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. A1 – A8	-Basic (priority 1) -Implementation of State standards (priority 2) -Parent involvement (priority 3) -Pupil achievement (priority 4) -Pupil engagement (priority 5) -School climate (priority 6) -Other pupil outcomes (priority 8) -Learning for All Plan -Local Educational Agency Plan -Board goals and objective/action plans.	Provide a high quality basic instructional program that includes safe and well maintained learning environments, highly qualified staff, materials to support learning, technology, expansion in learning opportunities, and parent engagement: 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).	LEA-wide (A1-A8)		A1. Recruit, hire, assign, and retain highly qualified staff $1,883,555 Funding: LCFF funding, Title I Title II and Title III Objects: 1, 2 & 3XXX	A1. Recruit, hire, assign, and retain highly qualified staff $3,065,302 Funding: LCFF funding, Title I Title II and Title III Objects: 1, 2 & 3XXX	A1. Recruit, hire, assign, and retain highly qualified staff $3,254,062 Funding: LCFF funding, Title I Title II and Title III Objects: 1, 2 & 3XXX

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 2. 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. A1 – A8	-Basic (priority 1) -Implementation of State standards (priority 2) -Parent involvement (priority 3) -Pupil achievement (priority 4) -Pupil engagement (priority 5) -School climate (priority 6) -Other pupil outcomes (priority 8) -Learning for All Plan -Local Educational Agency Plan -Board goals and objective/action plans.	A2. Professional development and collaboration to support CCSS implementation for all students A3. Maintain facilities to maximize efficiency and effectiveness of resources; update equipment based on needs analysis. (LCFF Funding) 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			A2. . Professional development and collaboration $350,832 Funding: LCFF, Title I, Title II, Title III Objects: 1, 2, 3, & 5XXX A3. Maintain facilities $484,007 Funding: LCFF Objects:4,5,6, & 7XXX A4. Provide instructional resources $117,000 Funding: LCFF, Lottery, CCSS, Title I Object: 4XXX	A2. . Professional development and collaboration $350,832 Funding: LCFF, Title I, Title II, Title III Objects: 1, 2, 3, & 5XXX A3. Maintain facilities $1,564,136 Funding: LCFF Objects: 4,5,6, & 7XXX A4. Provide instructional resources $117,000 Funding: LCFF, Lottery, CCSS, Title I Object: 4XXX	A2. . Professional development and collaboration $350,832 Funding: LCFF, Title I, Title II, Title III Objects: 1, 2, 3, & 5XXX A3. Maintain facilities $1,573,894 Funding: LCFF Objects: 4,5,6, & 7XXX A4. Provide instructional resources $117,000 Funding: LCFF, Lottery, CCSS, Title I Object: 4XXX
GOAL 3. All Students will receive instruction and support by highly qualified staff who have received professional	- Parent Involvement (priority 3) -Pupil achievement (priority 4) -Pupil engagement (priority 5) -School climate (priority 6) - Other Pupil Outcomes						

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
development as defined in Local Educational Agency Plan and school site plans. A1, A2, A4, A5, A6, A7 **GOAL** 4. VESD will provide opportunities and possibilities that support the success of all students and the adults that support them. A1 – A8	(priority 8) -Learning for all plan - Local Educational Agency Plan -Title III plan -Board goals and objective/action plans. - Other Pupil Outcomes (priority 8)	A5. Support reduced class sizes in Grades TK – 3 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) A8. Provide parent education based on interests and needs expressed by parents.			A5. Reduce class sizes $676,319 Funding: LCFF Objects: 1, 2 & 3XXX A6. Supplies and Equipment $1,195,000 Funding: LCFF Objects: 4, 5 & 6XXX A7. Classroom Technology $190,000 Funding: LCFF, Objects: 4, 5 & 6XXX A8. Parent Education $31,575 Funding: Title I Objects: 4 & 5XXX	A5. Reduce class sizes $617,005 Funding: LCFF Objects: 1, 2 & 3XXX A6. Supplies and Equipment $1,195,000 Funding: LCFF Objects: 4, 5 & 6XXX A7. Classroom Technology $800,000 Funding: LCFF, Lottery, Title II Objects: 4, 5 & 6XXX A8. Parent Education $31,575 Funding: Title I Objects: 4 & 5XXX	A5. Reduce class sizes $554,068 Funding: LCFF Objects: 1, 2 & 3XXX A6. Supplies and Equipment $1,195,000 Funding: LCFF Objects: 4, 5 & 6XXX A7. Classroom Technology $800,000 Funding: LCFF, Lottery, Title II Objects: 4, 5 & 6XXX A8. Parent Education $31,575 Funding: Title I Objects: 4 & 5XXX

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 2 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. B LI 1 – B LI 8	-Basic (priority 1) -Implementation of State standards (priority 2) -Parent involvement (priority 3) -Pupil achievement (priority 4) -Pupil engagement (priority 5) -School climate (priority 6) -Other pupil outcomes (priority 8) -Learning for All Plan -Local Educational Agency Plan -Board goals and objective/action plans	**For low income pupils:** Provide additional and targeted student support services to help all students engage productively in the learning environment: B-LI 1. Provide site directed funds to support targeted intervention support as recognized in site plans (SPSA) such as afterschool intervention/ tutoring, etc	LEA-wide (B LI 1 – B LI 8)		B-LI 1. Site Directed Funds for Defined Autonomy as recognized in site plans (SPSA) $5,257,752 Funding: LCFF, Lottery, Title I Objects: 1, 2, 3, 4, 5 & 6XXX	B-LI 1. Site Directed Funds for Defined Autonomy as recognized in site plans (SPSA) $5,276,117 Funding: LCFF, Lottery, Title I Objects: 1, 2, 3, 4, 5 & 6XXX	B-LI 1. Site Directed Funds for Defined Autonomy as recognized in site plans (SPSA) $5,276,117 Funding: LCFF, Lottery, Title I Objects: 1, 2, 3, 4, 5 & 6XXX

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
		B-LI 2 .Provide sites with LFA incentive funds to recognize and reward student progress and achievement			B-LI 2. LFA Incentive Funds based on student progress and achievement $250,950 Funding: Lottery Objects: 4 & 5XXX	B-LI 2. LFA Incentive Funds based on student progress and achievement $350,243 Funding: Lottery Objects: 4 & 5XXX	B-LI 2. LFA Incentive Funds based on student progress and achievement $485,123 Funding: Lottery Objects: 4 & 5XXX
		B-LI 3. Extended learning time/afterschool programs			B-LI 3. Extended learning time/after school programs $1,795,500 Funding: ASES Grants, LCFF, National School Lunch Program Objects:	B-LI 3. Extended learning time/after school programs $1,795,500 Funding: ASES Grants, LCFF, National School Lunch Program Objects:	B-LI 3. Extended learning time/after school programs $1,795,500 Funding: ASES Grants, LCFF, National School Lunch Program Objects:
		B-LI 4. Support schools of choice and equity for all students through diverse offerings, quadrant busing, etc.			B-LI 4. Support schools of choice $860,000 Funding: LCFF Objects: 5XXX	B-LI 4. Support schools of choice $886,884 Funding: LCFF Objects: 5XXX	B-LI 4. Support schools of choice $1,113,768 Funding: LCFF Objects: 5XXX
		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. Support and training for all teachers with Support Specialists $464,267 Funding: Title I, Title II, Title III Objects: 1, 2, & 3XXX	B-LI 5. Support and training for all teachers with Support Specialists $485,284 Funding: Title I, Title II, Title III Objects: 1, 2, & 3XXX	B-LI 5. Support and training for all teachers with Support Specialists $501,635 Funding: Title I, Title II, Title III Objects: 1, 2, & 3XXX

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
		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 7. Site based parent training and outreach. B-LI 8. VESD provides breakfast and lunch through the National School Lunch program.			B-LI 6. Support successful implementation of Common Core $517,605 Funding: Title I, Title II Objects: 1, 2, & 3XXX B-LI 7. Parent Involvement $31,575 Funding: Title I Objects: 4 & 5XXX B-LI 8. Provide meals for students in need $5,511,340 Funding: National School Lunch Program Objects: 1-7's	B-LI 7. Parent Involvement $31,575 Funding: Title I Objects: 4 & 5XXX B-LI 8. Provide meals for students in need $5,511,340 Funding: National School Lunch Program Objects: 1-7's	B-LI 7. Parent Involvement $31,575 Funding: Title I Objects: 4 & 5XXX B-LI 8. Provide meals for students in need $5,511,340 Funding: National School Lunch Program Objects: 1-7's

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 2 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. B EL 1 – B EL 4	-Basic (priority 1) -Implementation of State standards (priority 2) -Parent involvement (priority 3) -Pupil achievement (priority 4) -Pupil engagement (priority 5) -School climate (priority 6) -Other pupil outcomes (priority 8) -Learning for All Plan -Local Educational Agency Plan -Board goals and objective/action plans	***For English Learners and redesignated Fluent English Proficient Pupils:*** Provide additional and targeted student support services to help all English Learner students, including redesignated fluent English proficient pupils engage productively in the learning environment: B-EL 1. Provide professional development to begin shifting practice to address new CCSS aligned English language development standards. B-EL 2. Bilingual Aides are provided at various sites to support VESD English language learners. B-EL 3. VESD will provide professional development for principals, staff and	LEA-wide (B EL 1 – B EL 4)		B-EL 1. Professional development $37,000 Funding: Title II, Title III Objects: 1, 2, 3, & 5XXX B-EL 2. Bilingual Aides $334,364 Funding: LCFF, Title I Objects: 1-3's B-EL 3. Professional development English Language	B-EL 1. Professional development $37,000 Funding: Title II, Title III Objects: 1, 2, 3, & 5XXX B-EL 2. Bilingual Aides $344,881 Funding: LCFF, Title I Objects: 1-3's B-EL 3. Professional development English Language	B-EL 1. Professional development $37,000 Funding: Title II, Title III Objects: 1, 2, 3, & 5XXX B-EL 2. Bilingual Aides $361,535 Funding: LCFF, Title I Objects: 1-3's B-EL 3. Professional development English Language

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
		parents in English language development strategies. 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)			Development Strategies $46,750 Funding: LCFF, Title II, Title III Objects: 1, 2, 3, & 5XXX B-EL 4. Site funding for English Language resources $5,257,752 Funding: LCFF, Lottery, Title I Objects: 1, 2, 3, 4, 5 & 6XXX	Development Strategies $46,750 Funding: LCFF, Title II, Title III Objects: 1, 2, 3, & 5XXX B-EL 4. Site funding for English Language resources $5,276,117 Funding: LCFF, Lottery, Title I Objects: 1, 2, 3, 4, 5 & 6XXX	Development Strategies $46,750 Funding: LCFF, Title II, Title III Objects: 1, 2, 3, & 5XXX B-EL 4. Site funding for English Language resources $5,276,117 Funding: LCFF, Lottery, Title I Objects: 1, 2, 3, 4, 5 & 6XXX

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 2 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. B FU 1 – B FU 4	-Basic (priority 1) -Implementation of State standards (priority 2) -Parent involvement (priority 3) -Pupil achievement (priority 4) -Pupil engagement (priority 5) -School climate (priority 6) -Other pupil outcomes (priority 8) -Learning for All Plan -Local Educational Agency Plan -Board goals and objective/action plans	**For foster youth:** Provide additional and targeted student support services to help all Foster Youth students engage productively in the learning environment: B-FY 1. Provide targeted and responsive counseling and other social and emotional support to Foster Youth B-FY 2. Develop and implement a plan for Foster outreach with a county foster liaison, social workers and foster parents. B-FY 3. Monitor foster student progress and provide intervention when needed.	LEA-wide (B FU 1 – B FU 4)		B-FY 1. Provide needed services $TBD Funding: LCFF, SELPA Objects: B-FY 2. Plan for outreach $961 Funding: LCFF Objects: 1, 2, 3, 5XXX B-FY 3. Monitor progress $4,718 Funding: LCFF Objects: 1, 2, 3XXX	B-FY 1. Provide needed services $TBD Funding: LCFF, SELPA Objects: B-FY 2. Plan for outreach $966 Funding: LCFF Objects: 1, 2, 3, 5XXX B-FY 3. Monitor progress $4,799 Funding: LCFF Objects: 1, 2, 3XXX	B-FY 1. Provide needed services $TBD Funding: LCFF, SELPA Objects: B-FY 2. Plan for outreach $967 Funding: LCFF Objects: 1, 2, 3, 5XXX B-FY 3. Monitor progress $4,807 Funding: LCFF Objects: 1, 2, 3XXX

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
		B-FY 4. Develop and implement a plan for identification of foster student and coordinate with school information system.			B-FY 4. Identification plan $975 Funding: LCFF Objects: 5XXX	B-FY 4. Identification plan $975 Funding: LCFF Objects: 5XXX	B-FY 4. Identification plan $975 Funding: LCFF Objects: 5XXX

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 LCAP funding for Supplemental and Concentration LCAP funding for unduplicated students is estimated at $8,046,391. Approximately $2.4 million has been allocated to school sites based on unduplicated pupil counts to be used on items such as materials, personnel, and professional development through a site based decision making process which is outlined in their site plans (SPSA) that is aligned to board goals and objectives.

In the LCAP year 14/15 the district will become a 100% School of Choice District. Children, including unduplicated students at 82%, within our district and surrounding areas will have access to a broad course of study through a choice of which school he/she wishes to attend. To support schools of choice, the district has changed its busing structure. The district will now be divided into 4 quadrants. Neighborhoods within a quadrant will receive busing to their choice school within that quadrant.

The district has implemented a technology plan that includes access and instruction to support unduplicated student achievement and common core as well as preparation for the Smarter Balanced State test.

The district will fund Williams Act components to include: textbooks for every unduplicated student, safe and orderly campuses, highly qualified teachers.

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.

Currently, in Victor Elementary School District, the increase in proportionality for English Learners, Low Income Students and Foster Youth is 11.17% in the LCAP year. In order to ensure equity, we recognize the need to improve and expand services for our most at risk students. The following actions go above and beyond the proportionality requirement for the District.

In line with Victor Elementary School District's visionary mission statement, the following 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. $8,046,391 million 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

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.

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.